

RHODE ISLAND CULTURAL ACADEMY CHARTER PUBLIC SCHOOL

Providing students with a rigorous, character-based education that ignites a passion for learning and inspires creativity through real-world and project-based experiences.

July 25, 2024

Respectfully Submitted to the Rhode Island Department of Education by:

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Cover Sheet

Name of Charter: Rhode Island Cultural Academy Charter Public School

Charter Type: Independent

Location of Charter School: School facility location is in the process of being determined

Enrolling Communities: Statewide with lottery weights for Central Falls, Pawtucket, Providence, and West Warwick

Primary Contact Name: Alison Carr

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Primary Contact Role: Founding Member

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School Year	Grade Levels Served	Enrollment	Communities Served
SY25-26	K-3	288	Central Falls, Pawtucket, Providence, West Warwick, Statewide
SY29-30 (5 years)	K-7	576	Central Falls, Pawtucket, Providence, West Warwick, Statewide
At-scale	K-12	936	Central Falls, Pawtucket, Providence, West Warwick, Statewide

Signature of Lead Applicant:



Print Name: Alison J. Carr

Organization/Title: Old Sturbridge Inc. / Vice President for Education

Date: 7/25/24

Name of Establishing Entity: Coggeshall Farm Museum

Signature of Establishing Entity Representative:



Print Name: Shelli Costa

Position/Title: Executive Director, Coggeshall Farm Museum

Date: 7/25/24

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Executive Summary

The mission of Rhode Island Cultural Academy Charter Public School is to provide K-12 students with a rigorous, character-based education that ignites a passion for learning and inspires creativity through real-world and project-based experiences. RI Cultural Academy extends beyond the traditional classroom to local cultural institutions and museums that promote intellectual curiosity, spark creativity, expand horizons, and offer experiences that match our students' varied learning styles and needs, preparing them to be leaders at our school and in their communities.

The applicant group, which includes members of Old Sturbridge Inc. (OSI), RI Cultural Academy's CMO, has decades of combined experience leading charter schools and living history museums. Alison Carr (OSI) is the former Chief Administrator of Kingston Hill Academy Charter School. Shelli Costa, Executive Director of Coggeshall Farm Museum, the establishing entity, has 21 years' experience in nonprofits. Jim Donahue (OSI) has 35 years' experience in education, and found Highlander Charter School, Old Sturbridge Academy Charter School (OSA), and Worcester Cultural Academy Charter School (WCA). Jamie Greenthal (OSI), WCA founder, has 12 years' experience in charter schools. Kara McCormick (OSI), Senior Director of People and Culture, leads HR and talent recruitment for OSA and WCA, and will provide the same to RI Cultural Academy.

While open to students statewide, RI Cultural Academy will focus student recruitment on, and provide a lottery weight to, students from Central Falls, Pawtucket, Providence, and West Warwick. Our success operating schools that educate students from underperforming school districts is the driving force behind our school, which will enroll most of its students from some of the lowest performing districts in RI. Our team has proven that students benefit from our unique model where learning extends beyond the traditional classroom to the local cultural institutions and museums that our students will visit frequently throughout the school year. We plan to partner with Coggeshall Farm Museum, GAMM Theatre, Providence Children's Museum, Rhode Island Historical Society, Rhode Island Philharmonic

Orchestra & Music School, RISD Museum, and the Tomaquaq Museum. We will augment classroom learning with the arts and cultural programming that their teaching artists and museum educators will connect to our curricula and provide to our students. At OSA and WCA, we have witnessed students' growing their intellectual curiosity, engagement, and ability to reflect in these settings outside of the classroom, and particularly those for whom the traditional classroom setting presents learning challenges.

As an EL Education partner school, RI Cultural Academy will foster EL's three dimensions of student achievement: mastery of knowledge and skill, character, and high-quality work. Our students will exceed RI curriculum frameworks' standards for academic performance while also being held to standards of character and citizenship. These goals support the vision that RI Cultural Academy students will be skilled communicators, critical thinkers, and creative problem solvers. When our students graduate, they will have expanded their horizons through engagement with the cultural institutions, and will be empowered to solve community-level and society-wide problems with compassion and understanding.

Our teachers, who will receive bi-weekly PD from school leaders, OSI staff, and outside experts, will take a student-centered approach and will reflect the diversity of our student population. The attributes of our ideal teacher will be flexibility, courage, entrepreneurial spirit, resiliency, creativity, compassion, and a dedication to increasing student achievement and social-emotional learning. The Head of School, Deans, and Special Education Coordinator will coach, supervise, and evaluate teachers. The school's Board of Trustees will have fiduciary responsibility for the school, and along with the Head of School will ensure academic, school culture, and organizational results are achieving the goals in the charter, accountability plan, and the Head of School's personal development plan.

Mission Statement

The mission of Rhode Island Cultural Academy Charter Public School (“Rhode Island Cultural Academy”, “RICA”) is to provide students with a rigorous, character-based education that ignites a passion for learning and inspires creativity through real-world and project-based experiences.

Rhode Island Cultural Academy extends beyond the traditional classroom to local cultural institutions and museums that promote intellectual curiosity, spark creativity, expand horizons, and offer experiences that match our students' varied learning styles and needs, preparing them to be leaders at our school and in their communities.

At Rhode Island Cultural Academy, learning extends beyond the traditional classroom and to the local cultural institutions and museums (“Expedition Institutions”) that our students will visit regularly throughout the school year. We will complement and augment what students learn in our school building with the music, visual arts, performing arts, history, and STEM education that the Expedition Institutions will provide from their existing content offerings or design originally for our school in partnership with our staff. To measure the effectiveness of, and progress against, our mission, our school will work with EL Education to craft a set of performance benchmarks that align with EL’s three dimensions of student achievement: (1) mastery of knowledge and skills; (2); character; and (3) high-quality student work.

Rhode Island Cultural Academy students will embody these dimensions of student achievement and will be assessed through a calendar of progress reports, self-reflections, rubrics, assessments, and report cards. RICA students will exceed Rhode Island curriculum frameworks’ standards for academic performance while also being held to standards of character and citizenship.

Proposed New Student Seats and Enrollment

Please refer to the attachments for the enrollment table. The applicant group’s rationale for selecting the enrollment size for our school is based on a grade level model of three sections per grade with a maximum of 24 students per class in Kindergarten through 12th grade. In order to be eligible to

enroll in kindergarten, students would have to be five by August 31st. We feel that the three sections per grade will give our teachers a solid grade level team to build, differentiate, and refine curriculum. We feel student cohorts of a maximum of 72 students per grade will enable students to have a small school feel with a large enough peer group to form a variety of friendships.

We recognize that there could be the potential for variation in enrollment year-to-year based on potential student retention and attrition. Based on the fact that last year there were 32,400 total applications (9,725 unique applicants) for 2,942 available seats at RI charter schools, with 82.6% or 26,762 of those applications from the Central Falls, Pawtucket, and Providence school districts, we anticipate that RICA will have a large enough waitlist that we can use to backfill any available seats per the school's enrollment policy.

Through the management contract, Old Sturbridge Inc. (OSI) will support RICA by creating recruitment collateral, in multiple languages, that articulates that our school is free and open to all students regardless of learning ability or languages spoken. We will utilize student recruitment strategies that include sharing information via social media, e-mail, a school website, and multilingual print/online newspapers. We will also hold information sessions in person and online and partner with local community-based organizations that work with and provide services to families and students, such as early childhood education centers, housing developments, after school programs (e.g., Boys & Girls Club, Boys and Girls Clubs, Head Starts, Housing Authorities, and YMCAs). We will also ask that these organizations make available flyers about the school. In all of our student recruitment collateral we will have information about the school's mission and programs, and articulate clearly that RICA welcomes all learners and has the available resources in special education and multilingual learner services.

In cases where there are fewer spaces than eligible applicants, students shall be accepted for admission by a weighted lottery process described below. The lottery will occur, with notice, on April 1 each year and our school will participate in the state department of education's EnrollRI Platform. The

lottery will be publicized at least one week prior to the event. RICA will remind applicants of the lottery's location and time at least 24 hours in advance of the lottery. The lottery will be conducted electronically and a neutral party will certify that the process is fair and that selection is random. Families are not required to attend the lottery as part of the enrollment process, but will be invited to do so. Preference in admission is only given in the following circumstances:

- Siblings (resident or non-resident) of students who attend the school at the time an offer of admission is made are given preference for admission over non-siblings.
- Following sibling preference, we propose the following weights in our admissions lottery until all seats are filled in any grade:
 - First 75% of available seats to students who reside in the cities of Central Falls, Pawtucket, Providence, and West Warwick at the time of applying; and
 - Remaining 25% of available seats to students who reside in any town or city in the state of Rhode Island

Goals and Track Record of Academic Performance

The following chart displays the academic and non-academic goals to which we will hold our students and staff accountable:

Dimension of Student Achievement	Goals
Mastery of Knowledge and Skills (academic)	(Goal 1) By the end of the first charter term, 40% of students will score in the Meeting Expectations or Exceeding Expectations categories on both the RICAS Math and ELA. (2) By the end of Kindergarten, 80% of students will grow 3 or more microphases in reading as measured by EL Education's Skills Assessment. (3) Each year, at least 60 percent of students will meet or exceed their annual growth targets on iReady district assessments for Math and ELA.
High-Quality Work (academic)	(4) All students will showcase their high-quality work at a Celebration of Learning to a public audience. Students will show their progress through multiple drafts and ownership of quality as measured by rubrics.
Character	(5) By June of each academic year, all students will be able to name and

(mission)	define the school's habits of character with 100% accuracy. (6) By June of each academic year, all students will present on a habit of character at a Student-Led Conference and explain how it supported their development in becoming effective learners, ethical people, and/or contributors to a better world.
Organizational Strengths	Goals
Student Attendance	(7) Each academic year, on average students will attend school 95% of the time.
Staff Attendance	(8) Each academic year, on average staff will attend school 95% of the time.
Teacher Retention	(9) Each academic year, our school will retain at least 90% of teachers that school leadership has identified as those whom they wish to return.

Community Need and Support

Rhode Island Cultural Academy will focus its recruiting of students in the Central Falls, Pawtucket, Providence, and West Warwick communities, though our school will be open to students statewide.

We believe that Central Falls' students and families need a new high-quality, public charter school option in their community based on the data we have reviewed. There are 2,596 students enrolled in the Central Falls school district in grades PreK-12 with the following characteristics: 21.8% are students with disabilities (vs. 16.7% statewide), 46.8% are multilingual learners (vs. 12.5% statewide), and 95.3% are economically disadvantaged (vs. 46.1% statewide). Central Falls students are 49.0% Hispanic (29.5% statewide), 21.2% White (vs. 52.3% statewide), 17.4% Black or African American (vs. 9.0% statewide), 8.8% American Indian or Alaska Native (vs. 0.7% statewide), 3.0% Multi-race (vs. 5.1% statewide), 0.4% Asian (vs. 3.3% statewide), 0.2% Native Hawaiian/Other Pacific Islander (vs. 0.1% statewide).¹

We have the same belief regarding the Pawtucket community and its need for an additional high-quality public charter school option for this community based on that district's demographic data. There are 8,056 students enrolled in the Pawtucket school district in grades PreK-12 with the following

¹ <https://reportcard.ride.ri.gov/202223/DistrictProfile?DistCode=04>

characteristics: 19.7% are students with disabilities (vs. 16.7% statewide), 18.4% are multilingual learners (vs. 12.5% statewide), and 56.6% are economically disadvantaged (vs. 46.1% statewide). Pawtucket students are 33.6% Hispanic (29.5% statewide), 29.4% Black or African American (vs. 9.0% statewide), 28.5% White (vs. 52.3% statewide), 6.7% Multi-race (vs. 5.1% statewide), 0.8% Asian (vs. 3.3% statewide), 0.6% American Indian or Alaska Native (vs. 0.7% statewide), 0.3% Native Hawaiian/Other Pacific Islander (vs. 0.1% statewide).²

Our applicant group also believes that there is a need for high-quality public education in the city of Providence. There are 20,725 students enrolled in the Providence school district in grades PreK-12. In the Providence district, 15.8% are students with disabilities (vs. 16.7% statewide), 36.3% are multilingual learners (vs. 12.5% statewide), and 81.7% are economically disadvantaged (vs. 46.1% statewide). Providence students are 68.0% Hispanic (29.5% statewide), 14.9% Black or African American (vs. 9.0% statewide), 8.1% White (vs. 52.3% statewide), 4.3% Multi-race (vs. 5.1% statewide), 3.9% Asian (vs. 3.3% statewide), 0.8% American Indian or Alaska Native (vs. 0.7% statewide), and 0.1% Native Hawaiian/Other Pacific Islander (vs. 0.1% statewide).³

Based on the demographic data of the West Warwick school district, our applicant group determined that there is a need for high-quality, public education in the city. There are 3,511 students enrolled in the West Warwick school district in grades PreK-12. There are no elementary or middle charter schools in West Warwick (or in Kent County for that matter). In the West Warwick district, 22.9% are students with disabilities (vs. 16.7% statewide), 3.2% are multilingual learners (vs. 12.5% statewide), and 54.1% are economically disadvantaged (vs. 46.1% statewide). West Warwick students are 66.4% White (vs. 52.3% statewide), 19.5% Hispanic (29.5% statewide), 5.4% Multi-race, 4.9% Black or African

² <https://reportcard.ride.ri.gov/202223/DistrictProfile?DistCode=26>

³ <https://reportcard.ride.ri.gov/202223/DistrictProfile?DistCode=28>

American (vs. 9.0% statewide), 2.4% Asian (vs. 3.3% statewide), 1.1% American Indian or Alaska Native (vs. 0.7% statewide), and 0.2% Native Hawaiian/Other Pacific Islander (vs. 0.1% statewide).⁴

RICA's desire to serve educationally disadvantaged students underpins our decision to prioritize in our proposed admissions process Central Falls, Pawtucket, Providence, and West Warwick and Providence. Per the following 2022-23 state assessment chart, all four districts underperform RI in state assessment results and in many cases by very large amounts. In fact, in each of these four districts, in every subject area, four out of five students are not proficient. At West Warwick's only middle school, John F. Deering Middle School, which enrolled 1,069, 12.8%, 8.5%, and 11.3% were proficient in ELA, Math, and Science on the RI state exams in 2022-23.

District-wide	ELA	Math	Science
Central Falls	7.7%	4.0%	6.9%
Pawtucket	18.0%	15.8%	13.9%
Providence	16.6%	13.1%	11.6%
West Warwick	19.6%	10.6%	15.3%
State of RI	35.1%	28.9%	30.2%

Chronic absenteeism (2022-23) among students is also comparably high in each of these districts with each of the four districts higher than the state average (29.0%): Central Falls (29.6%), Pawtucket (35.7%), Providence (48.6%), West Warwick (31.9%).

As part of RI's statewide accountability system, we looked at the star ratings for the schools in the four districts. One of the reasons that we have decided to offer middle school grades during the initial charter term is that the middle schools in the four target districts are comparably rated lower. In fact, there are no 3-star middle schools out of the 13 middle schools across these four districts:

District	1 Star Schools	2 Star	3 Star	4 Star	5 Star
Central Falls	3	3	0	0	0
Pawtucket	2	9	5	0	0
Providence	17	15	7	0	0
West Warwick	0	5	0	0	0

⁴ <https://reportcard.ride.ri.gov/202223/DistrictProfile?DistCode=38>

Out of the 24 Rhode Island school districts with five schools or more, West Warwick is *the only district* where 100% of the schools have been identified by RIDE for additional targeted support and improvement.⁵

In terms of college persistence, the four districts that we are focusing on have some of the lowest rates of 2022 college enrollees who persisted in college (i.e., enrolled for a third semester).⁶

District	Rate	Ranking in RI
Central Falls	41%	31/31 (lowest)
Pawtucket	64%	29/31 (3rd lowest)
Providence	68%	28/31 (4th lowest)
West Warwick	70%	27/31 (5th lowest)

On the educator side, 15.1% of West Warwick’s teachers were chronically absent in 2022-23, the lowest performing category in RI’s accountability ratings (i.e., West Warwick received one point out of a possible three points in this category). Out of all of the RI school districts in 2022-23, West Warwick is tied with three other districts for the third lowest K-3 attendance rate (91%) behind Woonsocket and Providence (89%).⁷ Nearly one out of three students (32.3%) at John F. Deering Middle School was chronically absent in 2023-23. John F. Deering suspended students out of school at a rate of 2.5x that of the rest of the West Warwick district in 2022-23 with a rate of 33.8 out-of-school suspensions per 100 students (vs. a rate of 13.3 for the district).⁸ For the West Warwick district on the whole, it had the third highest rate across the state of disciplinary actions (31/100) in 2022-23 behind only Woonsocket (73/100) and North Providence (32/100).⁹ Despite having a majority of white students in the district, students of color were given out-of-school suspensions at higher rates (e.g., 27.1 Multi-race, 16.7 Black or African American, 15.6 Hispanic) vs. a rate of 11.3 out-of-school suspensions per 100 students for White students across the district. Students with disabilities were disproportionately suspended out of

⁵ 2024 Rhode Island KIDS COUNT Factbook

⁶ Ibid.

⁷ Ibid.

⁸ <https://reportcard.ride.ri.gov/202223/SchoolAccountability?SchCode=38107&DistCode=38>

⁹ 2024 Rhode Island KIDS COUNT Factbook

school in West Warwick at a rate of 25.0 per 100 students in 2022-23.¹⁰ Based on our conversations with families in West Warwick, they feel disempowered and frustrated that they cannot make a decision between the district schools and public charter schools. While there are charter schools that enroll statewide, only one of these is located in the same county as West Warwick and it is a charter high school, making it logistically challenging, and often impossible, for a family to transport their child to another part of the state for school.

While Providence did not give as many out-of-school suspensions as West Warwick (rate of 9.9 per 100 students in 2022-23), it nevertheless suspended students of color at a higher rate than that of white students (8.0): 16.5 Multi-race, 16.7 Black or African American, 8.5 Hispanic rates per 100 students. Students with disabilities were also suspended out of school at a higher rate: 12.5 per 100 students.¹¹

A key design element of RICA is partnerships with Rhode Island-based cultural institutions and museums to create programming for our students in history, arts (e.g., music, visual and performing), and STEM, which complement and augment the learning of these subjects in our classrooms. We have sought feedback from leaders and education program staff at such cultural institutions regarding how to best design these educational experiences for our students. At RICA, we plan to replicate that model of ongoing engagement with the cultural institutions to form an annual cycle of planning, implementation, feedback, and reflection. Prior to submitting this application, we met with leadership from Coggeshall Farm Museum, GAMM Theatre, Providence Children's Museum, Rhode Island Historical Society, Rhode Island Philharmonic Orchestra & Music School, and the Tomaquaq Museum, to discuss partnership opportunities and specific programming that we could create for our students as a component of their Learning Expeditions, one of EL Education's core practices that we describe in depth later in the

¹⁰ <https://reportcard.ride.ri.gov/202223/SchoolAccountability?SchCode=38107&DistCode=38>

¹¹ <https://reportcard.ride.ri.gov/202223/DistrictAccountability?DistCode=28>

application.¹² We have held five (5) information sessions for families and community members to learn and ask questions about the school, and to offer feedback about our proposal school design. In addition, we will invite the leaders and staff of RICA's cultural partners to come to Board meetings when relevant information is shared, such as a presentation from EL Education about Learning Expeditions.

Educational Program

Guiding Principles

1. *A Commitment to Community:* We recognize and value the importance of one another in our community, and will work hard to show students the importance of independent and interdependent work. The students, teachers, and parents/guardians of the school will become part of the school community. Students will learn and contribute to the greater cultural community through Learning Expeditions (see below for explanation), case studies, and field work.
2. *A Commitment to High-Quality Work:* We recognize and value the importance of creating high-quality work. Drafting, revising, experimenting, critiquing, curating, exhibiting – will all be part of the flow of student work at our school. Much like a student might make multiple revisions to a project, revisions and experimenting are integral to the work being done at the cultural institutions.
3. *A Commitment to Real-World Applications of Learning:* Our students will see the Expedition Institutions as extensions of their classrooms for opportunities to apply their learning in the real world.
4. *A Commitment to Cultural Competency:* We encourage and celebrate the individual as well as team-oriented thinking, approaches, and perspectives. People, ideas, varied points of view, and choices are respected. We foster a supportive and inclusive learning and working environment where diverse voices are heard and shape our programming and outcomes.

¹² <https://eleducation.org/core-practices/curriculum/designing-learning-expeditions/>

5. *A Commitment to Continuous Improvement:* We perform and deliver exceptional work with integrity and rigor. We do not rest on our laurels; rather, we focus on the growth and enrichment of our educators and students.

EL Education's Core Practices include the belief that the foundation of a successful school is a community that brings out the best in students and staff, and the school climate is characterized by safety, kindness, joy in learning, and positive leadership by staff and students.¹³

Based on the founding group's experience operating two other charter schools, Old Sturbridge Academy Charter Public School (opened 2017) and Worcester Cultural Academy Charter Public School (opened 2023), which follow the same guiding principles, there are two attributes that will make our school unique among all schools in Rhode Island and will be critical to the success of our students and educators: (1) EL Education Model and (2) Engagement with Rhode Island Expedition Institutions, both of which we describe later in the application.

Curriculum and Coursework

Rhode Island Cultural Academy Charter Public School's decision to partner with EL Education and local Expedition Institutions is due to the alignment with our mission and the results we have seen in our other schools where our cultural institution partnerships provide students with a high-quality and robust education outside of the classroom. The School Leadership Team with support from the founding group will work closely with our EL Education School Designer and Expedition Institution partners for ongoing development, improvement, and refinement of the curriculum.

Crew

All Students will begin their day in Crew. This is a fundamental part of EL Education's model for developing strong culture and character.¹⁴ According to EL Education's Core Practices, a school culture is

¹³ <https://eleducation.org/resources/cp-23-building-the-culture-and-structure-of-crew>, <https://eleducation.org/resources/cp-4-supporting-global-citizenship>, <https://eleducation.org/resources/cp-22-fostering-habits-of-character>

¹⁴ <https://eleducation.org/resources/cp-23-building-the-culture-and-structure-of-crew>

planned for, developed, and sustained through practices that bring the community together, promote shared understandings, and encourage all community members to become crew, not passengers. Our students will be known well and supported by adults. Crew will allow students and teachers to forge productive relationships over time to support their achievement. Crew leaders develop learning targets and instructional plans to address relational and performance character development, literacy, portfolio work, adventure, service learning, school-wide concerns, and postsecondary readiness. In elementary school, Crew will involve the whole class. In middle school and high school, Crew is not by homeroom. By contrast, Crew sizes are small (ideally 10-15 students) and prepare students for success during and after high school. All students are assessed on their academic and Habits of Character (non-academic) participation in Crew. Crew aligns with the school's educational philosophy and mission by providing a supportive and nurturing school environment.

Learning Expeditions

Learning Expeditions align with the school's educational philosophy and mission by fostering intellectual curiosity. Learning Expeditions are the signature EL Education curricular structure.¹⁵ These long-term, in-depth studies offer real-world connections that inspire students toward higher levels of academic achievement. When the school opens, we will implement Learning Expeditions that have been used with success in our two other EL Education schools, Old Sturbridge Academy Charter School and Worcester Cultural Academy Charter School. Learning Expeditions will be driven by the RI curriculum frameworks in Social Studies or Science and have interdisciplinary connections between ELA, Mathematics, and the arts. Topics include a broad set of content, and contain robust guiding questions and standards-based learning targets. Learning Expeditions focus on at least one case study, provide opportunities for field work and local experts, and culminate in a final product.

English Language Arts

¹⁵<https://eleducation.org/core-practices/curriculum/designing-learning-expeditions/>, <https://eleducation.org/core-practices/curriculum/incorporating-fieldwork-experts-and-service-learning/>

Rhode Island Cultural Academy Charter Public School will select EL Education's K-8 Language Arts curriculum and Core Practices, which is used by our other charter public schools: Old Sturbridge Academy (OSA) and Worcester Cultural Academy (WCA).¹⁶ EdReports has rated this curriculum as Meets Expectations with green ratings for text quality, knowledge-building, and usability, receiving a combined total of 96% of available points.¹⁷ This is a comprehensive core language arts program that engages students through compelling, real-world content. It includes both a content-rich set of complex texts and foundational skill development - including a K-2 structured phonics program - based on the science of reading research by Dr. Linnea Ehri.¹⁸

Mathematics

Rhode Island Cultural Academy will select i-Ready for K-5 Mathematics and enVision Math Curriculum for grades 6-8.¹⁹ The students and staff at our other schools have had success with these math curricula, thus our decision to select these proven curricula from the school's inception. i-Ready and enVision are both rated Meets Expectations by EdReports.²⁰

A Linking Study by Curriculum Associates, in partnership with the Educational Research Institute of America (ERIA) found a high correlation between i-Ready Diagnostic and the Massachusetts Comprehensive Assessment System. RICA will also utilize this diagnostic tool to assess student achievement and personalize learning for **all** students, including students with disabilities and English language learners. According to the Linking Study, students receiving i-Ready Personalized Instruction on average of 45 minutes or more per subject per week for at least 18 weeks achieve greater growth in

¹⁶ <https://curriculum.eleducation.org/>

<https://eleducation.org/resources/core-practices-updated>

¹⁷ <https://eleducation.org/our-results/ratings-and-reviews>

<https://www.edreports.org/reports/overview/el-education-k-5-language-arts-2017>

<https://www.edreports.org/reports/overview/el-education-6-8-2019>

¹⁸ <https://eleducation.org/resources/k-5-language-arts-curriculum-k-2-skills-block>

¹⁹ <https://www.curriculumassociates.com/programs/i-ready-learning/classroom-math>

<https://www.savvas.com/solutions/mathematics/envision-mathematics-grades-k-12?locator=PS3c5r>

²⁰ <https://www.edreports.org/reports/overview/ready-classroom-mathematics-2020>

<https://www.edreports.org/reports/overview/envision-mathematics-common-core-2020-2021/grades-6-8>

comparison to students who did not receive this instruction. The Linking Study also describes that i-Ready accelerates growth for key student groups, including English language learners, students with disabilities, and economically disadvantaged students. These groups of students saw statistically significantly greater growth than students from the same subgroups who did not have access to the program.²¹ This diagnostic data will support our school in personalizing learning for all students, informing instruction, and monitoring student progress over time.

Science

We plan to select the Amplify Science curriculum, which our other two schools utilize.²² This curriculum Meets Expectations according to EdReports.²³ RICA has developed a scope and sequence for Science based on the Rhode Island curriculum frameworks and the Amplify curriculum will ensure horizontal and vertical alignment. Teachers support scientific topics as the basis of Learning Expeditions, case studies, and projects at all grade levels. Topics are often animated by local connections and have strong potential for original research. Our students will collaborate with outside experts to explore case studies, conduct real field work, and high-quality final products based on the RI curriculum frameworks.

Social Studies

Social Studies aligns with Rhode Island Cultural Academy's educational philosophy and mission through Learning Expeditions, case studies, and field work conducted with the Expedition Institutions of Rhode Island. As an EL Education school, our approach to Social Studies will prioritize students' understanding of enduring concepts so that they can apply that understanding to the world around them. Students will learn to read, write, and think as historians and social scientists.²⁴ Social Studies topics are often at the core of Learning Expeditions with specific case studies and opportunities for field

²¹<https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/iready-diagnostic-assessments-linking-study-overview-massachusetts-2020.pdf>

²² <https://amplify.com/programs/amplify-science/>

²³ <https://www.edreports.org/reports/overview/amplify-science-2022>; <https://www.edreports.org/reports/overview/amplify-science-2018>

²⁴ <https://eleducation.org/core-practices/instruction/teaching-social-studies/>

work. With the programming and resources of the Expedition Institutions of Rhode Island, we will be able to create standards-based, compelling curriculum that connects history, government, economics, geography, civics, culture, and illustrate enduring concepts. Our Grade 8 Learning Expedition will include a focus on a civics-based project that will be guided by the RI curriculum framework and the recommendations from the “Rhode Island Civic Readiness Task Force.”²⁵

Wellness (Physical Education/Health), Visual Arts, Music/Drama, and World Language (beginning in grade 7)

The integrated arts align with the school’s educational philosophy and mission by our interdisciplinary, project-based units completed in collaboration with Expedition Institutions. We will offer special courses in the integrated arts in visual arts, performing arts, music, wellness (physical education/health), and Spanish (beginning in grade 7). We expect that in Years 1-2, visual arts and performing arts will be folded into coursework and programming that students experience with the Expedition Institutions. We will offer music as a class with programming supplemented by the Expedition Institutions. These subjects will be taught using the same effective EL Education Core Practices.²⁶

Our integrated arts curricula will have ties to local Expedition Institutions, which may include the following:

- Music/Performing Arts (Rhode Island Philharmonic Orchestra & Music School, GAMM Theatre)
- Visual Arts (RISD Museum)
- Indigenous Culture (Tomaquag Museum)
- Science/Natural History/Living History (Coggeshall Farm Museum, Museum of Natural History and Planetarium, Providence Children’s Museum, RI Historical Society)

²⁵ <https://ride.ri.gov/instruction-assessment/social-studies/civics-task-force>

²⁶ <https://eleducation.org/resources/cp-18-teaching-in-and-through-the-arts> <https://eleducation.org/core-practices/curriculum/promoting-social-emotional-and-physical-wellness/>

According to EL Education Core Practices, physical education programs based on the Rhode Island curriculum frameworks will support students with their fitness and wellness.²⁷ Educators promote fitness and wellness through modeling and instruction in a variety of aspects of physical and mental health, including food, exercise, sleep, and relaxation. When possible, educators link wellness, fitness, and physical challenge to academics through Learning Expeditions, projects, and reflection. Physical education teachers focus on students' strength and help each student experience success in achieving improved fitness and wellness. Students will create personal fitness and wellness plans with the support of Crew leaders and physical education teachers.

High School

High school grades will follow the Rhode Island graduation requirements: Successful completion of 20 courses: 4 English Language Arts courses; 4 Mathematics courses; 3 Science courses; 3 Social Studies courses; 6 additional courses, which may include Physical Education and Health, the Arts, Technology, and Foreign Language; Demonstrated proficiency in 6 core areas (English Language Arts, math, science, social studies, the Arts and technology)²⁸; and Completion of the Capstone.

Curriculum planning for grades 9-12 is still in its early stages. With grade 9 expected to start in 2031-32, a team of experts will immediately begin building a robust program of study for grades 9-12 that will include graduation requirements. This program of study will inform the specific content of each core course and elective offered at our school or through dual enrollment with a partner educational institution. We provide in the Appendix sample high school courses in ELA, math, science, and history/social studies. We are developing the coursework in the other content areas (e.g., health/PE, world languages, arts, business, and technology). We developed the high school schedule that we share at the end of the application through a high school design task force that convened over the course of a

²⁷ <https://eleducation.org/core-practices/curriculum/promoting-social-emotional-and-physical-wellness/>

²⁸ <https://ride.ri.gov/students-families/ri-public-schools/diploma-system>

year. The group consisted of OSI staff and was led by a curriculum specialist who has been in leadership positions at RIDE and Providence Public Schools.

Learning Environment and Pedagogy

At Rhode Island Cultural Academy Charter Public School, the core principle underlying our educational philosophy is that all students deserve access to high-quality public education that will help them master academic standards in every discipline while developing into caring community members. RICA will provide high-quality programming and instruction to meet the needs of all students, particularly those who have been underrepresented and underserved. Students learn best when they are members of a supportive and nurturing community where each child is known and valued for their unique skills and where they enjoy meaningful and respectful relationships with adults and other children.

As an EL Education school, RICA will provide a comprehensive educational environment that fosters the three dimensions of student achievement: mastery of knowledge and skill, character, and high-quality work. RICA will draw on over 30 years of EL Education's success around the country as well as significant resources such as the free, open source Language Arts Curriculum, Models of Excellence, and publications such *Roots; A Culture of Quality; Core Practices; Reflections on Design Principles, Leaders of Their Own Learning; Transformational Literacy; Learning That Lasts; Management in the Active Classroom, Your Curriculum Companion (K-5, 6-8); We are Crew; There is More in Us Than We Know.*

The strategies the school will implement to ensure academic success for all students including students struggling to meet performance standards will be: common planning time for teachers (general education, special education, and MLL teachers); disaggregation of data to focus on subgroups (MLL, Students with Disabilities, low income, high needs) and using data to inform instruction; academic and social emotional tiered interventions; clear standards-based learning targets and objectives ;

opportunities for project-based learning with peers; consistent, kind, specific, and helpful feedback; safe and predictable classroom routines; following a high-quality work protocol; and employing the Plan-Do-Study-Act (PDSA).

RICA educators will collaborate to practice the core value of continuous improvement by ongoing development, improvement, and refinement of the curriculum through the adjustment of scope and sequences, unit and lesson plans, and the structure of Learning Expeditions. The Instructional Leadership Team (ILT) will support in reviewing and evaluating the curriculum through internal benchmark assessment analysis, course scope and sequences, student work samples, teacher and student reflections, and standardized assessment data. The ILT will make recommendations to the school leaders who synthesize the information with the implementation review from EL Education. Our continuous cycle of improvement will empower the school to make necessary pivots to further develop, improve, and refine the curriculum as the school grows to meet the needs of all students.

Specific Populations

Each classroom at Rhode Island Cultural Academy Charter School, and the school as a whole, will build an inclusive culture that honors the diverse learning styles of all of our students, while holding every child accountable for the same long term learning targets (LTs) and final products. At RICA, differentiation will be adopted as a philosophical belief and an instructional approach through which teachers proactively plan to meet students' varied needs based upon data from ongoing assessment. At RICA and in all EL Education schools, differentiation is based on Carol Tomlinson's work²⁹. Differentiated instruction is the proactive acceptance of and planning for student differences, including their readiness, interests, and learning profiles. Teachers can respond to student differences by differentiating content

²⁹ Tonya R. Moon and Carol A. Tomlinson, *Assessment and Student Success in a Differentiated Classroom* (ASCD, 2013); <https://eleducation.org/core-practices/instruction/differentiating-instruction/>

and process while always keeping in mind the guiding principles of respectful tasks, ongoing assessment and adjustment, and flexible groups.

Rhode Island Cultural Academy will practice an inclusion model which connects to EL Education's belief that "the foundation for differentiation is built upon engaging, relevant, student-friendly learning targets that clearly define expectations for learning for both the teacher and all of the students."³⁰ All of our students, from learners who struggle, to gifted and talented, will have equal access to our unique, hands-on curriculum that provides students with rigorous, real-world learning experiences.

RICA will follow the seven principles of differentiated instruction from EL Education to achieve inclusion and meet the needs of all students:

1. Understand student learning strengths and weaknesses;
2. Get to know student interests;
3. Identify student readiness for a particular concept, skill, or task;
4. Develop respectful tasks;
5. Use flexible grouping;
6. Embed ongoing assessments and adjustments; and
7. Differentiate the process, not the content or the product.

We believe all students bring a different readiness to the task they are to complete. When our classroom teachers, special education teachers, and MLL teachers meet to co-plan lessons, they will consider three things: the data they have on students, a menu of options for differentiation, and the structure of the lesson plan. These three components are woven together to differentiate the lesson for all students. There will be weekly dedicated common planning time devoted to co-teaching and the

³⁰ <https://eleducation.org/resources/helping-all-learners-differentiation/>

practice of differentiation. Co-planning teams, consisting of classroom teachers, the MLL teacher, and special education teachers will follow these steps in creating and implementing a differentiated lesson:

1. Determine the LTs for the lesson;
2. Determine which type of differentiation is needed to meet students' needs (readiness, interest, learning profile);
3. Develop and implement pre assessments;
4. Create differentiated activities based on pre assessments;
5. Match differentiated activities to learners based on a combination of pre assessment and teachers' additional knowledge of students' need;
6. Conduct the differentiated lesson, using strong management strategies to track student progress, time, and success of the work;
7. Assess and track students' progress toward the learning targets to make plans for next steps.

When learning challenges are evidenced through data and from classroom observations, Rhode Island Cultural Academy teachers will use a three-tiered Response to Intervention (RTI) approach to support our students. Teachers will determine student needs through the use of various assessments described below, use flexible groupings of students, and design respectful tasks that allow for different approaches to the same goals (RTI Tier 1). All students will work toward the same long-term LTs and products, but teachers will provide multiple pathways for meeting the targets based on individual student needs. Teachers will use instructional practices that ensure that all students are thinking and participating. Teaching materials will be selected so that students read high-quality texts, assume multiple perspectives, and develop empathy.

Multiple assessment measures (e.g., formative, summative, and standardized) will be used throughout the school year to identify students who need additional support. RTI Tier 2 interventions

will include more targeted support through small group instruction and one-on-one remediation, re-teaching strategies, and increased practice to support skill mastery.

RTI Tier 3 interventions will include a more intensive approach generally provided by a special education or MLL teacher in a small group or one-on-one setting. All intervention tiers will take place in the classroom whenever possible, however, there will be small group and pull out spaces available. This will provide all students with equal access to the curriculum and the tiered supports they need to be successful.

As part of our mission and program delivery, Rhode Island Cultural Academy will be a supportive and nurturing community with small class sizes. This model is an ideal school environment for Multilingual learners (MLLs) that will enable them to overcome language barriers. We will have processes and procedures in place that we will use to identify, assess, and service MLLs. We anticipate serving a population of MLLs that mirrors those of the sending districts. MLLs will have equal access to rigorous academic content and meet the same challenging expectations for college and career readiness. The program that we implement will provide MLLs with the same opportunities to master the same academic standards and curriculum frameworks as their native English speaking peers.³¹

Our program is aligned with EL Education's Core Practices of Teaching Multilingual learners and Differentiating Instruction.³² As part of a structure to support differentiated instruction and English Language development, MLLs are taught in the regular education classroom to the greatest extent possible. MLL teachers create additional learning targets for MLLs that focus on language development in the four domains of reading, writing, listening, and speaking. Teachers provide supplemental materials so that MLLs can access content, such as visual cues, materials written in the student's home language, and culturally relevant materials. Collaborative teams will be given adequate planning time to

³¹ Title VI of the Civil Rights Act of 1964 (Title VI); Equal Educational Opportunities Act of 1974, 20 USC § 1703 (f) (EEOA)

³² <https://eleducation.org/core-practices/instruction/teaching-english-language-learners/>; <https://eleducation.org/core-practices/instruction/differentiating-instruction/>

support MLLs, evaluate accommodations and consider innovative strategies, and modify curriculum with the intention of having the most rigorous outcome possible for the student. We will create a culture for differentiated instruction by teachers knowing about the home, cultural, and community background of our students. RICA school communications will accommodate linguistic and cultural differences. All students will have access to cultural and social institutions and see them as extensions of their classrooms. Exhibition and performances will present the work of all students. To support students, school leaders and learning specialists will make professional development related to meeting the needs of MLLs available to all staff. Decisions about placement and programs for MLLs are based on high-quality assessments (e.g., ACCESS). Educators support all students' understanding of the diversity of learners that will exist in our school, just as they support other forms of diversity.

Rhode Island Cultural Academy will hire full-time, licensed MLL teachers to support MLLs and develop the curriculum. MLL teachers will spend 100% of their time devoted to Multilingual learner education. Based on the founding group's experience operating charter schools in Massachusetts and using Sheltered English Instruction (SEI), we will endeavor to have all core academic teachers of MLLs be SEI Teacher Endorsed and school administrators be SEI Administrator Endorsed. However, if a qualified staff member is identified and hired, we will create a plan to ensure that these teachers and administrators obtain their SEI endorsements through enrollment of SEI endorsement programs, passing of an SEI license exam, or possession of an ESL license.

Our school will follow the process as outlined by federal and state laws, regulation, and guidance to identify MLLs. RICA is committed to serving culturally and linguistically diverse children who may speak an additional home language, or may need support in learning English. We are dedicated to providing English-language support services for these students to acquire English language skills in a project-based environment. This will be achieved, in part, through our partnership with EL Education

and the unique collaboration with Expedition Institutions, as we create rigorous, real-world learning experiences.

MLLs will be identified upon enrollment by a Home Language Survey (HLS) that we will provide to each family upon enrollment. The primary purpose of a HLS is to find out whether a student has been exposed to a language other than English in the student's home and should be assessed for English language proficiency. The HLS also presents an opportunity to collect other useful information about the student that will help school staff understand the student's personal and educational history in order to plan an appropriate educational program for the student. The HLS does not intend to confirm citizenship status, or predetermined English language services. RICA will include the HLS in the enrollment packet to the parents/guardians of all new students enrolling in the school. HLSs will be filed in students' cumulative folders.

Every newly enrolled student with an HLS, which indicates that a language other than English is spoken at home, will be screened for English language proficiency. Students will be administered a language proficiency test when the answer to any question on the HLS is a language other than English with the following limited exceptions:

1. Students who have already been in an ELE program and reclassified in a different district do not need to be screened again for English language proficiency.
2. If a newly enrolled student transferred from another school within Rhode Island or from another WIDA state, it is possible that he or she participated in the annual language proficiency assessment (ACCESS). If so, and if RICA is able to obtain ACCESS results of the test that was administered within the last calendar year, instead of retesting the student, the staff may use the student's prior ACCESS results to determine their English language proficiency.

The English language proficiency screening shall take place and parents/guardians will be notified of the results in their preferred language no later than 30 days after the beginning of the school

year and within two weeks if the student enrolls in our school during the school year. RICA will keep a record of the family's preferred language for future communications as well. RICA will use WIDA screening assessments, including WIDA Screener online and paper forms for grade levels 1-8 for initial identification of MLLs in grade levels K-8. Language proficiency tests will be administered by licensed, experienced MLL educators who are well-trained to administer the screening assessment(s). A meeting with the family (on the phone or in person) will occur if any aspect of the HLS requires clarification or further review if HLS data seem questionable, such as when there are contradictory answers within a form, multiple forms completed with contradictory information, or if there is any other evidence indicating the possibility that the student is a Multilingual learner (e.g., false negative). If a student's records indicate the student has had an initial assessment within the last school year, that assessment will be used to determine whether a language proficiency screening is needed.

Rhode Island Cultural Academy will use the results of the WIDA Screener and the guidance of trained staff to interpret the scores provided below in order to determine whether the student is or is not an MLL. The WIDA Screener will be administered by a licensed MLL teacher. Interpretation of the screening assessment scores and subsequent decision about whether a student is an MLL will be informed by a licensed MLL teacher and made by the Head of School.

Kindergarten students will be administered only the Speaking and Listening components of the kindergarten W-APT test at the beginning of the school year. If the student enrolls in RICA in the second half of their kindergarten year, then they will take all four components of the test: Listening, Speaking, Reading, and Writing. The results of kindergarten W-APT will guide placement determinations. Students whose HLS indicates a language other than English and who have not been classified as MLLs in the first half of the kindergarten year, based on their Listening and Speaking results, may be tested in Reading and Writing domains in the second half of the kindergarten year to ensure that these students are identified properly and they are provided specialized language and academic instruction, should the test

results show that they are MLLs. Regardless of whether or not a student was identified as an MLL in Pre-K using a district chosen screening instrument, all potential MLLs in Kindergarten must be screened using a WIDA screener. If a student previously identified as an MLL in Pre-K exceeds the cutoff score for identification as an MLL in Kindergarten, then that student will be considered a non-MLL but must be monitored for four full school years from the time of Kindergarten screening. If at any time during the monitoring period the student begins to struggle and it is determined through a comprehensive evaluation of all data available that the student requires language support, then the student must be reclassified as an MLL and the instructional programming for such a student must be redesigned consistent with this guidance. RICA will note that incoming Kindergarten students cannot be screened earlier than March of the school year they will start Kindergarten. Any student who is administered the WIDA Screener and scores an overall composite proficiency level of 4.0 and a composite literacy (reading/writing) proficiency level of 4.0 or below is considered to be an MLL and is eligible for ELE services. Only students who achieve a 4.5 composite proficiency level as well as 4.5 composite literacy (reading/writing) proficiency level are considered English proficient.

A student identified as an MLL after a language screening assessment will be placed in an ELE program in addition to the general education programming to address their limited English proficiency so that the student can be provided the opportunity to participate meaningfully and equally in our school's educational program. The student's family will be notified about the screening test results and the placement decisions no later than 30 days after the beginning of the school year or within two weeks if the student enrolls in the RICA during the school year. Such notifications will be provided in English and in a language that the family can understand, to the maximum extent practicable.

A student's family may choose to "opt-out" of direct language instruction or request a waiver. A family's choice to "opt-out" means their child will not receive separate English as a Second Language (ESL) instruction focused on language development, but RICA will provide the necessary support and

actively monitor the student's progress to ensure that the student's English-language and academic needs resulting from lack of English proficiency are met.

The ELE program will comply with federal and state laws and regulation, as indicated by the three part *Castañeda* test. The educational theory underlying the language assistance program is recognized as sound by some experts in the field or is considered a legitimate experimental strategy (part one of the *Castañeda* test). We will meet the academic and language needs of our MLL population by providing students with English language development and meaningful participation in the school's general education program through a sheltered English immersion program, which will consist of two components: Sheltered Content Instruction (SCI) and ESL instruction.

Since our school practices an inclusive model, SCI will take place in the general education classroom and be primarily delivered by an SEI endorsed content area teacher and licensed MLL teacher. The program and practices used by the school are reasonably calculated to implement effectively the educational theory adopted by the school (part two of the *Castañeda* test). SEI teachers will be trained in specialized strategies and techniques to make instruction in academic content areas accessible to MLLs. The MLL teacher will push in to provide additional language support and co-teach lessons. Lessons will be based on content area curricula that are aligned to state frameworks and integrate components of the WIDA ELD standards. These lessons will be adapted to the students' levels of English proficiency while focusing on English language development. Our program will employ strategies to promote academic English and content development, can be applied across disciplines and grade levels, promote oral language development, and foster critical thinking. Our teachers may use Listening and Speaking instructional strategies such as 7-steps, tiered vocabulary, cognate awareness, word wheels, word charts, sentence frames, and word families. Reading instructional strategies that teachers could incorporate are identifying and analyzing text features, think-aloud, reciprocal teaching, partner reading, analyzing text genres, analyzing text organization, close reading with text-dependent questions, and

double journal entries. Teachers may choose to use writing instructional strategies such as cut-and-grow, RAFT, write-around, sentence combining, and ratiocination. We will ensure that materials and resources (ex. specialized books) are equivalent to the ones provided to the other students.

Furthermore, MLLs will benefit from project-based learning through the school's mission of rigorous, real world learning experiences at Expedition Institutions. These practices will be supported by EL Education's expertise in active pedagogy and engaging all students, regardless of language ability.

Students designated as MLLs will be assessed annually to measure their proficiency in reading, writing, listening and speaking English, as federal and state laws require. We will utilize ACCESS for MLLs and students will be annually assessed in the winter. All MLLs will take the RICAS for their grade level.

ESL instruction is the second component of our SEI program and the goal is to advance English language development and to promote academic achievement. In collaboration with our partners at EL Education, we will develop an ESL curriculum that integrates key academic language needed for Learning Expeditions and other core content projects. These lessons will take a functional approach to language teaching and are organized around the WIDA Key Uses of Academic Language and the key academic practices embedded in the RI frameworks. This ESL instruction will be systematic, explicit, and sustain language instruction by preparing students for general education by focusing on academic language and documented in lesson plans. Our MLL students will be prepared to fully participate in Learning Expeditions or lead a Student-Led Conference because of targeted ESL instruction.

Direct ESL instruction will be provided by a licensed MLL teacher for the recommended number of minutes/hours per day, based upon the students' levels of English proficiency. ESL is its own subject. MLLs will receive ESL instruction and language support consistent with their needs, as indicated by WIDA. Foundational students (WIDA levels 1-3) will receive two-three periods (a period is not less than 45 minutes) per day of direct ESL instruction by a licensed MLL teacher. Transitional students (WIDA levels 3-5) will receive at least one period per day of direct ESL instruction by a licensed MLL teacher.

Reaching students (WIDA level 6) will no longer be classified as MLLs, however their progress will be monitored for 4 years after this classification is removed. Our school will decide whether push-in or pull-out ESL services are appropriate based on data and the specific needs of our students.

The ELE program succeeds when producing results indicating the student's language barriers are actually being overcome (part three of the *Castañeda* test). The performance data of the current MLLs, FLEP, and ever-MLLs should demonstrate that the ELE program was reasonably calculated to enable MLLs to attain parity of participation in the standard instructional program. Our school will create a team consisting of teachers and school leaders to conduct periodic evaluation of the ELE program. The team will have a single goal of improving the ELE program and service to MLLs and support of the staff that interact with them. This process begins with the collection of qualitative and quantitative data from a variety of data points such as ACCESS and RICAS, Language of Core Academic Subjects (Math, Language Arts, Social Studies, Science), and family engagement/communication. The team will analyze the data, and provide the school with a realistic view of areas of strength and challenge. After analysis, the team will set targets for improvement, change, or continued effectiveness. There are three goals to consider: the number and percent of students making progress in English proficiency as measured by the ACCESS assessment, the number and percent of students achieving fluency in English as measured by the ACCESS, and reducing the proficiency gap on RICAS between the school's MLL subgroup and the general student population. An action plan will describe the steps we need to take to address the goals to improve service to MLLs and meet the goals set by the team. As this is a working document, the team will monitor the plan and periodically meet to determine its effectiveness in reaching the target goals and improvement in services to MLLs.

Rhode Island Cultural Academy will provide special education services to all eligible students in compliance with state and federal regulations. We will welcome students with a range of physical, emotional, and learning disabilities, some of which may have not yet been identified. We will have

special and general educators on staff who will be prepared to educate students with Autism, Developmental Delays, Sensory Impairments, Neurological Impairments, Emotional Impairments, Communication Impairments, Physical Impairments, Health Impairments, and Specific Learning Disabilities. Our school will ensure that all students with disabilities have available to them a free and appropriate education (FAPE) with special education and related services designed to meet their unique needs. Additionally, we will ensure that students with disabilities receive special education and related services prescribed in the students' IEPs in the least restrictive environment (LRE). The special education program will benefit from the rigorous, real-world learning experiences provided through our partnership with EL Education. A Special Education Coordinator will oversee the special education program with responsibilities that include, but are not limited to coordinating IEP reviews, evaluations, and related services in partnership with school-based staff, RIDE, and families.

RICA will be responsible for successful implementation of a special education program that meets the requirements of the six major legal principles that embody the requirements in the Individuals with Disabilities Act (IDEA): equal educational opportunity, Individualized Education Program (IEP), free, appropriate public education (FAPE), least restrictive environment (LRE), procedural protections and parental involvement, and non-discriminatory evaluation. Our school will provide students who have a disability with specifically designed instruction to meet their unique needs, at no cost to the child's family. Our students will be educated in the LRE alongside their peers to the maximum extent appropriate. The IEP team determines the placement that the student needs to provide the services on the student's IEP and the team will choose the LRE available to provide those services.

We plan for special education in our school to be a fully inclusive model, with instruction in general education classes by classroom teachers, special education teachers, and instructional assistants (IAs). Additionally, to provide a continuum of alternative placements that is available to meet the needs of all students with disabilities, we will have support in place for partial inclusion, instruction in general

education, and special education classrooms for pull-out services. This will be determined by the IEP, which describes the push-in services that will be provided within the classroom. However, if an IEP indicates that services be provided outside of the classroom, perhaps pull-out small group reading instruction, we will ensure that requirement is fulfilled. A student on an IEP will receive specially designed instruction to meet the student's unique needs alongside their peers. Our ELA and math curricula will be modified and accommodations can be implemented to provide students with rigorous, real-world learning experiences. The project-based setting of the field work at Expedition Institutions will further enhance the experience for all students.

The leader of the Special Education program will be in charge of the IEP Team process, which is a collaboration between the family and the school, per the IDEA. A student's IEP Team will consist of administrators, teachers, family, other service providers, and in some cases, the students themselves. The Team will work together and follow the IEP process of eligibility determination, development of the IEP, and placement decision. The team will take into consideration assistive technology, recess, physical education, transportation, and counseling along with the academic program.

RICA will use processes and procedures to identify, assess, and serve students receiving special education services. If a student enrolls in the school with an active IEP developed in another district, we will request and obtain student records. We will implement the student's IEP in a comparable setting without delay until a new IEP has been developed and accepted. A strategy that we will use is a close tracking of the student's adjustment in the first 30 days at RICA and set a date for the full IEP team to review progress and make any necessary revision or amendments.

If the RTI process recommends further action steps or if requested by the family, we will refer the student for an initial evaluation for the purposes of determining whether the student needs special education or related services. Upon receipt of a referral of a student for an initial evaluation to determine eligibility for special education, our school will send notice to the family and seek their

consent to conduct an evaluation in compliance with RI state regulations. Within 30 school days of receiving the family's consent, we will evaluate the student in all areas related to the suspected disability using sound evaluations and a variety of assessment techniques. The IEP Team will obtain the family's input and gather sufficient data from multiple sources when determining whether the student is eligible for special education services.

Students must have a disability to be considered for special education which causes an inability to make effective progress in school. The IEP Team will then identify the type of disability before taking the next step in the eligibility process. The Team determines whether the student is making effective progress in the general education program. The Team judges whether the lack of progress is a result of the disability or other factors. In order for the student to receive special education services, the Team will affirmatively determine that the student requires special education in order to make effective progress. This specifically designed instruction means that there is a need to adapt the content, methodology, delivery of instruction, and/or performance criteria in order for a student to make effective progress. If the Team determines a student eligible, an IEP must be developed.

The Team will ensure that the IEP addresses the unique needs of the student. It should reflect family and student input, the student's goals, an understanding of how the disability affects the student's learning, current levels of performance, the areas that are affected by the disability, a focus for the student's learning during the IEP period, high expectations for the student's learning appropriate to what the student's peers are learning and doing, and supports and services the student needs for success. Since the IEP is the basis for placement decision, it must be completely developed before a placement in the LRE is decided. All students, regardless of the nature or severity of the disability or their educational setting, must have access to and progress in the general curriculum. We anticipate that the vast majority of students with IEPs will take the RICAS.

The special education program at Rhode Island Cultural Academy will undergo two types of review by RIDE to: (1) monitor the implementation of program requirements, which include criteria for each program area encompassing both state and federal education laws and regulations; and (2) review the effectiveness of our school's special education program as part of the accountability process. Areas of evaluation are meeting IEP goals, classroom implementation of IEP requirements, student performance on school-specific and RICAS, as well as graduation and dropout rates.

The school's Special Education leader will be the administrator in charge of special education. The person serving will be qualified to perform all the duties of the position and may hold licenses in administration, teacher of students with moderate, and/or severe disabilities. They will be knowledgeable about special education requirements, accountable for implementation of the school's special education program, and able to provide administrative supervision. Special education instruction will be designed and taught by special education teachers and related services providers (i.e., OT, PT, SLP, School Psychologist).

For special education staffing, RICA will rely on a licensed Special Education Coordinator who will spend 100% of their time devoted to special education administrative duties. We will hire two licensed special education teachers in Year 1 and 100% of their time will be dedicated to providing special education services. We plan to add an additional special education teacher in Year 3 and another in Year 5 for a total of four, full-time licensed special education teachers. In year 1, we will have a licensed social worker. In year 5, we plan to add an additional social worker. We will begin with 12 Instructional Assistants (IAs) and paraprofessionals who will support students in each classroom (K-3). In year 5, we plan to have 18 IAs and paraprofessionals who will support students in each classroom (K-4) and per grade (5-7).

Assessment System

We will seek to answer these questions through our assessment system:

1. How are we using the data generated from student assessments to inform future instruction?
2. Are we effectively engaging students around the results of their assessments to support their future learning?
3. Are our assessments a fair reflection of the content that we have delivered to students as part of the education they are receiving at our school?
4. Do we provide opportunities for students to take ownership of their own learning through self-assessment activities?
5. Do we leverage assessment data to hold our teachers accountable to educating our students?

Our school will use data from multiple, rigorous assessments to inform teaching and learning, which will be used for accountability purposes, and ultimately determine whether RICA is an academic success. We will look at student achievement through multiple assessments and have informed discussions about how to support all of our students- especially those who are considered at risk or high needs.

During regular grade level meetings, data meetings, and PD, we will engage in ongoing data inquiry and analysis to ensure a rigorous management of the data process.³³ The flow of our work will follow a cycle: organize for collaborative work, build assessment literacy, create a data overview, dig into student data, examine instruction, develop action plans, plan to assess progress, and finally act and assess. Ultimately, this becomes a sequence that is regularly repeated throughout grade level meetings, data meetings, and PD to inform teaching and learning.

This data will be documented so that the school can compile reports of multiple measures of student performance outcomes. We will generate a variety of reports to analyze absolute scores, within-year student gains/losses, and year-to-year student gains/losses.³⁴ There will be a particular focus on

³³ <https://eleducation.org/core-practices/student-engaged-assessment/using-assessments-to-boost-student-achievement/>

³⁴ <https://www.curriculumassociates.com/programs/i-ready-assessment>

the growth model (to quantifiably measure a student’s growth in relation to their peers from year to year) along with a growth mindset (our school believes and communicates that all students are capable of high academic achievement). This data will be reported to all stakeholders, including families and the Board. Additionally, the findings from this data will allow the school to make informed decisions around the refinement and revision of curriculum including Learning Expeditions and the overall effectiveness of the program.

Assessment Types

Assessment	Type	Subject Matter	Grade level	Frequency
EL Education Skills Benchmark Assessments	Interim	Reading	K-2	Fall, Winter, Spring, Progress Monitoring (as needed)
Fountas & Pinnell Benchmark Assessment System	Interim	Reading	3-8	Fall, Winter, Spring
iReady Assessments	Interim	Reading and Math	K-12	Fall, Winter, Spring
Interim Assessments from Math Curriculum	Interim	Math	K-8	Pre- and post- tests for each unit of study
On-Demand Writing in Information, Argument, and Narrative Writing	Interim and Student-Engaged	Writing	K-8	Pre-and post- writing instruction
Curriculum- Embedded Formative Assessments	Student-Engaged, Curriculum-Embedded	Based on Learning Targets	K-8	Ongoing throughout units (e.g., Exit Tickets)
Curriculum-Embedded Summative Assessments	Curriculum-Embedded	Across all subject areas	K-8	Pre-,mid-, and end of units of study/ Expeditions
Learning Expedition Projects and Products	Curriculum-Embedded and Student-Engaged	Multiple content areas based off RI frameworks	K-8	Multiple times a year during Expedition
Student Self Reflections and Peer Critique	Student-Engaged	Across all contents areas	K-8	Ongoing
Student-Led Conferences (SLCs)	Interim, Curriculum-Embedded, Student-Engaged		K-8	Twice a year

Assessment of Habits of Character	Student-Engaged	Habits of Character will be determined	K-8	Ongoing
Portfolio Presentations for Passage (5th grade) and Graduation (8th grade)	Curriculum-Embedded and Student-Engaged	Students present pieces to a panel	5,8	Spring
PSAT/SAT	National	Reading, writing, math	8, 9 (PSAT) 11, 12 (SAT)	Annual

Assessment System: High School

Outcome/Metric	Definition/Parameters
Habits of Citizenship	Analyze student self-assessment on Habits of Citizenship Rubric; compare cross grade level and crew
Prosocial Development Assessment (ex. Panorama or BIMAS)	Adopt a prosocial development assessment school wide such as the Panorama SEL or BIMAS; engage in BOY, MOY, EOY assessment cycle; analyze growth over time and identify area of need and impact on interventions in supporting area of need
iReady	Continue in diagnostic cycle that mirrors elementary and middle school to support a longitudinal cohort comparison
iReady Math and ELA Diagnostics	Utilize BOY, MOY, EOY diagnostic for grades 9 and 10 for all students to ensure that interventions are targeted to areas of need during enrichment block; purchase limited licenses for grade 11 and 12 for students who enter the Academy during the year
Course Midterm and Final	Each core course will provide common midterms and finals for all students to allow for cross course comparison and impact instructional decisions
Course Performance and Completion Rates	Review of course performance by quarter, across the year to compare cohorts, and completion rates by course type
PSAT/SAT	Analysis of grade level and scores of PSAT and SAT including consideration of offering PSAT in the 8th grade
AP Exam Participation and Success Levels	Annual analysis of AP participation by course, and AP ranking by course
College Course Participation and Completion	Review of number of credits attempted, number of credits completed, and course completion level
Internship Participation and Completion	Tracking of internship placement by work based learning area for individual students and cohorts
Work Based Learning Hours	Annual compilation by student and cohort of total number of hours completed in work based learning

Students will present a Passage Exhibition at the end of their 9th, 10th, and 11th grade years. Each Passage Exhibition will reflect students' progress in achievement of grade level academic standards and curriculum expectations, LIFE skills, and Habits of Citizenship and demonstrate their readiness to progress to the next grade and increasing ownership of their own learning.

In 12th grade, students will engage in a Capstone Exhibition in which they will present an innovative solution to a real-world problem and reflect upon their entire experience at the Academy. Student internship mentors, families, educators, and peers will be an integral portion of this Capstone as they will stand witness to the student's individual path and progression through school aligned to their long-term goals in college and career. Students will reflect both on progress they have made on learning targets, but more specifically on their experiences in workforce readiness and the impact both have had on their next step beyond high school.

Promotion and Graduation Policy

Rhode Island Cultural Academy will organize grade levels into four groups based on developmental, passage, and promotion measures: (i) Kindergarten; (ii) first through fourth grade; (iii) fifth through eighth grade; and (iv) ninth through twelfth grade. While each level has its unique developmental, character, and educational components, they are all rooted in the mission of the school. Within each group, students will be promoted from grade to grade based on displaying proficiency in standards in ELA, Math, Social Studies, and Science.

8th grade students must exhibit qualities that embody the mission of articulate communicators, critical thinkers, and skilled problem solvers as they enter the next phase of their education. 8th graders must demonstrate they are on a college or career-readiness path and are prepared to fully participate in high school. In addition to displaying proficiency in essential standards in ELA, Math, Social Studies, and Science, scholars must fulfill the requirements of the Passages Presentation.

Students at the grade levels in the chart below must complete the following exit standards to advance to the next grade:

Sample Kindergarten Exit Standards	Sample 4th Grade Exit Standards	Sample 8th Grade Exit Standards	Sample High School Graduation Standards
Mastery of-letter identification and letter sounds. In math, they will be able to count to 100, write the numbers 1-20 and know addition facts to 10 with fluency. They will participate in a modified version of SLCs, in which they will present work that they are proud of to their families and Crew leaders.	Academic proficiency of RI frameworks in ELA, Math, Reading, Science, and Social Studies. They will showcase their high-quality work in an SLC to their family and Crew leader.	Academic proficiency of RI frameworks in ELA, Math, Reading, Science, and Social Studies. All 8th grade students are required to complete a Passages Presentation. They complete multiple academic reflections, write a letter explaining their high school readiness, compile the work into a portfolio, and present to an authentic audience.	Successful completion of 20 courses: 4 ELA, 4 Math, 3 Science, 3 Social Studies, 6 additional (may include PE and Health, the Arts, Technology, and Foreign Language. Proficiency in 6 core areas (ELA, math, science, social studies, the Arts, and technology). We want all students to participate in PSAT 10, NGSA (Next Generation Science Assessment) and SAT assessment. All students must successfully complete a Capstone presentation.

RICA staff will communicate with families regularly about their students' progress through standards-based report cards, ad hoc meetings, and informal conversations at the school. Additionally, the school will provide families with detailed information based on Interim Assessments, with suggestions on how to best support their child's learning. Families will also be active participants in SLCs and Passages Presentations, in which students' articulate areas where adults can support their learning. Families will have visibility into their student's learning through student work sent home with comments, homework, and extension activities that support student learning. Families will use information provided by the school to determine how to best support their child's learning as they become part of a supportive and nurturing school community. School leadership will arrange a meeting with the family well in advance of the end of the year if the student is not meeting the requirements for

promotion or graduation, and is at risk of being retained. At this time, school leadership will describe to the family what the student needs to accomplish to be on track for promotion or graduation. Absent such outreach by school leadership to a family, the family should assume that their student is on track to being promoted or graduating to the next level.

School Culture

Rhode Island Cultural Academy will offer a school culture and climate that keeps students' social and emotional health at the center of our school. RICA will be known for its inclusive and welcoming learning environment, addressing instructional social, emotional, physical, and health needs of students through our educators and staffing model, partnerships (e.g., EL Education), and programs that we implement. At the foundation of the school culture will be strong working relationships with families to support students' academic progress, and their social and emotional well-being.

Our partnership with EL Education and adopting its core practices are paramount in establishing the school's culture and climate.³⁵ This begins with defining the school's Habits of Character, which will be between 5-7 character traits such as integrity, perseverance, and empathy. From there, the school develops a code of conduct that is based on EL Education and Responsive Classroom/Developmental Designs practices that is shared with all families.³⁶ RICA will provide annual training to all staff around, and review with students and families, the school's expectations for the code of conduct, Habits of Character, and school discipline policy to ensure a safe environment conducive to learning with consistent and transparent implementation found in the handbooks.

Next, the school will establish the presence of common protocols, language, rituals, and expectations that unify the school community around our vision for student behavior—and that will

³⁵ <https://eleducation.org/core-practices/culture-and-character/creating-a-community-of-learning/>, <https://eleducation.org/core-practices/culture-and-character/fostering-habits-of-character/>, <https://eleducation.org/core-practices/culture-and-character/engaging-families-and-the-community-in-the-life-of-the-school/>, <https://eleducation.org/core-practices/culture-and-character/creating-beautiful-spaces-that-promote-learning/>

³⁶ <https://www.responsiveclassroom.org/>

come through our partnership with EL Education. The founding educators will set the initial direction for school culture and help students apply elements of behavior, character, and school culture to their own lives and tasks. The Expedition Institutions will be an extension of the classroom and an essential part of the school's culture. Students will behave as representatives of the school as they visit the Expedition Institutions and exhibit all of the Habits of Character.

The school leadership team will oversee student behavior and discipline procedures for all students, including those with special needs. School-wide discipline has traditionally focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Therefore introducing modeling, and reinforcing positive social behavior is an important step in a student's educational experience and fits with the school's mission of a supportive and nurturing school environment. We do recognize that a student may be removed from the classroom for disciplinary reasons and the students will be able to access the educational program. Again, the school leadership team will oversee this procedure. On a consistent basis, the Student Support Team (school leaders, special educators, teacher representatives) will meet to assess and systematically address any disparities in implementation of discipline practices among student subgroups.

Through the EL Education framework, students will use restorative practices when behaviors break down, leverage the Habits of Character, as well as use the Crew structure, to build a continuously supportive culture for all students. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. School culture, including discipline, will be framed around self-discipline and self-directed learning, and misbehavior will be treated as a learning opportunity for both scholars and faculty, and

consequences will be logical, consistent, clearly communicated. All school discipline policies will comply with all federal, state and local laws and regulations, and be described in the student/family handbook that we will provide to families before the start of school each year.

Culture and family engagement are critical elements to our school. Our students, teachers, administrators, and families will be connected through shared goals of high academic achievement, integrity, quality, accountability and a strong sense of community. These values will be set and formally documented by our school so the clear expectations will permeate our school culture. We share these goals with families through orientation and information sessions, student exhibits and performances, SLCs, report cards, and parent/guardian groups such the family council. Teachers, administrators, students, and families will have a sense of ownership of the values that form the foundation of RICA's culture, will aspire to and will be held accountable to upholding these Habits of Character.

School faculty will explicitly teach and refer to the Habits of Character in classrooms. They will be used daily to acknowledge positive or challenging behaviors. Teachers will support students to make connections between character and their academic success. The school will establish policies and procedures that celebrate Habits of Character and hold students accountable to them. Character achievement is identified in progress reports, disciplinary protocols, and public acknowledgments. The Habits of Character will be practiced in the lunchroom, in the halls, during recess, before and after school, and whenever students represent the school in the community for Learning Expeditions, case studies, and field work.

The structure of Crew will establish and support Rhode Island Cultural Academy's culture. As in other EL Education schools, Crew is a ritual in a student's day. Crew brings our community together in both small, medium, and large groups to sustain our school culture. Our students will understand what it means to be "Crew, not Passengers."³⁷ The structure of Crew allows for relationship building, academic

³⁷ <https://eleducation.org/core-practices/culture-and-character/building-the-culture-and-structure-of-crew/>

progress monitoring, and character development. Crew allows students to build positive connections with their peers and with their crew leader. Crew provides each student a one-to-one relationship with an adult advisor (Crew leader) at the school, as well as a consistent and ongoing small-scale peer community. Crew leaders monitor and support student progress, serve as the student's advocate in difficult academic and social situations, and act as the primary contact point between parents and the school. Crew meetings are frequently used for team building exercises and for group discussions on topical issues. These exercises and discussions help establish crew identity and a positive school culture.

Rhode Island Cultural Academy will leverage the surveys from the founding group's other schools in Sturbridge, MA and Worcester, MA to gauge stakeholder family and staff satisfaction within the RICA community. The school will analyze the data and develop action steps to represent the founding group's core value of a continuous cycle of improvement.

Organizational Capacity

Establishing Persons or Entities

Coggeshall Farm Museum's (CFM) mission is "to preserve this 1790s Rhode Island salt-marsh farm. We serve the local community and beyond as a living museum and vital educational resource through demonstration of daily farm activity and honest interpretation that reflects its historical, multicultural influence."³⁸ Much like at Old Sturbridge Academy Charter Public School, which is located on the campus of Old Sturbridge Village and whose students conduct field studies and projects in the Village, and at Worcester Cultural Academy Charter Public School, which has partnerships with local cultural institutions that students visit regularly for arts, history, and science programming, Rhode Island Cultural Academy will partner with Coggeshall to provide its students with the opportunity to visit throughout the year and learn about local history through the Museum as part of the school's Learning Expeditions. Coggeshall offers programming for students grades K-12, which aligns with the planned

³⁸ <https://coggeshallfarm.org/about-coggeshall-farm-museum/history-mission/>

grade span for RICA. Coggeshall Farm Museum’s mission aligns perfectly with that of Rhode Island Cultural Academy and EL Education. All three entities believe deeply in the importance of providing students with the opportunity to connect what they learn in the classroom with the world around them. In the case of CFM, RICA students will embark on Learning Expeditions and hear firsthand about the history of Rhode Island and the stories of local groups and industries, from the Pokanoket tribe to the people involved in the Bristol slave trade.

Applicant Group

The applicant group listed below has worked together for years through the creation and operation of Old Sturbridge Academy Charter Public School, which opened in 2017, and Worcester Cultural Academy Charter Public School, which opened in 2023. The group has decades of combined experience founding, operating, and leading charter schools and living history museums in Rhode Island and Massachusetts.

Alison Carr, Vice President for Education at Old Sturbridge Inc. (OSI); previously Chief Administrator of Kingston Hill Academy Charter School; classroom teacher for 13 years and 2015 District Teacher of the Year; Bachelor of Science degree in Elementary Education, and a Master of Arts in Educational Leadership from Rhode Island College; RI licensure as both a K-12 Building Administrator and a Superintendent of Schools. Alison will support RICA with instructional leadership support, curriculum oversight, talent development, and facilities.

Shelli Costa, Executive Director of Coggeshall Farm Museum; has over 21 years of experience working in nonprofit organizations. She has spent much of that time focused on creating interactive education programs for students in grades preK-high school. Shelli will support RICA by integrating farming lessons into the school curriculum and coordinating learning expeditions to Coggeshall Farm Museum.

Jim Donahue, President and CEO of OSI; founder of Highlander K-12 Charter School and Highlander Institute in Providence, RI; founding Executive Director of Old Sturbridge Academy Charter Public School (OSA); founding member of Worcester Cultural Academy Charter Public School (WCA); over 15 years of leading Old Sturbridge Village; 27 years' experience in elementary and middle school education. Jim will support RICA with academic strategy, community relations and partnerships, government relations, board development, and implementation of EL Education's curriculum.

Jamie Greenthal, Director of Charter School Strategy and Planning at OSI; founding member of WCA; spent 10 years at KIPP NYC Public Charter Schools leading marketing and communications, and supporting the opening of five schools between 2019-2021; prior to KIPP, worked at Goldman Sachs and ESPN; Board Chair of PAVE Academy Charter School in Brooklyn, NY (2016-2022). Jamie will support RICA with start-up, school operations, planning and strategy.

Kara McCormick, Senior Director of People and Culture at OSI; oversees all talent recruitment and HR for the charter schools supported by OSI; her previous role was Director of HR for Earl Enterprises; Kara will support RICA with talent recruitment and HR for school staff.

Board Development and Duties

RICA's Board of Trustees (the Board) will be a public entity and will hold the charter granted by the State of Rhode Island, have fiduciary responsibility as well as the legal, ethical, and moral liability for the school. The Board will have, at a minimum, a Finance Committee and a Governance Committee, and may have additional committees as determined by the Board. The Board will partner with school leadership to develop school policies and amend them when appropriate. The Board will rely on the bylaws to guide their decision making and appropriate governance.

The Board will have four officers:

- The Chair will set the agenda, preside over Board meetings, and nominate Committee Chairs.
- The Vice Chair will, in the absence of the Chair at Board meetings, perform the function of the Chair.

- The Treasurer will oversee the general financial affairs of RICA, subject to the direction and control of the Board of Trustees. The Treasurer will chair the Finance Committee and will review financial statements regularly.
- The Secretary of the Board will record and maintain records of all proceedings of the Board.

The Board will have the following committees:

- Finance. Monitors school finances, and reviews the draft budget and presents the budget to the Board for final approval. Treasurer will oversee the provision of a finance report to the Board on a quarterly basis.
- Governance. Drives a comprehensive board self-assessment process, fosters the development of new and existing board members, manages board member recruitment, and nominates candidates for officer positions.

The entire Board will be responsible for overseeing the school's academic progress toward annual goals, and to monitor and identify trends in data. More specifically, the Board will: ensure that it and the RICA school leader have a shared definition of academic excellence; oversee, track, and identify major trends as well as desired outcomes and goals; ensure academic results are making progress toward the academic goals laid out in the charter, accountability plan and relevant school and executive leadership goals.

The Board will approve the RICA budget, ensure that curriculum aligns with mission and goals as well as RI curriculum frameworks, and hire the school's independent auditor. The Board will establish a long-range plan and a charter school accountability plan that will ensure the school's continued stability.

The Board will operate the school in accordance with RICA's charter. Upon granting of the charter, three examples of the Board's future actions are adoption of bylaws (which are submitted to RIDE for approval), negotiation of the management contract with Old Sturbridge Inc. (OSI), a

Massachusetts not for profit corporation that will provide services to RICA (which will be submitted to RIDE for approval), and appointment of the school leader.

Annual functions of the Board include developing the annual budget and conducting an annual meeting to elect new members. Ongoing functions of the board during their meetings include monitoring the school's finances, conducting long-term financial and strategic planning, participating in fundraising, and promoting RICA in the community

The school's bylaws include information about how individuals or groups may complain in writing to the Board of Trustees concerning any claimed violations by RICA. The Board of Trustees will respond in writing to any such complaint to the complaining party within 45 days of receipt of the complaint. If, after presenting their complaint to the Board of Trustees, the individuals or groups believe that their complaint has not been adequately addressed, they may submit their complaint in writing to RIDE who shall investigate such complaint and make a formal response. The RICA family organization will provide opportunities for families to give feedback to the head of school, OSI leadership, and Board. In addition, family surveys will be done on an annual basis by RICA leadership. We will encourage the families to develop and plan events to deepen family engagement in the life of the school.

The Board is responsible for hiring and overseeing the Management Organization (i.e., Old Sturbridge Inc.) who will be accountable to the Board. There will be a five-year management agreement, unless terminated earlier. Because the accountability of the Management Organization is essential to the foundation of this partnership, and because the responsibilities of the school leader are critical to the success of RICA, the Board of Trustees will delegate to the Management Organization the authority and responsibility, consistent with state law, to make recommendations for recruiting, hiring, evaluating and terminating the school leader. Actions regarding the school leader must be approved by the Board. The Management Organization will assist the Board in holding the school leader accountable for

managing the school's day-to-day operations and will hold them accountable for meeting established goals to ensure that RICA is successful.

Staffing Plans

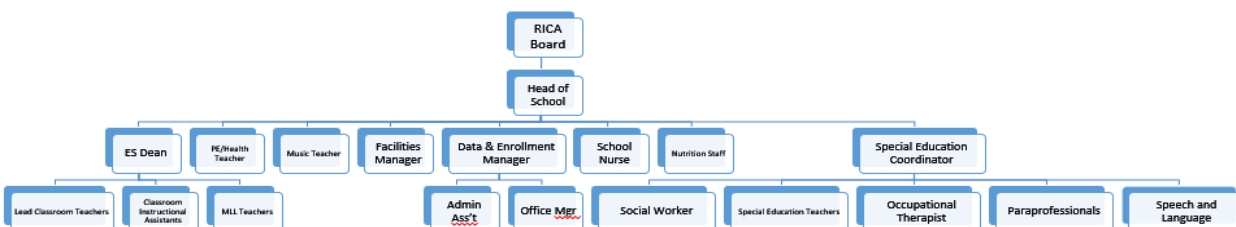
In year 1, the Head of School will manage the Elementary School (ES) Dean, who will manage the classroom teachers, instructional assistants (IAs), and MLL teachers. There will be three lead classroom teachers per grade (K-3). The Head of School will also manage the PE/Health teacher, music teacher, and non-instructional staff (e.g., Facilities Manager and Data & Enrollment Manager). The Special Education Coordinator will be a licensed special education administrator, will lead IEP meetings, and oversee the social worker, special education teachers, paraprofessionals, speech and language, occupational, and physical therapist (via a third party). In year 5, the Head of School will manage the ES and Middle School (MS) Dean, who will manage the classroom teachers, instructional assistants (IAs), and MLL teachers. The MS Dean will oversee the Reading Specialists. There will be three lead classroom teachers per grade (K-5) and four per grade for each content area: math, ELA, science, social studies (6-7). The Special Education Coordinator will oversee the School Psychologist who will have been hired by that point.

A high school principal will oversee the high school division and report to the Head of School. The expansion to high school requires the addition of a team to support students with their college and career readiness. The team will consist of a Workforce Readiness and Partnership Coordinator; two College and Career Counselors: one serving grades 9-10 and one serving grades 11-12; and four LIFE Coordinators, one per grade level. LIFE, which stands for Learning In Field Experiences, is a program that includes field work, community service, civic engagement, and internships. Internships will be aligned to student interests and provide one-on-one mentoring. Each grade level will have a LIFE Coordinator to create developmentally appropriate LIFE opportunities in collaboration with teachers, as well as support students in their individual experiences. LIFE Coordinators will be responsible for supporting student placement in internships, serving as liaison with mentors, and tracking student opportunity to ensure

equity. This structure ensures that workforce readiness is connected to each aspect of the student experience in grades 9-12.

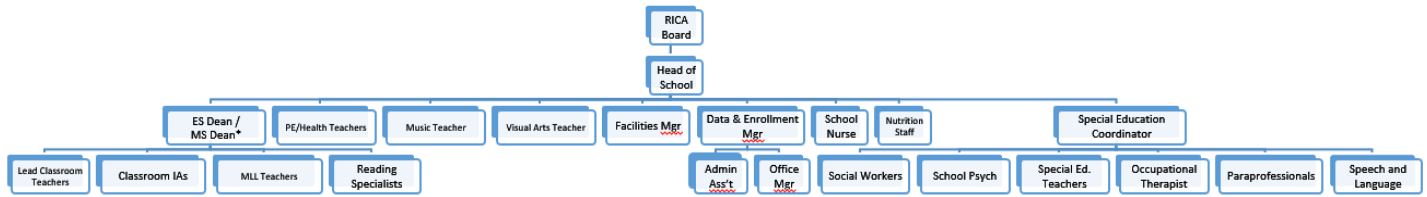
We anticipate that the RICA student population will mirror those of the Central Falls, Pawtucket, Providence, and West Warwick, Providence, and the state of Rhode Island on a weighted average basis resulting from the school's admissions lottery described above. In 2022-23, 46.8%, 18.4%, 36.3%, 3.2%, and 12.5% of students were classified as multilingual learners in Central Falls, Pawtucket, Providence, and West Warwick, and statewide, respectively. In the same year, 21.8%, 19.7%, 15.8%, 22.9%, and 16.7% of students, respectively, were classified as having disabilities.³⁹ Based on that data, we anticipate that RICA will have between 20-30% MLLs and 15-25% students with disabilities. We have designed the staffing plan of MLL teachers, special education teachers, special education staff, and the special education leadership on the anticipated number of MLL students and students with disabilities. Through the management contract, OSI will be responsible for contracting for student transportation services. The Admin Assistant will be responsible for the day-to-day correspondence with the bus company. OSI staff will support RICA with state and federal nutrition program reporting through the management contract. The school's nutrition staff will be responsible for the day-to-day management of the break and lunch program at the school. RICA will have on staff a Facility Manager who will oversee the school's facility operations, and manage the custodian staff that the school will outsource.

Year 1 Organizational Chart



³⁹ <https://reportcard.ride.ri.gov/>

Year 5 Organizational Chart



* The ES and MS Deans will oversee the instructional staff of their respective divisions.

Staffing Plan

Position	YR1	YR2	YR3	YR4	YR5
Head of School	1	1	1	1	1
Office Manager	1	1	1	1	1
Admin Assistant/Office Clerk	1	1	1	1	1
Data Manager/Enrollment	1	1	1	1	1
Classroom Lead Teachers	12	15	18	22	26
SPED Teacher (s)	2	2	3	3	4
Reading Specialist	0	0	0	1	2
Speech and Language	1	1	1	1	2
PE/Health Teacher	1	1	2	2	2
Visual Arts	0	1	1	1	1
Music	1	1	1	1	1
MLL Teacher	1	2	2	3	3
MLL Coordinator/Teacher	1	1	1	1	1
Paraprofessionals / IA's	12	15	16	17	18
Middle School Dean	0	0	1	1	1
Elementary Dean	1	1	1	1	1
School Nurse	1	1	1	1	1
Special Education Coordinator	1	1	1	1	1
School Psychologist	0	0	1	1	1
Social Worker	1	1	1	1	2
Occupational Therapist	0.5	0.5	1	1	1
Facilities/Building Manager	1	1	1	1	1
Total FTE	40.5	48.5	57	64	73

Leadership

When seeking a founding school leader RICA, the school board will pursue candidates who have deep experience with leading curriculum development and implementation in a school or network of schools, being an instructional leader of a school, network of schools (or school district), leading professional development for educators, creating and managing school culture, demonstrating evidence of student achievement, and who possess experience working in diverse schools with English Language Learners and students with disabilities.. We also aim to select a leader who has found a school in a leadership role given the unique challenges that founding presents. We aim to select a school leader

who has extensive knowledge of charter schools. We aim to select a school leader who has a proven record of academic success and experience in developing the culture and character of the school. The school leader will be able to articulately communicate to various stakeholders including students, families, teachers, EL Education, and Expedition Institutions about the school's mission and goals. The school leader, the rest of the leadership team described below, every educator and all other staff members at RICA must model and demonstrate a strong commitment to the work of being an anti-racist school and diversity, equity, inclusion, and access initiatives.

In addition to the Head of School, which is described above, the school will have ES and MS Deans on its leadership team. The Deans will be seasoned school leaders who will bring a deep commitment to the school's mission and who will possess experience working in diverse schools with English Language Learners and students with disabilities. They will ensure RICA offers high-quality instruction aligned with EL Education's Core Practices, culturally responsive teaching, and accountability to state learning standards. They will implement instructional strategies, including supporting the needs of diverse learners, delivery methods, assessment, and staff development techniques for improvement of instruction. They will build instructional capacity among teachers through formal and informal opportunities for growth and shared leadership, and manage and observe teachers and other school-based staff. They will manage behavioral issues in a thoughtful, logical, and well-documented manner, empower other professionals to implement the school's Code of Character, and document character and behavioral data.

RICA's leadership team will include a Special Education Coordinator. They will Coordinate IEP reviews, evaluations, and related services. They will provide individual instruction for students who need additional assistance. They will provide professional development opportunities for school-based staff on how to best support students with IEPs. They will assess student progress, and communicate results to families and colleagues.

The Board will produce the evaluation of the Head of School with input from the educational leadership at OSI who are responsible for evaluating the school leaders at Old Sturbridge Academy Charter School and Worcester Cultural Academy Charter School. The Head of School will be evaluated on performance of core job responsibilities and on overall performance of the school to reach its goals. The Head of School is evaluated using a 360 feedback approach. The Principal will evaluate the Dean, the Special Education Coordinator, and the Data and Enrollment Manager based on their core job responsibilities and how those impact the goals of the school. The Head of School will use OSI's School Level Administrator Rubric that it uses with the other two schools that it supports (OSA and WCA).

Teachers

RICA will seek highly-qualified teachers who will take a student-centered approach to their instruction and who will reflect the diversity of the student population we expect to enroll. The attributes of our ideal teacher will be: flexibility, courage, energetic, entrepreneurial spirit, resiliency, creativity, dynamic, compassion, hard-working, dedicated to increasing student achievement and supporting their social-emotional learning, and embody the phrase "We are Crew, not passengers", a mantra of EL Education and a core tenet of our school. In order to determine if the teacher has the capacity to excel as an educator in an EL school such as RICA, we will seek teachers who will commit to infusing EL Education Core Practices throughout the school.⁴⁰

RICA's plan for staff recruitment will be to publicize job descriptions on online teaching job platforms (e.g., SchoolSpring) as well as the school's website. We will recruit educators from local colleges and universities such as Brown University, CCRI, Providence College, Rhode Island College, Roger Williams University, Salve Regina University, and University of Rhode Island. We will attend job fairs, both in person and online, to meet potential teaching candidates. Most importantly, we will leverage our founding team's decades of experience in education in Rhode Island and reach out to our

⁴⁰ <https://el-education-production.s3.amazonaws.com/media/documents/ELED-CorePractices-0823.pdf>

existing network of educators for teacher candidate recommendations. We will work with OSI's Human Resources and Communication departments to produce job descriptions and engaging collateral to attract candidates.

Teachers will perform instructional duties from 8:15 AM-2:30 PM with a lunch break and daily preparation/planning period. Teachers will have regular duties which could include recess, arrival, or dismissal duty. RICA will create opportunities for teacher advancement and retention. This could include strategies such as a competitive pay matrix based on degree and years of experience. Also, we expect to have leadership opportunities, such as the Instructional Leadership Team, for teachers to grow in their practice. There will be regular Professional Development opportunities for educators throughout the year on a bi-weekly basis for 90 minutes after school that will be led by the Head of School and their school leadership team, with opportunities for other teachers and staff members to take the lead on certain topics. The Head of School and Deans will coach, supervise, and evaluate teachers, and the Special Education Coordinator will do the same for special education staff members. RICA will use RIDE's Educator Evaluation System Standards⁴¹ and the performance review templates that OSI has been using with OSA and WCA teachers (but adapted to conform to the RI state standards where necessary). Outside of formal evaluations throughout the year, school leaders will use processes, protocols, and materials that have been successful in other EL Education schools, such as weekly observations, coaching sessions, weekly curriculum meetings with grade level teams, data inquiry cycles, and participation in Learning Expedition planning. The school leadership team, along with the EL Education School Designer, will determine the professional development needs of the staff through the creation of the EL Education Work Plan. EL Education will provide targeted professional development to support educators in the startup of the school, throughout the school's early years, and as the school grows to

⁴¹ <https://ride.ri.gov/sites/g/files/xkgbur806/files/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/LEA-Implementation-Guidance/EdEvalStandards.pdf>

full capacity. We will offer regional and national PD through our partnership with EL Education, including attending the annual National Conference. We will also seek specific professional development, for example from the museums and community organizations in the area, to support our academic and social emotional goals. The PD calendar is created by the school leaders and the EL Education School Designer to meet the requirements of the Work Plan. In addition to the regular PD throughout the year as described above, we will offer an August Institute before students' return, which will be led by school leaders, the EL School Designer, and OSI staff.

Teachers will be expected to support the governance and operations of the school by contributing to the work that the Board oversees, including producing content for the Head of School to share at monthly meetings and contributing to the development of the annual budget. Teachers will also ensure that they are adhering to the school's policies around responding to complaints from individuals or groups. In such cases, the Head of School will work with the teacher to produce documentation that the Head of School or the Board may use to respond to the complaint. Teachers will also contribute to other operational processes, such as creating school improvement plans, supporting professional development (both during the school year and during August), and interviewing staff candidates during the hiring process.

Management Organizations and Other Essential Partners

Contact person at partner organization, Old Sturbridge Inc., for the management contract: Alison Carr; 1 Old Sturbridge Village Road, Sturbridge, MA 01566; 508-347-0284; acarr@osv.org. Old Sturbridge Inc. (OSI) has a successful record serving as the Management Organization for Old Sturbridge Academy Charter Public School since the school was approved in February of 2017 and for Worcester Cultural Academy Charter Public School since its inception in 2023. The RICA Board will negotiate a similar agreement with OSI to provide a management services contract. The agreement would be effective upon charter grant so that the team can immediately provide support for the start-up. The

agreement would have an initial term that runs through the first charter term and through any renewals in each successive charter term with RICA Board approval.

The partnership between RICA and OSI will be that of a school and a charter management organization (CMO). The objective of RICA in contracting with OSI as a CMO is to support the management of the school as efficiently as possible, partnering with the school to invest its resources as much as possible in programs, students and staff, and things that will directly correlate to increased student achievement. OSI has stable, high-performing departments managing accounting, finance, human resources, development, food service, and facilities. OSI has structures and systems in place for managing the functions of a large and growing organization. Old Sturbridge Inc. has demonstrated the capacity and subject matter expertise to manage the administrative functions of the school, freeing the school-based staff and teachers to focus exclusively on teaching, learning, assessment, school culture, and school operations. Since inception, Old Sturbridge Academy Charter School with the support of OSI has received an unqualified audit opinion in each year with no management letter. The Management contracts with OSA and WCA have clear evaluation procedures for the services provided under the agreement. The agreement between RICA and OSI will mirror the successful agreements currently in place with OSA and OSI, and WCA and OSI. The annual OSA Board evaluations of the Management Agreement and the OSI services provided to the school have been favorable in all years since OSA's inception. Please refer to the attached draft management agreement between OSI and RICA for information around the scope of services, roles, fees, contract oversight, and renewal and termination of the contract.

EL Education will be a curriculum provider and school design partner. They will provide professional development and coaching for faculty as well as curriculum and access to the EL Education network of schools and resources. EL Education's philosophy that learning is active, challenging, meaningful, public, and collaborative perfectly complements RICA's belief that all students can be

scholars and lifelong learners. EL Education will not have a governance or management role at our school. Address: EL Education; 247 West 35th Street, 8th Floor, New York, NY 10001; 212-239-4455; [jrabad@eleducation.org](mailto:jrabat@eleducation.org). Both OSI and EL Education have a proven track record of success with educating and supporting students at OSA and WCA. In 2021, OSA received an unconditional renewal with OSI as the Management Organization and EL Education as a design partner. Both of these entities have demonstrated positive academic results and responsible fiscal management.

Meetings have taken place with the leadership of the Coggeshall Farm Museum, GAMM Theatre, Providence Children's Museum, Rhode Island Historical Society, Rhode Island Philharmonic Orchestra & Music School, and the Tomaquaq Museum about the development of educational programs for RICA students to support the Learning Expeditions. Throughout the planning period and pre-operating phase, these plans will be solidified for Year 1 for all grades.

Old Sturbridge Inc. (OSI)'s 150 full- and part-time staff and volunteers form the Interpretive Programming, Museum Education, and Curatorial and Research divisions, as well as administrative functions, such as accounting, fundraising, marketing, and human resources, with which OSI supports CFM through a management contract. As a CMO, OSI supports OSA and WCA through management agreements. Through the agreements, OSI provides accounting and budgeting, authorizer support, fundraising and grants management, diversity, equity and inclusion-related services and support, external affairs and community outreach, human resources and talent recruitment, insurance procurement, marketing and public relations, student recruitment and enrollment, and technology. In addition, OSI supports OSA & WCA with functions that are dedicated solely to the schools: curriculum development and implementation, student assessment, data analytics, professional development, and supervisory support for the Head of School. Per the proposal management agreement, OSI will provide the same services to RICA.

At this time, OSI does not have plans to support more than these museums and schools. Over the past few years, OSI has invested in its staff and has strategically added resources to support the museums and the schools. Ahead of WCA’s establishment, for example, OSI hired Alison Carr and Jamie Greenthal, who have combined 30 years of experience teaching, leading, and operating charter schools. OSI also hired Kara McCormick to support the organizations through leading the human resources and talent recruitment functions. OSI has become adept at generating economies of scale as it has supported additional organizations. OSI will continue to opportunistically add roles if it detects that any particular function may be unable to provide the services agreed to in the management agreements.

The following chart displays the Massachusetts Comprehensive Assessment System (MCAS) results for OSA over the past five years that the assessments were given to students in Massachusetts:

School Year	Grade Levels Assessed	ELA - Meeting or Exceeding Expectations	Math - Meeting or Exceeding Expectations
2022-23	3rd-8 th	41%	34%
2021-22	3rd-7 th	39%	34%
2020-21	3rd-6 th	48%	26%
2018-19	3rd-4 th	54%	39%
2017-18	3 rd	54%	38%

At the time of submitting this application, WCA has not received its MCAS scores from its first year of operation (2023-24).

Family-School Partnership

As partners in the education of their children, families are vital to helping RICA support their children to meet their academic and social emotional goals. Research from the National PTA found that family involvement has a positive effect on student behavior.⁴² When families are involved, students exhibit more positive attitudes and behavior. When students report feeling support from both home and school, they have more self-confidence, feel school is more important, and they tend to do better in

⁴² <https://www.pta.org/home/run-your-pta/family-school-partnerships/National-Standards-for-Family-School-Partnerships/Report-The-Positive-Relationship-Between-Family-Involvement-and-Student-Success>

school. Our school building will be a warm and welcoming environment for families; there will be signage in multiple languages, student work on display, and a staff member greeting them upon entry into the building. RICA's welcoming atmosphere will encourage families to become both involved in the school and also comfortable in the school environment. A culture of hospitality will permeate the building. At the start of each year, families and students will receive information from the school that clearly outlines our academic and behavioral expectations for all students. Strong, open communication will be the norm, extended to parents through a wide range of publications and languages so that all families understand the policies and procedures around school culture. We will use a family communication portal/app (e.g., SchoolStatus Connect) to share information about Student-Led Conferences, family events, Learning Expeditions, and other ways in which families can be involved in RICA. Scheduling these events outside the school day will encourage participation of working family members

Family organizations, modeled after the ones established at OSA and WCA, will be an integral component of culture and family engagement. We will invite families to serve as volunteers for Learning Expeditions. Families will have the opportunity to join the Family Council. We will strive for equitable representation from diverse family members that represent all facets of the student population on the Family Council. The Council will provide opportunities for families to give feedback to, and collaborate with, school leadership and the Board, sharing their perspectives on students' academic progress and social-emotional well being. In addition to leveraging the family communication portal, email, and phone for families to contact staff, RICA will conduct family surveys two times each year. RICA also plans to offer students the opportunity to provide feedback each year through surveys or focus groups. RICA leadership will share survey results with the Board and its staff. School leadership will develop plans to address concerns and implement suggestions from families and students that leadership feels will be in the best interest of the school community.

Facilities

The OSI team is composed of former RI charter school leaders with extensive experience with facilities. The team has been vetting the lease and/or purchase of building(s) that would support the instructional mission of the school. Our planning includes, but is not limited to (i) ensuring program adequacy standards can be met, which involves analyzing capacity, taking into consideration our enrollment projections for growth, and the adequacy of the educational space itself; (2) analyzing Facility conditions assessments, which Rhode Island mandates every five years, therefore we can analyze the reports to inform master planning, such as what a capital improvement plan or even an annual maintenance expenditure may look like if we were to purchase and/or lease the facility. These assessments also include energy analyses to promote sustainability; and (3) life cycle cost analysis, in which we use the above information to inform a projection of cost for use, maintenance, and future expansion of the facilities to ensure that they are safe, healthy, and conducive to learning. Our team is thinking outside the box as we explore not just former school buildings, but empty office buildings, strip malls, and other interesting spaces that could be converted to a safe and supportive learning environment.

The facility requirements for bus parking during arrivals and dismissal focus on ensuring student safety and efficient traffic management. Schools must designate specific areas for bus loading and unloading, separate from areas used by other vehicles, to minimize the risk of accidents. These areas should be clearly marked and easily accessible. Additionally, schools must implement traffic flow plans that include designated pathways for buses, as well as procedures for managing congestion during peak times. This often involves staggered arrival and dismissal times or specific routing for buses to follow. A traffic study developed by an engineer can be helpful to analyze impact and mitigate any gaps in traffic management.

The construction that needs to happen to any facility to make it student ready and aligned to the proposed mission and model include ensuring adequate space for classrooms, special education, library/gym, and other facilities necessary for a comprehensive educational environment. RIDE provides specific guidelines for the gross square footage per student needed for different school levels. For example in an elementary school, core classrooms typically require 950 square feet each. Kindergarten classrooms, including toilet facilities, need 1200 square feet of space. However, depending on the age of the building, and what it was formerly used for, RI code compliance within the state building code outlines specific rules in terms of inspection and safety, fire safety, minimum space requirements, etc. for any building which is used for a school facility. In addition to spaces, ensuring a facility can accommodate the preparation or vending of meals from another LEA or as an SFA involves several key considerations according to regulations from the Department of Health and the Department of Education: (i) Compliance with the Food Code - includes requirements for food safety, sanitation, and proper facilities for food preparation and storage; (ii) Inspection and Approval - any kitchen or food preparation area must pass an inspection by RIDOH; (iii) Operational Permits - obtain the necessary permits from RIDOH to serve food; (iv) Child Nutrition Program Requirements - meet guidelines to ensure that all meals provided meet requirements for balanced and healthy food options for students.

Finally, the school's enrollment plan is taken into account when determining facility needs. The current plan is to find a building that has enough square footage to accommodate K-8 and then to engage in a capital project to meet the capacity of a high school at a later time. We estimate that we would need a building or buildings that total approx. 85K sq. ft.: 50K (K-5) and 35K (6-8).

In Rhode Island, schools are required to conduct regular updates and reports to ensure compliance with state and local facilities-related laws and regulations. Key components are: (i) Annual Inspections to meet safety standards, including structural integrity, fire safety, and sanitary conditions; (ii) Facility Conditions Assessments to evaluate the state of school buildings; (iii) Health and Sanitation

Reports to ensure food preparation and storage areas meet safety standards; (iv) Educational Program Adequacy Standards to ensure facilities and overall learning environments meet state standards.

Charter schools are expected to comply with the Rhode Island Board of Education's Basic Education Program (BEP) regulations, which include guidelines on the learning environment, health and safety standards, and academic performance metrics. In RI, school boards and facilities-related issues are governed by various pieces of legislation. According to RIDE and RI General Law, charter school boards are responsible for ensuring their schools meet state and federal requirements, including those related to facilities. Charter School boards must maintain high-quality learning environments that adhere to the standards set forth in the BEP. It is through a subcommittee of the Board, called the building committee, where most of this work is monitored. A typical building committee includes members with specific roles to oversee the planning, construction, and maintenance of school facilities. RICA will have a building committee chaired by a board member and at minimum made up of the Head of School, Facilities Manager, community members with expertise in architectural design, engineering or construction, a member of finance, and other stakeholders in the school community. The committee will ensure that all school facilities meet federal, state, and local requirements and support educational programs effectively. Although the day-to-day management of operations and maintenance will lie with the Facilities Manager, oversight will be done by the RICA Building Committee.

Operations

RICA will operate a food service and nutrition program that uses a vended meal provider. The vendor chosen will comply with regulations to ensure proper food safety and handling. The vendor will be chosen through the RFP process and will adhere to all licensing and permit requirements. The vended meal provider must hold the appropriate food service licenses issued by RIDOH. This includes ensuring that the food is prepared in a licensed facility and transported safely to the school site. RICA will employ certified food safety managers to be present during meal preparation and service. This will ensure

compliance with food safety standards, such as proper food temperatures and hygiene practices. Alison J. Carr is a certified food safety manager and will aid in overseeing the Food Service program. RICA will have appropriate kitchen facilities to receive, store, and serve the catered meals. This includes having adequate refrigeration, storage areas, and serving equipment that meets health and safety standards. In addition, RICA will develop and implement, with its site food safety manager, a food safety plan based on the Hazard Analysis and Critical Control Points (HACCP) system. This plan will outline procedures for receiving, storing, preparing (if applicable), and serving food, ensuring that all safety protocols are followed. RICA will have a Food Safety Manager, and add nutrition aides as enrollment increases.

RICA will publish an RFP for bus transportation services and negotiate a multi-year contract with the vendor chosen. RICA will rely on the expertise of the bus vendor to help design a comprehensive bus transportation plan using an analysis of student distribution across the catchment areas of Providence, Central Falls, Pawtucket, and West Warwick, while taking into account students from other towns and municipalities. Actual routes should be planned using specific Geographic Information System (GIS) mapping and student data. This type of planning ensures that transportation logistics are efficient, safe, and reliable for students across these cities. Resources such as the National Association for Pupil Transportation (NAPT) and local school district transportation departments can provide additional information or frameworks that can be helpful. Other aspects of the plan will include: (i) bus allocation; (ii) route design; (iii) scheduling; (iv) safety and compliance; and (v) communication with stakeholders.

As part of the management agreement between OSI and RICA, OSI will provide human resources, payroll, and procurement functions. OSI will hire a third party that processes payroll and will provide staffing to support the process internally and to oversee the third party. Students will have access to technology/Chromebooks. The school plans to use SchoolBrains or a comparable SIS, which houses all student and staff data. OSI will support the school's Data and Enrollment Manager with their RIDE reporting. Information technology services will be provided through the contract between OSI and

the school, including Chromebook procurement. For immediate on-site tech support, the school will partner with a local service provider.

Finance and Budget

The RICA Board of Trustees will be responsible for financial oversight and will hold management accountable for sound financial management and policy adherence. The board will delegate daily management of the school's finances to Old Sturbridge Incorporated (OSI) under the proposed management contract. Under the contract OSI will ensure that the school designs and sustains strong business, operations, and human resources systems. The team provided by OSI under the agreement is the same team that has worked with Old Sturbridge Academy since inception in 2017 and supported the opening of WCA in 2023. This team has extensive experience in business, finance and accounting. The OSI team will work closely with the school's Treasurer. The OSI finance team has successfully managed OSA's financials resulting in 6 years of unmodified audit opinions and an operating surplus in each year since inception. WCA is also expected to have a surplus in its first full year of operation.

A Fiscal Control Manual will be developed delineating all financial control procedures, and documenting all finance-related tasks and ensure that these responsibilities are segregated as required by the law. The manual will outline the procedures for financial management, budget processing and reporting, transaction approval, purchasing, record keeping, issuing checks, employee expenses, payroll and benefits, and inventory management. Roles and responsibilities of staff involved in fiscal management will be clearly documented. The manual will be reviewed and recommended by the Finance Committee, and approved by the Board.

The Board of Trustees will approve the operating budget on an annual basis. The Finance Committee will review financial statements on a monthly basis and the Treasurer will report to the Board on budget and revenue expenditures at quarterly Board meetings.

The Board of Trustees will contract annually with a qualified independent certified public

accountant firm to conduct an audit of the school's financial statements in accordance with auditing standards generally accepted in the U.S. The audit firm will be familiar with appropriate auditing standards, and related State and Charter School regulations.

Under the management agreement, OSI will purchase, install and then utilize a fully integrated general ledger accounting software. The software will have the ability to provide a balance sheet, income statement, cash flow, and budget reports. The software also will feature integrated purchasing, cash disbursements, cash receipts, and inventory capabilities and payroll. The school's accounting software will be kept separate from OSI's accounting software.

The five-year operating budget for the proposed Rhode Island Cultural Academy was developed with the most accurate information available and was as conservative as possible in all assumptions; however, there are still numerous risks: lower than anticipated student enrollment, different demographics of student population, unexpected purchases. For this reason, contingency funds equal to 3% of budgeted state and local aid revenue have been planned in each year for unanticipated revenue shortfalls or unforeseen expenditures that may negatively impact cash flow. In Year 1 daily review of the operations will be critical to ensure adequate cash at all times; spending will be carefully monitored and vendor payment terms will be worked aggressively.

Operating Budget and Budget Narrative

The RICA proposed five-year operating budget has been developed using resources such as personal knowledge of the founding team, outside professional advisors, interviews and research with existing charter schools, as well as resources provided by RIDE and other government agencies. OSI's experience with two Massachusetts charter schools has also provided valuable insight into the financial costs of operating a charter school. The expectation is that this budget provides a realistic estimate of the school's projected revenues and expenditures from the first year of operation through the end of the fifth year. The founding team has worked to ensure that all commitments proposed in the

application are reflected in this budget. The budget as proposed does generate a surplus in each year.

Detailed Budget Narrative

Major Assumptions

- *Per Pupil Tuition:* Local and State aid per pupil was calculated using the modeling tool developed for this application process provided by RIDE. The figures are driven by the applicant group's estimated student enrollment by city/town.
- *Student Enrollment:* Assumed at 288 in Y1 for grades K-3; each subsequent year enrollment is assumed to increase by 72 students. In Y5, the school will have 576 students K-7.
- *Facility Size:* RICA will work towards securing a facility that will adequately serve the students and faculty. The facility is anticipated to be at least 50,000 square feet initially to ensure space for grades K-5. Space will increase to 85,000 in Y6 due to the enrollment of grade 6 and then grade 7 in Y5.
- *Staffing:* Staffing outlined is consistent with the needed student supports discussed throughout the application.

Operating Revenues

- *Local and State Revenues:* The majority of RICA's revenue is derived from local and state aid. These have been calculated using the RIDE supplied Excel files using enrollment by city/town.
- *Grants – Charter School Program and Private:* No funds are planned from either of these sources.
- *Federal formula funds:* Budget assumes funding at an average of \$800 per student. This figure was developed based on analysis of existing schools as well as our experience with federal funding in our Massachusetts schools.
- *Capital Project Funds:* No capital projects are planned at this time.
- *Other Nutrition Funding – State & Federal:* The budget assumes that the school will participate in the National School Lunch Program (NSLP) and School Breakfast Program (SBP) under the USDA. For

budget purposes, we have assumed a reimbursement amount of 50% of expenses shown on Line 47 of the budget model. Based on student demographics we believe this will be conservative.

Operating Expenditures

- *School Management:* Primarily salaries for Principal and Support staff. Salaries are assumed to increase at an average rate of 4% per year.
- *Program/Operations Management:* No salaries are assumed here as these activities are provided for under the OSI Management contract (Line 60 – Purchased Management Services).
- *Instruction:* Teaching salaries comprise the majority of costs in this area. Salaries were estimated based on data collected from other charter schools. Salaries are estimated to increase annually at an average rate of 4%.

Pupil technology spending is based on student access to Chromebooks and/or iPads depending on grade level. Classrooms will be equipped with smartboards.

- *Instructional Support:* Pupil Support staffing reflects the elementary school dean in Y1 and then the addition of a middle school dean in Y3. Other (Line 43) represents the estimated cost of services contracted from EL Education.
- *Operations:* RICA will hire a full time Building Manager to ensure the proper maintenance and safety of the school building. Custodial services will be contracted from a third party firm. Transportation will be provided for all students as needed to and from school. Food service costs include the cost of vended meals as well as staffing. Utilities and Lease costs are estimated based on square footage assumptions.
- *Other Obligations:* Fringe benefits are estimated at 15% of salaries based on our experience in our existing schools. Purchased Management services reflect estimated costs of the OSI contract. Contract fees are based on a percent of the total Local and State Aid. OSI proposes to charge 5% in Y1 to support the establishment of RICA; the fee will increase to 9% per year for Y2-Y5. This fee

structure is consistent with that used for the other entities for which OSI provides management services.

- *Community Services:* RICA expects to hold community events for families.
- *Budgeted Contingencies:* Due to the uncertainties in any new operation, we have budgeted a contingency fund equal to 3% per year of the total of Local and State Aid.

STATE OF RHODE ISLAND CHARTER SCHOOL OPERATING BUDGET PROJECTIONS

Charter School: Rhode Island Cultural Academy Public Charter School

		Implementation and Operations				
		FY2026	FY2027	FY2028	FY2029	FY2030
MAJOR ASSUMPTIONS						
A	Average local aid per pupil	5,872.00	5,872.00	5,872.00	5,872.00	5,872.00
B	Average state aid per pupil	11,457.00	11,457.00	11,457.00	11,457.00	11,457.00
C	Student Enrollment	288	360	432	504	576
D	Gross Square Footage (GSF) of facility	50,000	50,000	50,000	85,000	85,000
E	Staffing					
	E1. School Principals/Asst Principals	1.0	1.0	1.0	1.0	1.0
	E2. School Support Staff	3.0	3.0	3.0	3.0	3.0
	E3. Executive Director/Superintendent	0.0	0.0	0.0	0.0	0.0
	E4. Deputies/Administrators	0.0	0.0	0.0	0.0	0.0
	E5. Program/Operations Support Staff	0.0	0.0	0.0	0.0	0.0
	E6. Teachers	19.0	24.0	29.0	35.0	42.0
	E7. Paraprofessionals	12.0	15.0	16.0	17.0	18.0
	E8. Pupil Support	2.0	2.0	3.0	3.0	3.0
	E9. Teacher Support	0.0	0.0	0.0	0.0	0.0
	E10. Program Management	1.0	1.0	1.0	1.0	1.0
	E11. Special Services	1.5	1.5	3.0	3.0	4.0
	E12. Facilities Maintenance	1.0	1.0	1.0	1.0	1.0
F	Staff FTE	40.5	48.5	57.0	64.0	73.0
	Subtotal:					
OPERATING REVENUES						
1	Local Revenue	1,691,245.44	2,114,056.80	2,536,868.16	2,959,679.52	3,382,490.88
2	State Revenue	3,299,588.65	4,124,485.82	4,949,382.98	5,774,280.14	6,599,177.31
3	Grants - Charter Schools Program	0.00	0.00	0.00	0.00	0.00
4	Grants - Private	0.00	0.00	0.00	0.00	0.00
5	Federal formula funds (inc. Title I, III and IDEA)	230,400.00	288,000.00	345,600.00	403,200.00	460,800.00
6	Capital Projects Funds	0.00	0.00	0.00	0.00	0.00
7	Other:	128,013.14	163,881.81	198,716.65	227,582.33	283,046.11
8	TOTAL OPERATING REVENUES	5,349,247.23	6,690,424.43	8,030,567.79	9,364,741.99	10,725,514.30
OPERATING EXPENDITURES						
School Management						
9	Salaries: Principals and Assistant Principals	120,000.00	124,500.00	129,480.00	134,335.50	139,373.08
10	Salaries: Support Staff	154,520.00	160,314.50	166,727.08	172,979.35	179,466.07
11	School Office	15,000.00	15,750.00	16,537.50	17,364.38	18,232.59
12	Other:					
13	Subtotal:	289,520.00	300,564.50	312,744.58	324,679.22	337,071.75
Program/Operations Management						
14	Salaries: Executive Director or Superintendent	0.00	0.00	0.00	0.00	0.00
15	Salaries: Deputies and Administrators	0.00	0.00	0.00	0.00	0.00
16	Salaries: Support Staff	0.00	0.00	0.00	0.00	0.00
17	Legal	25,000.00	15,000.00	15,000.00	15,000.00	15,000.00
18	School Board	5,000.00	5,250.00	5,512.50	5,768.13	6,077.53
19	Business Operations	35,000.00	36,750.00	38,587.50	40,516.88	42,542.72
20	Information Management and Technology	40,500.00	97,000.00	114,000.00	103,000.00	111,000.00
21	Other:					
22	Subtotal:	105,500.00	154,000.00	173,100.00	164,305.00	174,620.25

		FY2026	FY2027	FY2028	FY2029	FY2030
Instruction						
23	Salaries: Teachers	1,282,650.00	1,677,136.39	2,111,941.81	2,639,816.84	3,298,625.18
24	Salaries: Paraprofessionals	415,800.00	539,240.63	598,197.60	659,419.39	724,391.59
25	Stipends and Bonuses	33,969.00	44,327.54	54,202.79	65,984.72	80,460.34
26	Pupil-Use Technology, Hardware, and Software	186,000.00	78,700.00	121,900.00	121,900.00	96,900.00
27	Instructional Materials Supplies	158,400.00	198,000.00	259,200.00	277,200.00	316,800.00
28	Other:					
29	Subtotal:	2,076,819.00	2,537,404.55	3,145,442.19	3,764,320.95	4,517,177.10
Instructional Support						
30	Salaries: Pupil Support	158,497.00	164,440.64	266,018.26	275,993.95	286,343.72
31	Salaries: Teacher Support	0.00	0.00	0.00	0.00	0.00
32	Salaries: Program Management	90,000.00	93,375.00	97,110.00	100,751.63	104,529.81
33	Salaries: Special Services	97,500.00	101,156.25	231,985.00	240,684.44	325,203.86
34	Guidance and Counseling					
35	Library and Media	2,500.00	7,500.00	10,000.00	12,000.00	15,000.00
36	Extracurricular		2,500.00	5,000.00	5,000.00	7,500.00
37	Student Services, Outreach, Recruitment	2,500.00	7,500.00	7,875.00	8,268.75	8,682.19
38	Student Health Services	5,000.00	5,250.00	5,512.50	5,788.13	6,077.53
39	Academic Interventions					
40	Curriculum Development					
41	In Service, Staff Development, and Support	10,125.00	16,975.00	19,950.00	19,200.00	21,900.00
42	Assessment	72,000.00	90,000.00	108,000.00	126,000.00	144,000.00
43	Other:	75,000.00	75,000.00	75,000.00	50,000.00	30,000.00
44	Subtotal:	513,122.00	563,696.89	826,450.76	843,686.89	949,237.11
Operations						
45	Salaries: Facilities Maintenance	65,000.00	67,437.50	70,135.00	72,765.06	75,493.75
46	Transportation	256,885.71	337,162.50	424,824.75	520,410.32	624,492.38
47	Food Services	256,026.27	327,763.63	397,433.30	455,164.66	566,092.22
48	Safety	75,000.00	78,750.00	82,687.50	86,821.88	91,162.97
49	Building Upkeep and Maintenance	92,213.18	100,134.75	121,696.36	97,444.93	69,720.63
50	Maintenance Contracts	75,000.00	78,750.00	82,687.50	86,821.88	91,162.97
51	Utilities	150,000.00	157,500.00	165,000.00	293,250.00	309,400.00
52	Lease	500,000.00	500,000.00	500,000.00	850,000.00	850,000.00
53	Debt Service	0.00	0.00	0.00	0.00	0.00
54	Capital Projects	0.00	0.00	0.00	0.00	0.00
55	Other:	0.00	0.00	0.00	0.00	0.00
56	Subtotal:	1,470,125.17	1,647,498.38	1,844,464.41	2,462,678.72	2,677,524.91
Other Obligations						
57	Fringe Benefits	357,595.05	439,140.14	550,739.21	515,609.54	616,011.25
58	Insurance (non-employee)	55,000.00	60,500.00	66,550.00	73,205.00	80,525.50
59	Retiree Benefits					
60	Purchased Management Services	249,541.70	561,468.84	673,762.60	786,056.37	896,350.14
61	Other:					
62	Subtotal:	662,136.75	1,061,108.97	1,291,051.82	1,374,870.91	1,594,886.88
Community Services						
63	Community Service Operations	1,000.00	1,500.00	2,500.00	3,000.00	3,000.00
64	Other:					
65	Subtotal:	1,000.00	1,500.00	2,500.00	3,000.00	3,000.00
66	Budgeted Contingencies	149,725.02	187,156.28	224,587.53	262,018.79	299,450.05
67	TOTAL OPERATING EXPENDITURES	5,267,947.94	6,452,929.56	7,820,341.29	9,199,560.47	10,552,968.05
68	SURPLUS/(DEFICIT)	81,299.29	237,494.87	210,226.49	165,181.53	172,546.25

Schedule and Calendar

On a typical day, a RICA teacher will arrive at the school building at least a half hour before students' arrive. They will ensure that last minute final touches for their daily lessons are prepared including: posting the standards-based learning targets, ensuring all students have access to manipulatives and differentiated materials, posting of homework on online platform where students and families have access, and preplanned, heterogeneous student groups. The teacher has hallway duty and greets the students with a friendly "good morning" and makes sure they are using their executive

functioning skills as they unpack. When it is time for Crew, the teacher meets with a group of students to prepare for the upcoming Student-Led Conference. The teacher is supporting students in analyzing their winter benchmark data from iReady to present their strengths and areas of growth to their families. From Crew, the teacher instructs STEM where students are working on their Human Body Expedition, infusing Math and Science standards.

During common planning time, this teacher works with the MLL teacher and special education teacher, and the team analyzes iReady data (the same data the students were using in the SLC preparation) in reading and math. The teachers ask themselves the important questions from the school's data protocol: From the fall to winter benchmark, did students meet their growth targets? How does this information align with our current scope and sequence? Where do we need to provide additional supports during the RTI block? The team creates an action plan and emails it to the school leaders and the EL Education School Designer. The team also discusses the next round of RTI intervention, determining which students need support.

While students are at lunch, the teacher takes the opportunity to eat as well. In RTI, the teacher works with a small group of students who need to fill in their gaps around expressions and equations, in particular, solving one-variable equations and inequalities. The teacher uses manipulatives and real-world problems to engage students. The other students in the RTI block are working on the iReady My Path to master skills. During Closing Crew, this teacher steps back and lets two students lead the routine of shout outs and apologies. This teacher actively participates in the Crew. As it is time to dismiss, the teacher wishes all the students a good afternoon. After dismissal, the teacher looks at the formative assessment to adapt the next day's lesson plan and inputs grades into the online grading platform. Via email, the teacher reaches out to families to celebrate student academic and character success along with any concerns of which they need to be aware. Finally, they contact their EL Education School

Designer to get feedback on their upcoming learning expedition on ecosystems. Please see below for elementary, middle, and high school sample student and teacher schedules.

K-5 Students' Schedule (Note - 5th grade has the learning expedition double block 8:45-10:45am Fridays)

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:25	Arrival	Arrival	Arrival	Arrival	Arrival
8:25-8:45	Breakfast and Morning Crew [^]	Breakfast and Morning Crew [^]	Breakfast and Morning Crew [^]	Breakfast and Morning Crew [^]	Breakfast and Morning Crew [^]
8:45-9:45	ELA Module* ⁺	Math* ⁺	ELA Module* ⁺	Math* ⁺	ELA Module* ⁺
9:45-10:45	Math* ⁺	ELA Module* ⁺	Math* ⁺	ELA Module* ⁺	Math* ⁺
10:45-11:40	Visual Arts [^]	Music/Drama [^]	Science Enrichment [^]	Wellness (PE/Health) [^]	ELA Skills (K-2)* ⁺ or ALL Block (3-4)* ⁺
11:40-12:25	Lunch and Play	Lunch and Play	Lunch and Play	Lunch and Play	Lunch and Play
12:25-1:25	ELA Skills (K-2)* ⁺ or ALL Block (3-4)* ⁺	Learning Expedition *(Sci and/or SS based)	ELA Skills (K-2)* ⁺ or ALL Block (3-4)* ⁺	Learning Expedition *(Sci and/or SS based)	12:25-2:25 Learning Expedition Field Study* ⁺
1:25-2:25	Learning Expedition *(Sci and/or SS based)	ELA Skills (K-2)* ⁺ or ALL Block (3-4)* ⁺	Learning Expedition *(Sci and/or SS based)	ELA Skills (K-2)* ⁺ or ALL Block (3-4)* ⁺	
2:25-2:30	Closing Crew and Dismissal	Closing Crew and Dismissal	Closing Crew and Dismissal	Closing Crew and Dismissal	Closing Crew and Dismissal

Learning Expedition double block rotation: Mon. (K); Tues. (4th); Wed (3rd); Thurs (2nd); Fri (1st / 5th)

6-8 Students' Schedule

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:25	Arrival	Arrival	Arrival	Arrival	Arrival
8:25-8:45	Breakfast and Morning Crew/Advisory [^]	Breakfast and Morning Crew/Advisory [^]	Breakfast and Morning Crew/Advisory [^]	Breakfast and Morning Crew/Advisory [^]	Breakfast and Morning Crew/Advisory [^]
8:45-9:45	ELA Module* ⁺	Math* ⁺	ELA Module* ⁺	8:45-10:45 Learning Expedition Field Study	ELA Module* ⁺
9:45-10:45	Social Studies* ⁺	Science* ⁺	Social Studies* ⁺		Social Studies* ⁺
10:45-11:45	Math* ⁺	ELA Module* ⁺	Math* ⁺	ELA Module* ⁺	Math* ⁺
11:45-12:10	Lunch	Lunch	Lunch	Lunch	Lunch
12:10-1:10	Science* ⁺	Social Studies* ⁺	Science* ⁺	Math* ⁺	Science* ⁺
1:10-2:05	Visual Arts [^]	Music/Drama [^]	Wellness (Physical Education/Health) [^]	Science or Social Studies (rotates)* ⁺	World Language (Spanish) [^]
2:05-2:25	MTSS/Enrichment* ⁺	MTSS/Enrichment* ⁺	MTSS/Enrichment* ⁺	MTSS/Enrichment* ⁺	MTSS/Enrichment* ⁺
2:25-2:30	Closing Crew and Dismissal	Closing Crew and Dismissal	Closing Crew and Dismissal	Closing Crew and Dismissal	Closing Crew and Dismissal

Learning Expedition double block rotation: Tues. (8th); Wed (7th); Thurs (6th)

K-5 Teachers' Schedule (Note - 5th grade has the learning expedition double block 8:45-10:45am Fridays)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:25	Arrival duty	Arrival duty	Arrival duty	Arrival duty	Arrival duty
8:25-8:45	Morning Crew	Morning Crew	Morning Crew	Morning Crew	Morning Crew
8:45-9:45	ELA Module	Math	ELA Module	Math	ELA Module
9:45-10:45	Math	ELA Module	Math	ELA Module	Math
10:45-11:40	Prep	Common planning with special education and MLL teacher	Prep	Common planning with grade level team	ELA Skills (K-2) or ALL Block (3-5)
11:40-12:05	Lunch (no duty)	Lunch (no duty)	Lunch (no duty)	Lunch (no duty)	Lunch (no duty)
12:05-12:25	Recess duty	Recess duty	Recess duty	Recess duty	Recess duty
12:25-1:25	Learning Expedition (Sci and/or SS based)	ELA Skills (K-2) or ALL Block (3-5)	Learning Expedition (Sci and/or SS based)	ELA Skills (K-2) or ALL Block (3-5)	12:25-2:25 Learning Expedition Field Study
1:25-2:25	ELA Skills (K-2) or ALL Block (3-5)	Learning Expedition (Sci and/or SS based)	ELA Skills (K-2) or ALL Block (3-5)	Learning Expedition (Sci and/or SS based)	
2:25-2:30	Closing Crew	Closing Crew	Closing Crew	Closing Crew	Closing Crew

Learning Expedition double block rotation: Mon. (K); Tues. (4th); Wed (3rd); Thurs (2nd); Fri (1st / 5th)

6-8 Teachers' Schedule (from the perspective of a Science/Math teacher)

	Monday	Tuesday	Wednesday	Thursday	Friday
8:15-8:25	Arrival duty	Arrival duty	Arrival duty	Arrival duty	Arrival duty
8:25-8:45	Advisory	Advisory	Advisory	Advisory	Advisory
8:45-9:45	Science Group 1	Math Group 2	8:45-10:45 Learning Expedition Field Study	Math Group 2	Science Group 1
9:45-10:45	Math Group 1	Science Group 2		Science Group 2	Math Group 1
10:45-11:45	Math Group 2	Math Group 1	Math Group 2	Math Group 1	Math Group 2
11:45-12:10	Lunch (no duty)	Lunch (no duty)	Lunch (no duty)	Lunch (no duty)	Lunch (no duty)
12:10-1:10	Science Group 2	Science Group 1	Math Group 1	Science Group 1	Science Group 2
1:10-2:05	Prep	Common planning with special education and MLL teacher	Common planning with grade level team	Science (groups rotate)	Prep
2:05-2:25	MTSS/Enrichment	MTSS/Enrichment	MTSS/Enrichment	MTSS/Enrichment	MTSS/Enrichment
2:25-2:30	Closing Crew and Dismissal duty	Closing Crew and Dismissal duty	Closing Crew and Dismissal duty	Closing Crew and Dismissal duty	Closing Crew and Dismissal duty

Learning Expedition double block rotation: Tues. (8th); Wed (7th); Thurs (6th)

*opportunities for MLL push in/pull out services
+opportunities for special education push in and pull out services
^ opportunities for special education push in services (ex. OT support in Visual Arts)

Sample high school schedules for students and teachers

Classroom Key

Classroom Key		
ELA	Math	Science
PE/Health	S.S.	WL/Art

WL – World Language

10th grade student schedule: Monday

Period	Time	Section 1	Section 2	Section 3	Section 4
	7:30-8:12	AM Crew	AM Crew	AM Crew	AM Crew
1	8:15-9:15	Geometry	WL/Art	Biology	PE/Health
2	9:18-10:18	English	Geometry	WL/Art	US History
3	10:21-11:21	PE/Health	English	Geometry	Biology
	11:24-11:54	LUNCH	LUNCH	LUNCH	LUNCH
4	11:57-12:57	US History	PE/Health	English	WL/Art
5	1:00-2:00	Biology	US History	PE/Health	Geometry

Tuesday

Period	Time	Section 1	Section 2	Section 3	Section 4
	7:30-8:12	AM Crew	AM Crew	AM Crew	AM Crew
1	8:15-9:15	WL/Art	Biology	US History	English
2	9:18-10:18	Geometry	WL/Art	Biology	PE/Health
3	10:21-11:21	English	Geometry	WL/Art	US History
	11:24-11:54	LUNCH	LUNCH	LUNCH	LUNCH
4	11:57-12:57	PE/Health	English	Geometry	Biology
5	1:00-2:00	US History	PE/Health	English	WL/Art

Wednesday

Period	Time	Section 1	Section 2	Section 3	Section 4
	7:30-8:12	AM Crew	AM Crew	AM Crew	AM Crew
1	8:15-9:15	Biology	US History	PE/Health	Geometry
2	9:18-10:18	WL/Art	Biology	US History	English
3	10:21-11:21	Geometry	WL/Art	Biology	PE/Health
	11:24-11:54	LUNCH	LUNCH	LUNCH	LUNCH
4	11:57-12:57	English	Geometry	WL/Art	US History
5	1:00-2:00	Enrichment	Enrichment	Enrichment	Enrichment
Extended Day	2:00-4:00	Extended Enrichment	Extended Enrichment	Extended Enrichment	Extended Enrichment

Thursday

Period	Time	Section 1	Section 2	Section 3	Section 4
	7:30-8:12	AM Crew	AM Crew	AM Crew	AM Crew
1	8:15-9:15	PE/Health	English	Geometry	Biology
2	9:18-10:18	US History	PE/Health	English	WL/Art
3	10:21-11:21	Biology	US History	PE/Health	Geometry
	11:24-11:54	LUNCH	LUNCH	LUNCH	LUNCH
4	11:57-12:57	WL/Art	Biology	US History	English
5	1:00-2:00	Geometry	WL/Art	Biology	PE/Health

11th grade student schedule: Monday

Friday

Period	Time	Section 1	Section 2	Section 3	Section 4
	7:30-8:12	AM Crew	AM Crew	AM Crew	AM Crew
1	8:15-9:15	English	Geometry	WL/Art	US History
2	9:18-10:18	PE/Health	English	Geometry	Biology
3	10:21-11:21	US History	PE/Health	English	WL/Art
	11:24-11:54	LUNCH	LUNCH	LUNCH	LUNCH
4	11:57-12:57	Biology	US History	PE/Health	Geometry
5	1:00-2:00	WL/Art	Biology	US History	English

11th Grade (Upper School) Monday						
Period	Time	Section 1	Section 2	Section 3	Section 4	
	7:30-8:12	AM Crew	AM Crew	AM Crew	AM Crew	
1	8:15-9:15	Math Choice	WL/Art Choice	Science Choice		
2	9:18-10:18	English Choice	Math Choice	WL/Art Choice		
3	10:21-11:21	PE/Health	English Choice	Math Choice		Internships
	11:24-11:54	LUNCH	LUNCH	LUNCH		
4	11:57-12:57	SS Choice	PE/Health	English Choice		
5	1:00-2:00	Science Choice	SS Choice	PE/Health		

Math Teacher Schedule Monday-Friday

Teacher:		Subject: Geometry				
Room:		Monday	Tuesday	Wednesday	Thursday	Friday
	7:30-8:12	AM Crew	AM Crew	AM Crew	AM Crew	AM Crew
1	8:15-9:15	Geometry Section #1	House Meeting	Geometry Section #4	Geometry Section #2	Geometry Section #2
2	9:18-10:18	Geometry Section #2	Geometry Section #1	Prep	Math Team Meeting	Geometry Section #3
3	10:21-11:21	Geometry Section #3	Geometry Section #2	Geometry Section #1	Geometry Section #4	Prep
	11:24-11:54	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
4	11:57-12:57	Prep	Geometry Section #3	Geometry Section #2	Prep	Geometry Section #4
5	1:00-2:00	Geometry Section #4	Prep	Enrichment	Geometry Section #1	ILT
After school	2:00-4:00	Academywide PLC		Extended Enrichment		

Startup Timeline

Category	Milestone	Resources	Target Completion Date	Primary Responsibility
Educational Program	Develop policies and procedures for Special Education and Multilingual Learner education		April 2025	Head of School
Educational Program	Schedule pre-opening training on RIDE assessment systems	RIDE Assessment	June 2025	Head of School
Educational Program	Schedule pre-opening training with RIDE coordinators for English language learners; ensure MLL data reporting available through eRIDE	RIDE resources	June 2025	Head of School
Educational Program	Schedule pre-opening training with RIDE coordinators for students with disabilities	RIDE resources	June 2025	Head of School
Educational Program	Contract with service providers		June 2025	OSI - Alison Carr
Educational Program	Submit evidence of appointment of a qualified special education administrator		July 2025	OSI - Kara McCormick
Educational Program	Schedule pre-opening training on health program requirements	Health and safety	July 2025	Head of School
Educational Program	Schedule pre-opening training regarding educator evaluation system		July 2025	Head of School
Educational Program	Finalize plans and calendar for implementing a comprehensive assessment system	RIDE Assessment resources	July 2025	Head of School
Educational Program	Conduct individual meetings with SPED parents		July 2025	Special Education Coordinator
Educational Program	Review IEP's, identify contracted service needs		July 2025	Special Education Coordinator
Enrollment	Submit draft student enrollment procedures for RIDE review; submit finalized student enrollment procedures prior to opening student enrollment	Lottery and Enrollment Guidance	February 2025	OSI - Jamie Greenthal
Enrollment	Submit lottery report (CSAR), including accepted and waitlisted students	Lottery and Enrollment Guidance	March 2025	OSI - Jamie Greenthal
Enrollment	Provide evidence that 50% of its first-year enrollment is willing to enroll if the school opens the following year	Regulations Governing RI	March 2025	OSI - Jamie Greenthal

		Public Charter Schools		
Enrollment	Request transfer of student records		May 2025	OSI - Jamie Greenthal
Enrollment	Purchase and setup student/staff data management system		May 2025	OSI - Jamie Greenthal
Enrollment	Schedule on-site visit for RIDE		July 2025	OSI - Jamie Greenthal
Facilities	Submit facility acquisition plan; review milestones with RIDE (if applicable)		January 2025	OSI - Alison Carr
Facilities	Submit terms and conditions of building use (e.g. purchase and sale agreement, deed, lease)		March 2025	OSI - Alison Carr
Facilities	If new building, submit plans for conformance with the RIDE School Construction Regulations		March 2025	OSI - Alison Carr
Facilities	Identify building for operating the school		March 2025	OSI - Alison Carr
Facilities	Submit Facilities Requirements and Assurances with appropriate signatures		July 2025	OSI - Alison Carr
Facilities	Obtain Certificate(s) of Occupancy for school facilities and ensure ADA and 504 compliance for accessibility		July 2025	OSI - Alison Carr
Facilities	Submit evidence of completed milestones from facility acquisition plan (if applicable)		August 2025	OSI - Alison Carr
Finance	Submit draft financial policies for RIDE review		January 2025	OSI - Finance
Finance	Provide evidence of RIDE- approved accounting system in compliance with UCOA regulations	UCOA	March 2025	OSI - Finance
Finance	Ensure that Board engages an independent auditor to review the school's financials		March 2025	OSI - Finance
Finance	Submit business plan, financial management policies procedures, and other relevant financial information, including first year and five-year operating budget, first year monthly cash flow, and board-approved financial policies in PDF	ag.charter@rioag.gov ; RICharters@ride.ri.gov ; anthony.moretti@rioag.gov	July 2025	OSI - Finance

Finance	Schedule training on UCOA financial reporting system	UCOA	July 2025	OSI - Finance
Finance	Upload budget to UCOA		August 2025	OSI - Finance
Finance	File ETF/W-9 forms for direct deposit		August 2025	OSI - Finance
Finance	File first quarterly financial report	Division of Municipal Finance; Office of Auditor General, RIDE	September 2025	OSI - Finance
Governance	Obtain Employer Identification Number (EIN)	Application for Employer Identification Number (EIN)	January 2025	OSI - Finance
Governance	File for and Obtain 501(c)3	Application to file as a 501(c)3 non-profit organization	January 2025	OSI - Finance
Governance	File articles of incorporation with Office of the Secretary of State	Application for Articles of Incorporation	January 2025	Board of Trustees - Board Chair
Governance	Submit names, contact info, and resumes of Directors founding the charter school board		January 2025	OSI - Jamie Greenthal
Governance	Submit RIDE/Board approved conflict of interest policies		February 2025	OSI - Jamie Greenthal
Governance	File ethics forms as required by the RI Ethics Commission	RI Ethics Commission; Code and Regulations	February 2025	OSI - Jamie Greenthal
Governance	If applicable, enter into Commissioner-approved contract with comprehensive service or management provider		March 2025	Board of Trustees - Board Chair
Governance	Submit updated names, contact info, and resumes of Directors and Officers		March 2025	OSI - Jamie Greenthal
Governance	Submit draft of final charter form		March 2025	OSI - Jamie Greenthal
Governance	Schedule Board meetings for year.		April 2025	OSI - Jamie Greenthal
Governance	Schedule RIDE presentation and discussion with school's board		July 2025	OSI - Jamie Greenthal
Operations	Order student uniforms		May 2025	OSI - Jamie Greenthal
Operations	Purchase/lease capital equipment including copiers, furniture, classroom/office equipment		May 2025	OSI - Finance

Operations	Complete the New School Information Form, signed by superintendent or director	Data, Analysis and Research; HelpDesk@ride.ri.gov	July 2025	Board of Trustees - Board Chair
Operations	Create organization in Master Directory		July 2025	OSI - Jamie Greenthal
Operations	Complete School Profile Form		July 2025	OSI - Jamie Greenthal
Operations	Finalize student transportation services	RIDE Transportation Guidance	July 2025	OSI - Alison Carr
Operations	Finalize food/nutrition services	RIDE Child Nutrition Programs	July 2025	OSI - Alison Carr
Operations	Finalize school schedule		July 2025	Head of School
Operations	Finalize school calendar		July 2025	Head of School
Operations	Finalize appropriate insurance coverage		July 2025	OSI - Dara Griswold
Operations	IT and Data Manager training completed [SIS, data submission procedures and collection calendar, eRIDE, Automatic Data Transfer (ADT) connection]	Data, Analysis and Research	August 2025	Head of School
Operations	File Annual School Health Report	Guidance on school health and safety plans and reporting	August 2025	School Nurse
Operations	Finalize school safety, fire drill evacuation and lockdown plans	RI School Safety Resources	August 2025	Head of School
Operations	Distribute student/family handbook		August 2025	Head of School
Operations	Hold meet the teacher/visit classroom events		August 2025	Head of School
Personnel	Submit name, contact information, and resume for qualified chief administrator		March 2025	OSI - Kara McCormick
Personnel	Submit a staffing plan designed to put in place a faculty that meets student needs		April 2025	OSI - Alison Carr
Personnel	Obtain approval for evaluation and support system for all certified teachers, support professionals, instructional leaders, and Head of School		March 2025	OSI - Jamie Greenthal
Personnel	Advertise positions/recruit candidates for founding staff		April 2025	OSI - Kara McCormick

Personnel	Design a professional development plan for school administrators and teachers		April 2025	Head of School
Personnel	Establish staffing policies, including procedures for staff to legally challenge Board decisions		June 2025	OSI - Kara McCormick
Personnel	Conduct CORI and fingerprint checks on all school staff and volunteers who come into direct and unmonitored contact with students.		June 2025	OSI - Kara McCormick
Personnel	Set up EPSS access and evaluation data reporting		July 2025	OSI - Jamie Greenthal
Personnel	If adopting the RI Model, evaluators must attend summer training		July 2025	Head of School
Personnel	Conduct staff first aid training		July 2025	Head of School
Personnel	Establish Personnel Assignment System access and eCert district portal access (and participate in training for reporting personnel to RIDE)		August 2025	OSI - Kara McCormick
Personnel	Complete hiring of all staff		August 2025	OSI - Kara McCormick
Personnel	Ensure new staff enroll into Employees' Retirement System of RI (ESRI), as applicable, or other retirement plan	Employees' Retirement System of RI	August 2025	OSI - Kara McCormick

Variances

We do not plan to seek any variances from state statutes and/or regulations.

Charter School Program Grant Intent to Apply

We intend to apply for a sub-grant for any CSP grant funding that RIDE receives.

Appendix A: Assurances Form

This Assurance Form enumerates the requirements and, when you submit this signed sheet as part of your Charter School Application Package, you are providing the legal assurance that your charter school understands and will do these things. This form must be signed by the school's governing board chair or the lead applicant for all applicants (new charters and expansions). These assurances should not be considered an exhaustive list, as RIDE may determine there are additional legal requirements for the board and school.

As the authorized representative of the applicant, I certify that if awarded a charter:

1. Curriculum must be aligned with Common Core Standards and other standards adopted by the state of Rhode Island, such as the Next Generation Science Standards. Additionally, curricular choices must align to state statutes regarding High-Quality Curricular Materials.
2. The school will craft a comprehensive discipline policy in compliance with all federal, state and local laws and regulations, including a general discipline policy and a differently abled student discipline policy.
3. The board will comply with all applicable laws and regulations.
4. The RIDE Office of School Opportunities will be provided with the terms and conditions for use of a facility, including draft lease or purchase agreements once a space has been identified.
5. The school will comply with the statutory and regulatory requirements for school health programs and school safety plans.
6. The school will develop school safety and emergency response plans.
7. The school will provide health services to all students, including a plan to hire a nurse taking into consideration the statutory requirements in the Rhode Island Rules and Regulations for School Health Programs.
8. The school will comply with reporting to the Office of Municipal Affairs and State Auditor General under RIGL 16-77.2-8; 16-77.3-8; 16-77.4-8
9. The school board will annually seek and approve an operational budget and cash flow statement, with a copy to RIDE.
10. The school will complete a fiscal audit each year with an independent firm, with a copy to RIDE.
11. The board and school will comply with all of the requirements in the RIDE Pre-Opening handbook.



Lead Applicant, Charter School

07/11/24
Date

DRAFT BY-LAWS
RHODE ISLAND CULTURAL ACADEMY CHARTER PUBLIC SCHOOL

ARTICLE I
PURPOSE

Section 1. Purposes. Rhode Island Cultural Academy Charter Public School (the "Corporation") is a nonprofit corporation organized exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as it may be amended from time to time (the "Code"), and the regulations promulgated thereunder, to develop, establish and operate a charter school under the laws of the State of Rhode Island.

Notwithstanding any other provision of the Articles of Incorporation of the Corporation or these By-Laws, the Corporation is organized exclusively for one or more of the following purposes: religious, charitable, scientific, or educational purposes, as specified in Section 501(c)(3) of the Code, and shall not carry on any activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Code.

No substantial part of the activities of the Corporation shall be carrying on propaganda, or otherwise attempting, to influence legislation (except as otherwise provided by Section 501(h) of the Code), or participating in, or intervening in (including the publication or distribution of statements), any political campaign on behalf of any candidate for public office.

Section 2. Powers. The Corporation shall have the power, either directly or indirectly, either alone or in conjunction and/or cooperation with others, to do any and all lawful acts and things and to engage in any and all lawful activities which may be necessary, useful, suitable, desirable or proper for the furtherance, accomplishment, fostering or attainment of any or all of the purposes for which the Corporation is organized, and to aid or assist other organizations whose activities are such as to further accomplish, foster, or attain any of the Corporation's purposes. Notwithstanding anything herein to the contrary, the Corporation shall exercise only such powers as are in furtherance of the exempt purposes of organizations as set forth in Section 501(c)(3) and the Code and the rules and regulations promulgated thereunder.

Section 3. Nonprofit Status. The Corporation is not organized for profit and no part of the net earnings of the Corporation shall inure to the benefit of a trustee or an officer. In the event of the dissolution or liquidation of the Corporation, whether voluntary or involuntary, the Board of Trustees shall distribute the balance of all money, assets and other property of the Corporation, after the payment of all its debts and obligations to a nonprofit organization or organizations exempt from federal income taxation under Section 501(c)(3) of the Code for one or more exempt purposes within the meaning of Section 501(c)(3) of the Code, or corresponding section of any future federal tax code, or shall distribute such money, assets and other property to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction in the State of Rhode Island, exclusively for such purposes or to such organization or organizations, as such court shall determine, which are organized and operated exclusively for such purposes.

Trustees, officers, and committee members of the Corporation shall not be personally liable for any debt, liability, or obligations of the Corporation. All persons, corporations, or other entities extending credit to, contracting with, or having claims against, the Corporation may look only to the funds and property of the Corporation for the payment of any such contract or claim, or for the payment of any debt, damages, judgement or decree; or of any money that may otherwise become due or payable to them from the Corporation.

ARTICLE II OFFICES

Section 1. Principal Office. The principal office of the Corporation shall be located at [_____]. The Corporation may have such other offices or places of business, either within or outside the State of Rhode Island, as the business of the Corporation may require and as the Board of Trustees may from time to time establish.

Section 2. Registered Office. The registered office of the Corporation need not be identical to its principal office and shall initially be located c/o [_____]. The registered office may be changed from time to time by the Board of Trustees in compliance with the provisions of applicable law.

ARTICLE III MEMBER

Section 1. Membership. The Board of Trustees reserves the right to add members to the Corporation in compliance with the provisions of applicable law.

ARTICLE IV BOARD OF TRUSTEES

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

Section 2. Number, Tenure and Qualifications.

(i) Number: The Board of Trustees shall consist of at least 7 members and no

more than 15 members. The Board may include among its membership representation from the following constituencies: community professionals, outside educators, family members of currently enrolled children or alumni, and staff. Any openings created by expansion of the Board shall be filled by the Board.

(ii) Tenure: Trustees shall serve a term of three (3) years from the date of their appointments; provided, however, that the initial terms of the founding Board members may be staggered in one (1), two (2) and three (3) year terms. After election, the term of a Trustee may not be reduced, except as specified in these By-laws. No Trustee shall serve more than three (3) consecutive, complete three-year terms. Notwithstanding the foregoing, a Trustee who has served three consecutive terms may be re-elected to the Board after an absence of one year from the Board.

Section 3. Vacancies. The Board of Trustees shall fill any vacancy occurring on the Board of Trustees of the Corporation.

Section 4. Resignations. A trustee may resign at any time by giving written notice to the Board of Trustees or to the Chair of the Board of Trustees (Chair). The resignation shall take effect at the time specified in the notice, and, unless otherwise specified in such notice, acceptance of the resignation shall not be necessary to make it effective.

Section 5. Removal. Any trustee may be removed from office by a two-thirds vote of the Board of Trustees whenever the best interests of the Corporation will be served thereby.

Section 6. Quorum. A majority of the trustees then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Trustees unless a greater number is required by these By-Laws, the Articles of Incorporation or under state law.

Section 7. Manner of Acting.

(a) The act or decision done or made by the majority of the trustees present at a meeting duly held at which a quorum is present shall be the act of the Board of Trustees, unless a greater number is required by law, by the Articles of Incorporation or by these By-Laws:

(b) The act of the Board of Trustees with respect to the following matters shall require the affirmative vote of at least two-thirds (2/3) of the trustees at a meeting at which a quorum is present: (i) to hire and fix the compensation of the Head of School; (ii) to approve the Corporation's operating and capital budget; and (iii) to appoint an outside auditor.

Section 8. Presumption of Assent. A trustee who is present at a meeting of the Board of Trustees at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless the trustee's dissent shall be entered in the minutes of the meeting or unless the trustee shall file a written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or shall forward such dissent by certified mail to the Secretary of the Corporation within forty-eight (48) hours after adjournment of the

meeting. Such right to dissent shall not apply to a trustee who voted in favor of such action.

Section 9. Prohibition of Compensation. Trustees may not be paid compensation for performance of their duties as trustees, except that trustees may be reimbursed for out-of-pocket expenses spent in performance of their duties as trustees. No trustee shall be precluded from serving the Corporation in any other capacity and receiving compensation therefor.

Section 10. Conflict of Interest. A Conflict of Interest Policy will be adopted on behalf of the Corporation. Such policy may be amended or repealed only in accordance with Article XIII of these By-laws.

Section 11. Complaints to the Board. Individuals or groups may complain in writing to the Board of Trustees concerning any claimed violations by the School of the provisions of the applicable charter school laws and regulations, and the Board shall respond in writing to any such complaint to the complaining party within forty-five (45) days of receipt of the complaint. If, after presenting their complaint to the Board, the individuals or groups believe that their complaint has not been adequately addressed, they may submit their complaint in writing to RIDE, which shall investigate such complaint and make a formal response.

ARTICLE V OFFICERS

Section 1. Number. The officers of the Corporation shall be a Chair, a Vice Chair, a Secretary, a Treasurer, and other officers as may be deemed necessary and appointed by the trustees. Each officer must be a trustee of the Corporation.

Section 2. Election and Term of Office. The officers of the Corporation specifically designated in Section I of this Article V shall be elected for one (1) year terms at each annual meeting of the Board of Trustees. If the election of officers shall not be held at the annual meeting, such election shall be held at the next regular meeting of the board or as soon thereafter as is practicable. Each officer shall hold office until his or her successor shall have been duly elected and shall have qualified or until such officer's death or resignation or removal in the manner hereinafter provided.

Section 3. Chair. The Chair shall supervise the affairs of the Corporation between meetings of the Board of Trustees. The Chair shall preside at all meetings of the Board of Trustees. The Chair shall execute, on behalf of the Corporation, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Trustees has authorized to be executed except in cases where the signing and execution or delegation thereof shall be expressly delegated by the Board of Trustees or by these By-Laws to some other officer(s) or agent of the Corporation, or shall be required by law to be otherwise signed or executed. The Chair shall do and perform all duties incident to the office of Chair and such other duties as may be assigned to

the Chair by these By-Laws or by the Board of Trustees.

Section 4. Vice Chair. In the absence of the Chair, the Vice Chair shall perform the duties of the Chair, and when so acting, shall have all the powers of and be subject to all the restrictions upon the Chair. The Vice Chair shall perform such other duties from time to time that may be assigned to them by the Chair or by the Board of Trustees.

Section 5. Secretary. The Secretary shall: (a) keep the minutes of the proceedings of the Board of Trustees in one or more books provided for that purpose; (b) see that all notices are duly given in accordance with the provisions of these By-Laws or as required by law; (c) be custodian of the corporate records and of the seal of the Corporation and see that the seal of the Corporation is affixed to all documents the execution of which on behalf of the Corporation under its seal is duly authorized; (d) keep a record of the post office address of each trustee which shall be furnished to the Secretary by such trustee; and (d) in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the Chair or by the Board of Trustees. The Secretary is authorized to enlist the services of any one or more employees of the Corporation to assist the Secretary in carrying out his or her duties as herein defined.

Section 6. Removal. Any officer may be removed by a vote of a majority of trustees whenever in their judgment the best interests of the Corporation will be served thereby. Election of an officer shall not of itself create contract rights with the Corporation.

Section 7. Resignations. Any officer may resign at any time by giving written notice to the Board of Trustees. The resignation shall take effect at the time specified in the notice, and, unless otherwise specified in such notice, the acceptance of the resignation shall not be necessary to make it effective.

Section 8. Vacancies. A vacancy in any office shall be filled by the Board of Trustees in the manner prescribed in Article V, Section 2 of these By-Laws. In the case of a vacancy in any of the offices specifically designated in Article V, Section I, such vacancy shall be filled for the unexpired portion of the vacated term.

ARTICLE VI

COMMITTEES

Section 1. Committees. As the need arises, the Board of Trustees, by resolution or consent may designate and appoint committees to advise the Board of Trustees. Each committee shall consist of at least three (3) members of the Board of Trustees and such other individuals as are deemed necessary. Each committee shall keep meeting minutes. The presence of at least a

majority of the committee members at any meeting shall constitute a quorum. Each committee member, except as otherwise provided by these By-Laws or the Board shall be entitled to one vote. A vote of at least a majority of committee members shall constitute the act of any committee, except as provided by these By-Laws or by the Board. The Board of Trustees shall have the power at any time to change the membership of any committee, to fill vacancies in it, or to discharge it. The designation of any committee and the delegation thereto of authority shall not operate to relieve any trustee of any responsibility imposed by law. All committees shall comply with the Rhode Island Open Meetings Act, R.I.G.L. § 42-46-1, et seq or any successor statute, as in effect from time to time (“Open Meetings Act”).

Section 2. Chairperson. The Board of Trustees may designate and appoint one member of each committee to serve as chairperson of that committee.

ARTICLE VII NOTICE

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

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

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

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

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

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

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

Section 3.3. Content. The notice, in the form of an agenda for the meeting, will include the date, time, and location of the meeting.

ARTICLE VIII MEETINGS

Section 1. Open Meetings Act. The Board of Trustees will comply with all provisions of the Open Meetings Act.

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

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

Section 3. Annual Meeting. The annual meeting of the Board of Trustees will be held in June each year, unless an alternative date is designated by the Board of Trustees. The annual meeting will be held for recommending the appointment of trustees whose terms expire, electing officers and for transacting such other business as may properly come before the meeting. If for any reason the annual meeting of the Board of Trustees will not be held, a special meeting in lieu of the annual meeting of the Board of Trustees may be held.

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

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

Section 6. Emergency Meetings. Emergency meetings of the Board of Trustees may be called and held in accordance with the Open Meetings Act at any time where the public welfare so requires. Emergency meetings will be held at the request of the Chair or any two officers. A majority of the Board of Trustees must vote in open session to address the reason and/or issue(s)

that is the cause for the emergency meeting, and the Board of Trustees must state in open session and record in its minutes the reason and/or issues that is the cause for the emergency meeting. No vote will occur on such reason or issues except for when necessary to address an unexpected occurrence requiring immediate action or to refer the matter to an appropriate committee or subcommittee

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

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

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

ARTICLE IX HEAD OF SCHOOL

Section 1. Head of School. The Board of Trustees shall appoint the Head of School, who shall administer, manage and direct the business and academic programs of the Corporation subject to the policies, control and direction of the Board of Trustees. The Head of School, with the assistance of an Assistant Principal/Vice Principal or Dean, if appointed, and staff, shall, in addition to other duties, develop an annual budget for approval by the Board, and shall report on progress against established goals and benchmarks.

ARTICLE X CONTRACTS, LOANS, CHECKS AND DEPOSITS

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

Section 2: Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of

the Board of Trustees. Such-authority shall be confined to specific instances. No loan shall be made by the Corporation to any trustee.

Section 3. Checks, Drafts or other Similar Orders. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation, shall be signed by such officer or officers or agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Trustees.

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

ARTICLE XI INDEMNIFICATION

Section 1. Authority. The Corporation shall, to the extent legally permissible and only to the extent that the status of the Corporation as a corporation exempt under Section 501(c) (3) of the Code, is not affected thereby, have the power and authority to indemnify members of the Board of Trustees, officers, committee members, the Head of School, Assistant Principal/Vice Principal/Dean and employees against expenses (including attorneys' fees and costs), judgments, fines and amounts paid in settlement arising from any threatened, pending or completed action, suit or proceeding, to the full extent provided by the Rhode Island Nonprofit Corporation Act. The Board of Trustees may authorize the Corporation to purchase and maintain insurance on behalf of any person who is or was a trustee, officer, employee, agent or member of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise, against any liability asserted against such person and incurred by such person in any such capacity or arising out of his status as such, but such insurance shall only cover a member to the extent the member purports to act on behalf of the Corporation.

ARTICLE XII GENERAL PROVISIONS

Section 1. Fiscal Year. The fiscal year of the Corporation shall begin each year on the first day of July and end of the last day of June.

Section 2. Corporate Seal. The Corporation shall have a corporate seal which shall be circular in form and shall have inscribed thereon the name of the Corporation, the state of incorporation and the year of incorporation.

Section 3. Parliamentary. Authority. The parliamentary authority shall be Robert's

Rules of Order or rules and procedures adopted by the Board of Trustees to the extent they are not inconsistent with these By-Laws.

Section 4. Waiver of Notice. Whenever any notice is required to be given to any person under the provisions of these By-Laws or under the provisions of the Articles of Incorporation or under the provisions of applicable law, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice. The attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when a person attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board of Trustees need be specified in any written waiver of notice of such meeting.

Section 5. Interpretation. Whenever the context of these By-Laws so dictates, (i) the singular shall include the plural and the plural shall include the singular and (ii) the masculine, feminine, and gender neutral shall be deemed to have been used interchangeably.

Section 6. Severability. If any provision of these By-Laws is held to be invalid or unenforceable, all other provisions shall nevertheless be valid and remain in full force and effect.

Section 7. Books and Records. The Corporation shall keep correct and complete books and records at its principal office. Such books and records shall be open to the Board and any member at any reasonable time. Also, the Corporation shall keep at the principal office its three most recent annual IRS informational returns, along with a copy of any tax exemption application and IRS determination letter, such documents to be available for public inspection during regular business hours.

ARTICLE XIII AMENDMENTS

These By-Laws may be altered, amended or repealed and new By-Laws may be adopted upon the vote of at least two thirds (2/3) of all members of the Board of Trustees at any annual, regular or special meeting (provided that the notice of such meeting states the proposed change in the By-Laws).

Rhode Island Cultural Academy Charter Public School Founding Head of School

Rhode Island Cultural Academy is seeking a culturally competent, dynamic and experienced school leader to serve as founding Head of School. As an instructional leader, the Head of School will drive outstanding student outcomes by developing and implementing a shared vision for excellence in teaching and learning. The successful candidate will possess experience working in diverse schools with multilingual learners, students with disabilities, and a passion for program development. The Head of School will believe in RI Cultural Academy's approach to education, which provides students with engaging and challenging real-world learning experiences in a supportive and nurturing school community. The successful candidate will possess EL Education and middle school leadership experience. This is an exciting opportunity for a seasoned school leader to partner with cultural institutions, educators, families, and students at an innovative, new charter public school.

Mission

The mission of Rhode Island Cultural Academy Charter Public School is to provide K-12 students with a rigorous, character-based education that ignites a passion for learning and inspires creativity through real-world and project-based experiences. RI Cultural Academy extends beyond the traditional classroom to local cultural institutions and museums that promote intellectual curiosity, spark creativity, expand horizons, and offer experiences that match our students' varied learning styles and needs, preparing them to be leaders at our school and in their communities.

About the School

Rhode Island Cultural Academy Charter Public School is planning to open in August 2025 with grades K-3, growing to a full K-12 school. As an EL (Expeditionary Learning) Education partner school, we believe in hands-on learning that focuses on three levels of student achievement: mastery of knowledge and skills, character, and high-quality work.

Qualifications

- Masters degree and valid Principal/Assistant Principal license
- EL Education Leadership experience with staff management including, but not limited to the hiring, evaluation, and development of teaching faculty, using the EL School model
- Demonstrated success in recruiting and retaining faculty and staff from diverse communities and underrepresented groups.
- Minimum of five years teaching experience including, but not limited to: knowledge of curriculum, instructional practice, student learning styles, and student assessments
- Administrative skills, including organizational, operational, and fiscal experience
- Excellent oral, written and interpersonal skills

- Ability to effectively interact, work, and develop meaningful relationships with people of various cultural backgrounds
- Experience with out-of-school programming (Athletics, extracurricular activities and summer programming)
- Strong and tested ability to develop excellent teams and participate effectively on teams; a collaborative management style
- Proven ability to prioritize, balance, and complete complex projects in the face of competing deadlines
- Demonstrated commitment to valuing diversity and contributing to an inclusive working and learning environment
- Proven track record of engaging parents
- Experience with teacher evaluation/performance management and leading professional development
- Acute attention to detail and project completion
- Strong partnership-building skills

Responsibilities

- Supervise the alignment, coordination and delivery of teaching, learning, assessment, and programming across grade levels and content areas
- Foster a culture of excellence, characterized by high levels of transparency, shared leadership, collaboration, organization and efficiency
- Represent the school to the local and broader communities
- Build relationships and collaborate with organizations and groups that represent the diversity of the school community
- Select and manage, and the support the recruitment of, a diverse staff
- Encourage and initiate continued improvement of teaching practice and curriculum in coordination with coaches and teaching faculty
- Implement professional development programs consistent with teachers instructional goals and students learning needs
- Mentor, support, and evaluate educators and staff
- Model, promote and sustain a culturally responsive learning environment
- Implement strategic or school improvement plan using data to drive curriculum and instruction
- Promote an educational philosophy and school climate that encourages collaboration and teamwork on the part of all teachers and students
- Employ a variety of processes for gathering, analyzing and using data for administrative decision-making and teaching practice
- Promote the development, implementation, attainment, and reporting of specific and measurable goals for student achievement
- Develop an effective plan for allocation of fiscal resources, including planning and submitting annual school budgets
- Promote effective communications and interpersonal relations among staff, parents, students and community members

- Maintain effective discipline and foster a safe learning environmentIdentify intellectual, physical, social and emotional needs affecting students success in school, and take steps to direct and coordinate the efforts of partner organizations, teachers and parents with services, as necessary
- Monitor and report on state and federal requirements
- Oversee the maintenance of accurate and timely student and teacher records for reference and reporting

Join Our Adult Crew

At Rhode Island Cultural Academy, our faculty and staff collaborate and support one another and our students through a number of school-wide activities, events and celebrations. The successful candidate will have the opportunity to lead and participate in these events, ranging from student and family orientation activities to celebrations of learning to graduation. We work together to support the safe and happy arrival and dismissal of our students, collaborate and plan together and use data to guide decision-making.

We are intentional about engaging our faculty and staff in the development of the Academy and of themselves. School-wide professional meetings happen before the start of the school year and throughout.

Compensation: Salary will be competitive and commensurate with experience.

Application Instructions

To apply for this position, email the following to jobs@osv.org:

- Cover letter
- Resume
- Three references with contact information

Rhode Island Cultural Academy is an equal opportunity employer and does not discriminate on the basis of race, color, religion, sex, age, national origin, veteran status, disability, sexual orientation/gender identity, or any other characteristic protected by applicable law.

Enrollment Table

School Year	Grade Levels Served	Total Enrollment	School Districts
2025/26	K-3	288	Central Falls, Pawtucket, Providence, West Warwick, Statewide
2026/27	K-4	360	Central Falls, Pawtucket, Providence, West Warwick, Statewide
2027/28	K-5	432	Central Falls, Pawtucket, Providence, West Warwick, Statewide
2028/29	K-6	504	Central Falls, Pawtucket, Providence, West Warwick, Statewide
2029/30	K-7	576	Central Falls, Pawtucket, Providence, West Warwick, Statewide
2030/31	K-8	648	Central Falls, Pawtucket, Providence, West Warwick, Statewide
2031/32	K-9	720	Central Falls, Pawtucket, Providence, West Warwick, Statewide
2032/33	K-10	792	Central Falls, Pawtucket, Providence, West Warwick, Statewide
2033/34	K-11	864	Central Falls, Pawtucket, Providence, West Warwick, Statewide
2034/35 (at scale)	K-12	936	Central Falls, Pawtucket, Providence, West Warwick, Statewide

EL Education's Language Arts Curriculum K-8				
	Trimester 1		Trimester 2	
Grade Level	Module 1	Module 2	Module 3	Module 4
Kindergarten	Building Literacy in a Collaborative Classroom: Toys and Play	Learning through Science and Story: Weather Wonders	Researching to Build Knowledge and Teach Others: Trees are Alive	Contributing to Community: Enjoying and Appreciating Trees
	Skills Block: Module 1 (Cycles 1-4)	Skills Block: Module 2 (Cycles 5-11)	Skills Block: Module 3 (Cycles 12-18)	Skills Block: Module 4 (Cycles 19-25)
First Grade	Tools and Work	What's Up in the Sky: A Study of the Sun, Moon, and Stars	Growing as Researchers: Birds' Amazing Bodies	Caring for Birds
	Skills Block: Module 1 (Cycles 1-4)	Skills Block: Module 2 (Cycles 5-11)	Skills Block: Module 3 (Cycles 12-18)	Skills Block: Module 4 (Cycles 19-25)
Second Grade	Schools and Community	Learning through Science and Story: Fossils Tell of Earth's Changes	Researching to Build Knowledge and Teach Others: The Secret World of Pollination	Providing for Pollinators
	Skills Block: Module 1 (Cycles 1-5)	Skills Block: Module 2 (Cycles 6-12)	Skills Block: Module 3 (Cycles 13-19)	Skills Block: Module 4 (Cycles 20-26)
Third Grade	Overcoming Learning Challenges Near and Far	Researching to Build Knowledge and Teach Others: Adaptations and the Wide World of Frogs	Exploring Literary Classics	Water Around the World
	ALL Block Module 1	ALL Block Module 2	ALL Block Module 3	ALL Block Module 4
Fourth Grade	Poetry, Poets, and Becoming Writers	Researching to Build Knowledge and Teach Others: Animal Defense Mechanisms	The American Revolution	Responding to Inequality: Ratifying the 19th Amendment
	ALL Block Module 1	ALL Block Module 2	ALL Block Module 3	ALL Block Module 4
Fifth Grade	Stories of Human Rights	Researching to Build Knowledge and Teach Others: Biodiversity in the Rainforest	Athlete Leaders of Social Change	The Impact of Natural Disasters
	ALL Block Module 1	ALL Block Module 2	ALL Block Module 3	ALL Block Module 4
Sixth Grade	Greek Mythology	Critical Problems and Design Solutions	American Indian Boarding Schools	Remarkable Accomplishments in Space Science
Seventh Grade	The Lost Children of Sudan	Epidemics	The Harlem Renaissance	Plastic Pollution
Eighth Grade	Folklore of Latin America	Food Choices	Voices of the Holocaust	Lessons from Japanese American Internment
Sample HS courses (RICA will also offer elective courses in grades 9-12)				
9th Grade	Elements of Writing	Elements of Literature		
10th Grade	English 10	English 10 Honors		
11th Grade	English 11	English 11 Honors		
12th Grade	English 12	English 12 Honors	AP Lit. and Composition	

iReady Math K-5						
enVision 6-8						
Grade Level	Trimester 1		Trimester 2		Trimester 3	
Kindergarten	Numbers 0-5: Counting, Writing, Comparing, Sorting	Numbers 6-10: Counting, Writing, Comparing, Sorting	Geometry: Naming, Comparing, and Building Shapes	Numbers within 10: Addition and Subtraction	Numbers 11-100: Teen Numbers- and Counting by 1s and 10s	Measurement: Comparing, Length, Height, and Weight
First Grade	Numbers within 10: Addition and Subtraction	Numbers within 20: Addition and Subtraction and Representing Data	Tens and Ones: Counting, Place Value, Time, and Money	Operations with 10's and 1's: Addition and Subtraction	Length: Comparing, Ordering and Measuring	Geometry: Analyzing, Composing and Partitioning Shapes
Second Grade	Numbers within 20: Addition, Subtraction, and Data	Numbers within 100: Addition, Subtraction, Time and Money	Numbers within 1000: Place Value, Addition, and Subtraction	Length: Measurement, Addition, Subtraction, and Line Plots	Shapes and Arrays: Partitioning and Tiling Shapes, Arrays, Evens and Odds	
Third Grade	Three Digit Numbers: Place Value, Addition, and Subtraction	Multiplication and Division: Concepts, Relationships, and Patterns	Multiplication: Finding Area, Solving Word Problems, and Using Scaled Graphs	Fractions: Equivalence and Comparison, Measurement, and Data	Measurement: Time, Liquid Volume, and Mass	Shapes: Attributes and Categories, Perimeter and Area, Partitioning
Fourth Grade	Whole Numbers: Place Value, Comparison, Addition, and Subtraction	Operations: Multiplication, Division, and Algebraic Thinking	Multi-Digit Operations and Measurement: Multiplication, Division, Perimeter and Area	Fractions, Decimals, and Measurement: Addition, Subtraction, and Multiplication	Geometry and Measurement: Figures, Classification, and Symmetry	
Fifth Grade	Whole Number Operations and Applications: Volume, Multiplication, and Division	Decimals and Fractions: Place Value, Addition, and Subtraction	More Decimals and Fractions: Multiplication and Division	Measurement, Data, and Geometry: Converting Units, Using Data, and Classifying Figures	Algebraic Thinking- and the Coordinate Plane: Expressions, Graphing Points, Patterns and Relationships	
Sixth Grade	Integers and Rational Numbers	Numeric and Algebraic Expressions	Equations and Inequalities: Ratio and Rate Reasoning	Understand and Use Percent	Area, Surface Area, and Volume	Display, Describe, and Summarize Data
Seventh Grade	Rational Numbers Operations	Analyze and Use Proportional Relationships	Analyze and Solve Percent Problems: Generate Equivalent Expressions	Solve Problems using Equations and Inequalities	Use Sampling to Draw Inferences about Populations Probability	Solve Problems Involving Geometry
Eighth Grade	Real Numbers	Analyze and Solve Linear Equations	Functions: Model Relationships: Investigate Bivariate Data	Analyze and Solve Systems of Linear Equations Congruence and Similarities	Understand and Apply Pythagorean Theorem	Solve Problems with Surface Area and Volume
Algebra	Solving Equations and Inequalities	Linear Functions	Systems of Linear Equations and Inequalities	Piecewise Functions	Exponents and Exponential Functions	Polynomials and Factoring Solving Quadratic Equations
Sample HS courses (RICA will also offer elective courses in grades 9-12)						
9th Grade	Algebra 1A	Algebra 1B	Algebra I Linear	Algebra 1 Quadratic	Algebra I Quadratic Honors	
10th Grade	Algebra 1B	Algebra 1C	Foundations of Geometry	Geometry	Algebra II	
	Algebra I Linear	Algebra 1 Quadratic	Algebra I Quadratic Honors	Geometry Honors	Algebra II Honors	
11th Grade	Algebra 1B	Algebra 1C	Math and Finance	Foundations of Geometry	Algebra I Linear	
	Algebra 1 Quadratic	Algebra I Quadratic Honors	Geometry	Geometry Honors	Algebra II	
	Algebra II Honors	Intro to College Math	Trigonometry	Pre-Calc	Pre-Calc Honors	
12th Grade	Algebra 1B	Math and Finance	Algebra 1C	Foundations of Geometry	Algebra I Linear	
	Algebra 1 Quadratic	Algebra I Quadratic Honors	Geometry	Geometry Honors	Algebra II	
	Intro to College Math	Trigonometry	Pre-Calc	Pre-Calc Honors	AP Calculus	

Amplify Science K-8			
Grade Level	Trimester 1	Trimester 2	Trimester 3
Kindergarten	Needs of Plants and Animals	Pushes and Pulls	Sunlight and Weather
First Grade	Animal and Plant Defenses	Light and Sound	Spinning Earth
Second Grade	Plant and Animal Relationships	Properties of Materials	Changing Landforms
Third Grade	Balance and Forces Inheritance and Traits	Environmental and Survival	Weather and Climate
Fourth Grade	Energy Conversions Vision and Light	Earth's Features	Waves, Energy, and Information
Fifth Grade	Patterns of Earth and Sky Modeling Matter	The Earth System	Ecosystem Restoration
Sixth Grade	Microbiome Metabolism	Traits and Reproduction Thermal Energy	Ocean, Atmosphere, and Climate Weather Patterns Earth's Changing Climate
Seventh Grade	Geology on Mars Plate Motion	Rock Transformation Phase Change	Chemical Reactions Populations and Resources Matter and Energy in Ecosystems
Eighth Grade	Harnessing Human Energy Force and Motion	Magnetic Fields Light Waves	Earth, Moon, and Sun Natural Selection Evolutionary History
Sample HS courses (RICA will also offer elective courses in grades 9-12)			
9th Grade	Physical Science Foundations	Physical Science CP	Physical Science Honors
10th Grade	Biology Foundations	Biology CP	Biology Honors
11th Grade	Natural Chemistry	Chemistry	Chemistry Honors
	AP Chemistry	Chemistry II	AP Biology
	Human Anatomy and Physiology	Physics	Biotech
12th Grade	AP Chemistry	Chemistry II	Intro to Organic Chemistry
	AP Biology	Human Anatomy and Physiology	Physics
	Biotech		

Grade Level	Scope and Sequence	Trimester	Trimester 1	Trimester 2	Trimester 3
Kindergarten	<i>Many Roles in Living, Learning, and Working Together</i>	Topic	Topic 1: Civics: classroom citizenship	Topic 2: Geography: connections among places Topic 3: History: Shared Traditions	Topic 4: Economics work and Commerce
		Guiding Question	What does it mean to be responsible? What makes play safe and fun? What do high-quality games have in common?	How do maps, globes, and photographs show different things about a place? How do we celebrate and recognize our shared history and diversity in our communities and country?	What kinds of work do women, men and children do?
First Grade	<i>Leadership, Cooperation, Unity, Diversity</i>	Topic	Topic 1. Civics: communities, elections, and leadership	Topic 2. Geography: places to explore Topic 3. History: unity and diversity in the United States	Topic 4. Economics: resources and choices
		Guiding Question	What does it mean to belong to or lead a group?	How can maps help people locate places and learn about them? What does the motto, "Out Of Many, One" mean and why is it a good motto of the United States?	How do resources of an area affect its industries and jobs?
Second Grade	<i>Global Geography: Places and Peoples, Cultures and Resources</i>	Topic	Economics: resources and choices	Topic 1: Reading and making maps Topic 2: Geography and its effects on people	Topic 3 History: migrations and cultures Topic 4 Civics: countries and governments
		Guiding Question	How do the resources of an area affect its industries and jobs?	What do maps show? How do people adapt to or change their environment?	What are the different reasons people choose to settle in a community? Why are continents divided into countries?
Third Grade	<i>Our Region, Home to Many Different People</i>	Topic	Topic 1: European Explorers first contacts with Native Peoples of the Northeast Topic 2: The Geography and Native Peoples in the North East Topic 3: The Pilgrims, the Plymouth Colony and Native Communities	Topic 4: The Puritans, the Colonies in our area, Native Peoples and Africans	Topic 5: RI and the neighboring Colonies in the 18th Century through the American Revolution Topic 6: RI Cities and Towns, Today and in History
		Guiding Question	How did European explorers describe the Northeast and its Native Peoples? How did the Native Peoples live in New England before the Europeans arrived? What were the challenges for women and men in the early years of Plymouth?	How did the interactions of Native Peoples, Europeans, and enslaved and free Africans shape the development of the colonies in our area?	Why is our region important to the nation's history? How did different views about the fairness of taxes and government lead to the American Revolution? How can people get involved in government?
		Learning Targets (based on standards)	Topic 1: I can understand what early explorers thought of Native peoples and the Northeast. I can locate Europe, North America and the Atlantic Ocean on a map and map out European explorers' voyages I can identify the differences between a current map of New England and a 17th century map of New England I can explain how Native people and the new land was described by European explorers Topic 2: I can analyze a map of North America using cardinal directions, map scales and legends to identify the important features of the Northeast Region I can explain the diversity of the Native Peoples of the Northeast region; both past and present. I can identify the locations of tribal territories in our area and their physical features I can recognize and explain the contributions of local tribal groups Topic 3: I can explain who the pilgrims were and why they left their homeland. I can describe their settlements and what their early years at Plymouth Colony were like. I can explain the relationships between the pilgrims and the Wampanoag and Abenaki/Wabanaki people. I can explain the principle of self- government and describe the purpose of the Mayflower Compact	Topic 4: I can compare and contrast the roles and leadership decisions of early English and Native leaders I can explain why Puritan men and women migrated, how they moved west, and the consequences of their migration for the Native people of the region I can use visual primary sources to analyze details of daily life, housing, education, and work of the Puritan people. I can explain that slavery was legal in the 17th and 18th century in many colonies, which had both free and enslaved Africans in its population I can explain the importance of maritime commerce and the practice of bartering in the developing economy I can describe the cause and effect of the Triangular Trade	Topic 5: I can explain the diverse people who lived in New England and RI and their activities in the period just before the Revolution. I can understand why 1770s leaders of the colonists were angered by a series of events and taxes they believed unfair I can sequence the local events that led up to the Revolutionary War I can analyze the beliefs of the men who wrote the Declaration of Independence I can explain the purpose and importance of the Bill of Rights and United States Constitution. Topic 6: I can locate RI on a map and describe its geographical features and landmarks using cardinal directions, map scales and legends I can compare and contrast the population of RI in the mid 19th century to present day I can explain the significance of governments, how local governments are organized in the state, and how people participate in and contribute to their communities.
Fourth Grade	<i>North American Geography and Peoples</i>	Topic	Topic 1. North America: geography and map skills	Topic 2. Ancient civilizations of North America [4.T2] Topic 3. Early European exploration and conquest [4.T3]	Topic 4. The expansion of the United States over time and its regions today 28 [4.T4]
		Guiding Question	What are the physical features and nations of North America?	How do archaeologists develop theories about ancient migrations? What were the reasons for European voyages across the Atlantic Ocean?	How has the environment shaped the development of each region?
Fifth Grade	<i>United States History to the Civil War and the Modern Civil Rights Movement</i>	Topic	Topic 1: Early Colonization (1600s-1700s) Topic 2: Reasons for Revolution, the Revolutionary War, and the Formation of Government	Topic 3: Principles of United States government Topic 4: Growth of the Republic	Topic 5: Slavery, the legacy of the Civil War and the struggle for civil rights for all H
		Guiding Question	What is the meaning of the statement, "All Men are Created Equal"? What did the world look like before this statement was written? Why was this statement created? What is revolution?	What is the meaning of the statement, "All Men are Created Equal"? How does our government protect/uphold this statement? Did the statement change since it was written?	What is the meaning of the statement, "All Men are Created Equal"? How do people respond when the statement is not true?
Sixth Grade	<i>World Geography and Ancient Civilizations I</i>	Topic	Topic 1. Studying complex societies past and present Topic 2. Human origins, the Neolithic and Paleolithic Eras	Topic 3. The Middle East and North Africa	Topic 4. Sub-Saharan Africa Topic 5. Central America, the Caribbean, and South America

		Guiding Question	<i>How does geography affect how societies develop and interact? What do the social sciences contribute to our understanding of the world? How did life on Earth begin and why did humans form complex societies?</i>	<i>Who were the ancient people and what were their contributions? Why were traders and merchants important in ancient societies? How did ideas spread across ancient societies?</i>	<i>How did trade influence the development of ancient societies in our region of study? What are the most important contributions of ancient societies in the Americas to the modern world?</i>
Seventh Grade	<i>World Geography and Ancient Civilizations II</i>	Topic	Topic 1. Central and South Asia Topic 2. East Asia	Topic 3. Southeast Asia and Oceania; Australia and New Zealand Topic 4. Europe (physical and political geography)	Topic 5. Europe (Classical Greece and Classical Rome)
		Guiding Question	<i>How much of a person/community is created by place? How do the themes of geography show the relationship between people and places?</i>	<i>How much of a person/community is created by place? How are people culturally and historically connected to the world?</i>	<i>How much of a person/community is created by place? How are people culturally and historically connected to the world?</i>
Eighth Grade	<i>United States Government and Civic Life</i>	Topic	Topic 1. The philosophical foundations of the United States political system Topic 2. The development of the United States Government	Topic 3. The institutions of the United States government Topic 4. Rights and responsibilities of citizens	Topic 5. The Constitution, Amendments, and Supreme Court decisions Topic 6. The structure of our state and local government Topic 7. Freedom of the Press and News/Media Literacy
		Guiding Question	<i>How have concepts of liberty and justice affected the United States democratic government? How does the Constitution continue to impact our lives today?</i>	<i>How can power be balanced in government? What are the benefits of good citizenship?</i>	<i>To what degree does freedom have limitations? What encompasses the American Spirit?□</i>
Sample HS courses (RICA will also offer elective courses in grades 9-12)					
9th Grade	Western Civilizations Foundations	Western Civilizations CP	Western Civilizations Honors		
10th Grade	US 10 Foundations	US 10 CP	US 10 AP		
11th Grade	US 10 AP	US History and the World Foundations	US History and the World CP		
	US History Honors (0.5)				
12th Grade (electives)	AP Psych	AP Gov't and Politics	AP Euro History		
	Sociology	Psychology	American Gov't and Law		

Caution: Forms printed from within Adobe Acrobat may not meet IRS or state taxing agency specifications. When using Acrobat, select the "Actual Size" in the Adobe "Print" dialog.

CLIENT'S COPY

Filing Instructions

Prepared for:

COGGESHALL FARM MUSEUM
1 COLT DRIVE
BRISTOL, RI 02809

Prepared by:

MULLEN, SCORPIO & CERILLI
67 CEDAR STREET
PROVIDENCE, RI 02903

2023 FORM 990

Electronic Filing:

This return has been prepared for electronic filing. If you wish to have it transmitted electronically to the IRS, please sign, date, and return Form 8879-TE to our office. We will then submit the electronic return to the IRS. Do not mail a paper copy of the return to the IRS.

Form **8879-TE****IRS E-file Signature Authorization
for a Tax Exempt Entity**

OMB No. 1545-0047

For calendar year 2023, or fiscal year beginning _____, 2023, and ending _____, 20____

2023Department of the Treasury
Internal Revenue Service**Do not send to the IRS. Keep for your records.****Go to www.irs.gov/Form8879TE for the latest information.**

Name of filer

COGGESHALL FARM MUSEUM

EIN or SSN

23-7378777

Name and title of officer or person subject to tax

**MORGAN DEVLIN
CHAIRMAN OF THE BOARD****Part I Type of Return and Return Information**

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line 1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a, or 10a below, and the amount on that line for the return being filed with this form was blank, then leave line 1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b, or 10b, whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a Form 990 check here	<input checked="" type="checkbox"/>	b Total revenue, if any (Form 990, Part VIII, column (A), line 12)	1b <u>153,299.</u>
2a Form 990-EZ check here	<input type="checkbox"/>	b Total revenue, if any (Form 990-EZ, line 9)	2b _____
3a Form 1120-POL check here	<input type="checkbox"/>	b Total tax (Form 1120-POL, line 22)	3b _____
4a Form 990-PF check here	<input type="checkbox"/>	b Tax based on investment income (Form 990-PF, Part V, line 5)	4b _____
5a Form 8868 check here	<input type="checkbox"/>	b Balance due (Form 8868, line 3c)	5b _____
6a Form 990-T check here	<input type="checkbox"/>	b Total tax (Form 990-T, Part III, line 4)	6b _____
7a Form 4720 check here	<input type="checkbox"/>	b Total tax (Form 4720, Part III, line 1)	7b _____
8a Form 5227 check here	<input type="checkbox"/>	b FMV of assets at end of tax year (Form 5227, Item D)	8b _____
9a Form 5330 check here	<input type="checkbox"/>	b Tax due (Form 5330, Part II, line 19)	9b _____
10a Form 8038-CP check here	<input type="checkbox"/>	b Amount of credit payment requested (Form 8038-CP, Part III, line 22)	10b _____

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that ☒ I am an officer of the above entity or ☐ I am a person subject to tax with respect to (name of entity) _____, (EIN) _____ and that I have examined a copy of the

2023 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS (a) an acknowledgement of receipt or reason for rejection of the transmission, (b) the reason for any delay in processing the return or refund, and (c) the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

☒ I authorize **MULLEN, SCORPIO & CERILLI** to enter my PIN **25789**
ERO firm name Enter five numbers, but do not enter all zeros

as my signature on the tax year 2023 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

☐ As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2023 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax

Date

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

05054015204**Do not enter all zeros**

I certify that the above numeric entry is my PIN, which is my signature on the 2023 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163**, Modernized e-File (MeF) Information for Authorized IRS e-file Providers for Business Returns.

ERO's signature

Date **06/04/24**

ERO Must Retain This Form - See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

For Privacy Act and Paperwork Reduction Act Notice, see instructions.

Form **8879-TE** (2023)

LHA 302521 01-05-24

101

15470604 786574 PMC8777

2023.03040 COGGESHALL FARM MUSEUM

PMC87771

**Application for Extension of Time To File an Exempt Organization
Return or Excise Taxes Related to Employee Benefit Plans**

File a separate application for each return.
Go to www.irs.gov/Form8868 for the latest information.

OMB No. 1545-0047

Electronic filing (e-file). You can electronically file Form 8868 to request up to a 6-month extension of time to file any of the forms listed below except for Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts. An extension request for Form 8870 must be sent to the IRS in a paper format (see instructions). For more details on the electronic filing of Form 8868, visit www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-TE and Form 8879-TE for payment instructions.

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Part I - Identification

Type or Print File by the due date for filing your return. See instructions.	Name of exempt organization, employer, or other filer, see instructions. COGGESHALL FARM MUSEUM	Taxpayer identification number (TIN) 23-7378777
	Number, street, and room or suite no. If a P.O. box, see instructions. 1 COLT DRIVE	
	City, town or post office, state, and ZIP code. For a foreign address, see instructions. BRISTOL, RI 02809	

Enter the Return Code for the return that this application is for (file a separate application for each return) **01**

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 4720 (other than individual)	09
Form 4720 (individual)	03	Form 5227	10
Form 990-PF	04	Form 6069	11
Form 990-T (sec. 401(a) or 408(a) trust)	05	Form 8870	12
Form 990-T (trust other than above)	06	Form 5330 (individual)	13
Form 990-T (corporation)	07	Form 5330 (other than individual)	14
Form 1041-A	08		

• After you enter your Return Code, complete either Part II or Part III. Part III, including signature, is applicable only for an extension of time to file Form 5330.

• If this application is for an extension of time to file Form 5330, you must enter the following information.

Plan Name _____
Plan Number _____
Plan Year Ending (MM/DD/YYYY) _____

Part II - Automatic Extension of Time To File for Exempt Organizations (see instructions)

The books are in the care of **MORGAN DEVLIN**
1 COLT DRIVE - BRISTOL, RI 02809

Telephone No. **401-253-9062** Fax No. _____

- If the organization does not have an office or place of business in the United States, check this box ☐
- If this is for a Group Return, enter the organization's four-digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box ☐. If it is for part of the group, check this box ☐ and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until **NOVEMBER 15**, 20 **24**, to file the exempt organization return for the organization named above. The extension is for the organization's return for:
☒ calendar year 20 **23** or
☐ tax year beginning _____, 20 _____, and ending _____, 20 _____

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return
☐ Change in accounting period

3a If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions.	3a	\$	0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit.	3b	\$	0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions.	3c	\$	0.

For Privacy Act and Paperwork Reduction Act Notice, see instructions.

Form **8868** (Rev. 1-2024)

Form **990**Department of the Treasury
Internal Revenue Service**Return of Organization Exempt From Income Tax**

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

Do not enter social security numbers on this form as it may be made public.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023Open to Public
Inspection**A For the 2023 calendar year, or tax year beginning and ending**

B Check if applicable: <input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Final return/terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	C Name of organization COGGESHALL FARM MUSEUM		D Employer identification number 23-7378777
	Doing business as		E Telephone number 401-253-9062
	Number and street (or P.O. box if mail is not delivered to street address)	Room/suite	
	1 COLT DRIVE		
	City or town, state or province, country, and ZIP or foreign postal code BRISTOL, RI 02809		G Gross receipts \$ 233,454.
F Name and address of principal officer: MORGAN DEVLIN 1 COLT DRIVE, BRISTOL, RI 02809		H(a) Is this a group return for subordinates? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No H(b) Are all subordinates included? <input type="checkbox"/> Yes <input type="checkbox"/> No If "No," attach a list. See instructions H(c) Group exemption number	
I Tax-exempt status: <input checked="" type="checkbox"/> 501(c)(3) <input type="checkbox"/> 501(c) () (insert no.) <input type="checkbox"/> 4947(a)(1) or <input type="checkbox"/> 527 J Website: WWW.COGGESHALLFARM.ORG K Form of organization: <input checked="" type="checkbox"/> Corporation <input type="checkbox"/> Trust <input type="checkbox"/> Association <input type="checkbox"/> Other L Year of formation: 1976 M State of legal domicile: RI			

Part I Summary

Activities & Governance	1 Briefly describe the organization's mission or most significant activities: THE MISSION OF COGGESHALL FARM MUSEUM IS TO PRESERVE THIS 1790'S RI SALT-MARSH FARM. WE SERVE THE		
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3 Number of voting members of the governing body (Part VI, line 1a)	3	6
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4	6
	5 Total number of individuals employed in calendar year 2023 (Part V, line 2a)	5	0
	6 Total number of volunteers (estimate if necessary)	6	25
	7a Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.	
Revenue	8 Contributions and grants (Part VIII, line 1h)	Prior Year 104,222.	Current Year 160,549.
	9 Program service revenue (Part VIII, line 2g)	34,201.	31,397.
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	1.	2.
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	-1,373.	-38,649.
	12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	137,051.	153,299.
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)	0.	0.
	14 Benefits paid to or for members (Part IX, column (A), line 4)	0.	0.
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	0.	0.
	16a Professional fundraising fees (Part IX, column (A), line 11e)	0.	0.
	b Total fundraising expenses (Part IX, column (D), line 25)	0.	
17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	144,017.	142,886.	
18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	144,017.	142,886.	
19 Revenue less expenses. Subtract line 18 from line 12	-6,966.	10,413.	
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	Beginning of Current Year 414,245.	End of Year 460,030.
	21 Total liabilities (Part X, line 26)	49,363.	84,735.
	22 Net assets or fund balances. Subtract line 21 from line 20	364,882.	375,295.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	Signature of officer		Date		
	MORGAN DEVLIN, CHAIRMAN OF THE BOARD				
Paid Preparer Use Only	Print/Type preparer's name	Preparer's signature	Date	Check <input type="checkbox"/> if self-employed	PTIN
	PATRICIA M. CERILLI	PATRICIA M. CERILLI	06/04/24	<input type="checkbox"/>	P01598123
	Firm's name MULLEN, SCORPIO & CERILLI	Firm's EIN 05-0392605		Phone no. (401) 751-3860	
	Firm's address 67 CEDAR STREET		PROVIDENCE, RI 02903		

May the IRS discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

Part III Statement of Program Service AccomplishmentsCheck if Schedule O contains a response or note to any line in this Part III ☒ **X****1** Briefly describe the organization's mission:

THE MISSION OF COGGESHALL FARM MUSEUM IS TO PRESERVE THIS 1790'S RI
SALT-MARSH FARM. WE SERVE THE LOCAL COMMUNITY AND BEYOND AS A LIVING
MUSEUM AND AS A VITAL EDUCATIONAL RESOURCE THROUGH DEMONSTRATION OF
DAILY FARM ACTIVITY AND HONEST INTERPRETATION THAT REFLECTS ITS

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? ☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? ☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ 58,777. including grants of \$) (Revenue \$ 31,397.)
LIVING ACTIVE MUSEUM PRESENTING 18TH CENTURY CRAFT AND FARM
DEMONSTRATION.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services (Describe on Schedule O.)

(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses 58,777.Form **990** (2023)

Part IV Checklist of Required Schedules

	Yes	No
1 Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? <i>If "Yes," complete Schedule A</i>	1 X	
2 Is the organization required to complete <i>Schedule B, Schedule of Contributors</i> ? See instructions	2 X	
3 Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? <i>If "Yes," complete Schedule C, Part I</i>	3	X
4 Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? <i>If "Yes," complete Schedule C, Part II</i>	4	X
5 Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Rev. Proc. 98-19? <i>If "Yes," complete Schedule C, Part III</i>	5	X
6 Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? <i>If "Yes," complete Schedule D, Part I</i>	6	X
7 Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? <i>If "Yes," complete Schedule D, Part II</i>	7	X
8 Did the organization maintain collections of works of art, historical treasures, or other similar assets? <i>If "Yes," complete Schedule D, Part III</i>	8	X
9 Did the organization report an amount in Part X, line 21, for escrow or custodial account liability; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? <i>If "Yes," complete Schedule D, Part IV</i>	9	X
10 Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi-endowments? <i>If "Yes," complete Schedule D, Part V</i>	10	X
11 If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.		
a Did the organization report an amount for land, buildings, and equipment in Part X, line 10? <i>If "Yes," complete Schedule D, Part VI</i>	11a X	
b Did the organization report an amount for investments - other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VII</i>	11b	X
c Did the organization report an amount for investments - program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part VIII</i>	11c	X
d Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? <i>If "Yes," complete Schedule D, Part IX</i>	11d	X
e Did the organization report an amount for other liabilities in Part X, line 25? <i>If "Yes," complete Schedule D, Part X</i>	11e X	
f Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? <i>If "Yes," complete Schedule D, Part X</i>	11f	X
12a Did the organization obtain separate, independent audited financial statements for the tax year? <i>If "Yes," complete Schedule D, Parts XI and XII</i>	12a	X
b Was the organization included in consolidated, independent audited financial statements for the tax year? <i>If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI and XII is optional</i>	12b	X
13 Is the organization a school described in section 170(b)(1)(A)(ii)? <i>If "Yes," complete Schedule E</i>	13	X
14a Did the organization maintain an office, employees, or agents outside of the United States?	14a	X
b Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at \$100,000 or more? <i>If "Yes," complete Schedule F, Parts I and IV</i>	14b	X
15 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or other assistance to or for any foreign organization? <i>If "Yes," complete Schedule F, Parts II and IV</i>	15	X
16 Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or other assistance to or for foreign individuals? <i>If "Yes," complete Schedule F, Parts III and IV</i>	16	X
17 Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? <i>If "Yes," complete Schedule G, Part I. See instructions</i>	17	X
18 Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? <i>If "Yes," complete Schedule G, Part II</i>	18 X	
19 Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? <i>If "Yes," complete Schedule G, Part III</i>	19	X
20a Did the organization operate one or more hospital facilities? <i>If "Yes," complete Schedule H</i>	20a	X
b If "Yes" to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b	
21 Did the organization report more than \$5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? <i>If "Yes," complete Schedule I, Parts I and II</i>	21	X

Part IV Checklist of Required Schedules (continued)

	Yes	No
22 Did the organization report more than \$5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? If "Yes," complete Schedule I, Parts I and III		X
23 Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? If "Yes," complete Schedule J		X
24a Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25a		X
b Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? If "Yes," complete Schedule L, Part I		X
b Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I		X
26 Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? If "Yes," complete Schedule L, Part II		X
27 Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? If "Yes," complete Schedule L, Part III		X
28 Was the organization a party to a business transaction with one of the following parties? (See the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):		
a A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? If "Yes," complete Schedule L, Part IV		X
b A family member of any individual described in line 28a? If "Yes," complete Schedule L, Part IV		X
c A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? If "Yes," complete Schedule L, Part IV		X
29 Did the organization receive more than \$25,000 in noncash contributions? If "Yes," complete Schedule M		X
30 Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? If "Yes," complete Schedule M		X
31 Did the organization liquidate, terminate, or dissolve and cease operations? If "Yes," complete Schedule N, Part I		X
32 Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? If "Yes," complete Schedule N, Part II		X
33 Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? If "Yes," complete Schedule R, Part I		X
34 Was the organization related to any tax-exempt or taxable entity? If "Yes," complete Schedule R, Part II, III, or IV, and Part V, line 1		X
35a Did the organization have a controlled entity within the meaning of section 512(b)(13)?		X
b If "Yes" to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," complete Schedule R, Part V, line 2		
36 Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? If "Yes," complete Schedule R, Part V, line 2		X
37 Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? If "Yes," complete Schedule R, Part VI		X
38 Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19?	X	

Note: All Form 990 filers are required to complete Schedule O

Part V Statements Regarding Other IRS Filings and Tax ComplianceCheck if Schedule O contains a response or note to any line in this Part V ☐

	Yes	No
1a Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable		
b Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable		
c Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?		

Part V Statements Regarding Other IRS Filings and Tax Compliance (continued)

		Yes	No
2a Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return	2a 0		
b If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b		
3a Did the organization have unrelated business gross income of \$1,000 or more during the year?	3a		X
b If "Yes," has it filed a Form 990-T for this year? If "No" to line 3b, provide an explanation on Schedule O	3b		
4a At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	4a		X
b If "Yes," enter the name of the foreign country See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
5a Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	5a		X
b Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b		X
c If "Yes" to line 5a or 5b, did the organization file Form 8886-T?	5c		
6a Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	6a		X
b If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b		
7 Organizations that may receive deductible contributions under section 170(c).			
a Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?	7a		X
b If "Yes," did the organization notify the donor of the value of the goods or services provided?	7b		
c Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c		X
d If "Yes," indicate the number of Forms 8282 filed during the year	7d		
e Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	7e		
f Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f		
g If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g		
h If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h		
8 Sponsoring organizations maintaining donor advised funds. Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	8		
9 Sponsoring organizations maintaining donor advised funds.			
a Did the sponsoring organization make any taxable distributions under section 4966?	9a		
b Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b		
10 Section 501(c)(7) organizations. Enter:			
a Initiation fees and capital contributions included on Part VIII, line 12	10a		
b Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities	10b		
11 Section 501(c)(12) organizations. Enter:			
a Gross income from members or shareholders	11a		
b Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.)	11b		
12a Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?	12a		
b If "Yes," enter the amount of tax-exempt interest received or accrued during the year	12b		
13 Section 501(c)(29) qualified nonprofit health insurance issuers.			
a Is the organization licensed to issue qualified health plans in more than one state? Note: See the instructions for additional information the organization must report on Schedule O.	13a		
b Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans	13b		
c Enter the amount of reserves on hand	13c		
14a Did the organization receive any payments for indoor tanning services during the tax year?	14a		X
b If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation on Schedule O	14b		
15 Is the organization subject to the section 4960 tax on payment(s) of more than \$1,000,000 in remuneration or excess parachute payment(s) during the year? If "Yes," see the instructions and file Form 4720, Schedule N.	15		X
16 Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If "Yes," complete Form 4720, Schedule O.	16		X
17 Section 501(c)(21) organizations. Did the trust, or any disqualified or other person engage in any activities that would result in the imposition of an excise tax under section 4951, 4952 or 4953? If "Yes," complete Form 6069.	17		

Part VI Governance, Management, and Disclosure. For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.

Check if Schedule O contains a response or note to any line in this Part VI

☒**Section A. Governing Body and Management**

	Yes	No
1a Enter the number of voting members of the governing body at the end of the tax year 1a 6		
If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.		
b Enter the number of voting members included on line 1a, above, who are independent 1b 6		
2 Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee? 2		X
3 Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person? 3	X	
4 Did the organization make any significant changes to its governing documents since the prior Form 990 was filed? 4		X
5 Did the organization become aware during the year of a significant diversion of the organization's assets? 5		X
6 Did the organization have members or stockholders? 6		X
7a Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body? 7a		X
b Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body? 7b		X
8 Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
a The governing body? 8a	X	
b Each committee with authority to act on behalf of the governing body? 8b	X	
9 Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses on Schedule O 9		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

	Yes	No
10a Did the organization have local chapters, branches, or affiliates? 10a		X
b If "Yes," did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes? 10b		
11a Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form? 11a		X
b Describe on Schedule O the process, if any, used by the organization to review this Form 990.		
12a Did the organization have a written conflict of interest policy? If "No," go to line 13 12a		X
b Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts? 12b		
c Did the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe on Schedule O how this was done 12c		
13 Did the organization have a written whistleblower policy? 13		X
14 Did the organization have a written document retention and destruction policy? 14		X
15 Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
a The organization's CEO, Executive Director, or top management official 15a		X
b Other officers or key employees of the organization 15b		X
If "Yes" to line 15a or 15b, describe the process on Schedule O. See instructions.		
16a Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year? 16a		X
b If "Yes," did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements? 16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed **NONE**

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.
☐ Own website ☐ Another's website ☒ Upon request ☐ Other (explain on Schedule O)

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year.

20 State the name, address, and telephone number of the person who possesses the organization's books and records
MORGAN DEVLIN - 401-253-9062
1 COLT DRIVE, BRISTOL, RI 02809

Check if Schedule O contains a response or note to any line in this Part VII

Part VIII Statement of RevenueCheck if Schedule O contains a response or note to any line in this Part VIII ☐

				(A)	(B)	(C)	(D)	
				Total revenue	Related or exempt function revenue	Unrelated business revenue	Revenue excluded from tax under sections 512 - 514	
Contributions, Gifts, Grants and Other Similar Amounts	1 a	Federated campaigns	1a					
	b	Membership dues	1b	4,292.				
	c	Fundraising events	1c	40,225.				
	d	Related organizations	1d					
	e	Government grants (contributions)	1e					
	f	All other contributions, gifts, grants, and similar amounts not included above	1f	116,032.				
	g	Noncash contributions included in lines 1a-1f	1g	\$				
	h	Total. Add lines 1a-1f		160,549.				
Program Service Revenue	2 a	PERFORMANCE	Business Code	711110	18,582.	18,582.		
	b	ADMISSIONS	711110	12,815.	12,815.			
	c							
	d							
	e							
	f	All other program service revenue						
	g	Total. Add lines 2a-2f		31,397.				
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)		2.			2.	
	4	Income from investment of tax-exempt bond proceeds						
	5	Royalties						
	6 a	Gross rents	(i) Real	(ii) Personal				
	b	Less: rental expenses						
	c	Rental income or (loss)						
	d	Net rental income or (loss)						
	7 a	Gross amount from sales of assets other than inventory	(i) Securities	(ii) Other				
	b	Less: cost or other basis and sales expenses						
	c	Gain or (loss)						
	d	Net gain or (loss)						
	8 a	Gross income from fundraising events (not including \$ 40,225. of contributions reported on line 1c). See Part IV, line 18		8a	41,435.			
	b	Less: direct expenses		8b	80,155.			
	c	Net income or (loss) from fundraising events			-38,720.		-38,720.	
	9 a	Gross income from gaming activities. See Part IV, line 19		9a				
b	Less: direct expenses		9b					
c	Net income or (loss) from gaming activities							
10 a	Gross sales of inventory, less returns and allowances		10a					
b	Less: cost of goods sold		10b					
c	Net income or (loss) from sales of inventory							
Miscellaneous Revenue	11 a	MISCELLANEOUS	Business Code	711110	71.	71.		
	b							
	c							
	d	All other revenue						
	e	Total. Add lines 11a-11d			71.			
12	Total revenue. See instructions			153,299.	31,468.	0.	-38,718.	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees				
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages				
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits				
10 Payroll taxes				
11 Fees for services (nonemployees):				
a Management	25,000.		25,000.	
b Legal				
c Accounting	1,022.		1,022.	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Sch O.)	1,095.		1,095.	
12 Advertising and promotion				
13 Office expenses	4,545.		4,545.	
14 Information technology	4,650.		4,650.	
15 Royalties				
16 Occupancy	6,612.		6,612.	
17 Travel	4.		4.	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	18,326.		18,326.	
23 Insurance	11,110.		11,110.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a PROGRAM EXPENSES	38,094.	38,094.		
b PRINTING EXPENSE	16,811.	16,811.		
c REPAIRS AND MAINTENANCE	11,068.		11,068.	
d FARM MAINTENANCE	3,872.	3,872.		
e All other expenses	677.		677.	
25 Total functional expenses. Add lines 1 through 24e	142,886.	58,777.	84,109.	0.
26 Joint costs. Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720)				

Part X Balance SheetCheck if Schedule O contains a response or note to any line in this Part X ☐

		(A) Beginning of year		(B) End of year
Assets	1 Cash - non-interest-bearing	31,991.	1	69,909.
	2 Savings and temporary cash investments	1,055.	2	1,047.
	3 Pledges and grants receivable, net		3	
	4 Accounts receivable, net	21,390.	4	67,561.
	5 Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6 Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7 Notes and loans receivable, net		7	
	8 Inventories for sale or use		8	
	9 Prepaid expenses and deferred charges	19,970.	9	0.
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 452,169.		
	b Less: accumulated depreciation	10b 130,656.		
		339,839.	10c	321,513.
	11 Investments - publicly traded securities		11	
	12 Investments - other securities. See Part IV, line 11		12	
	13 Investments - program-related. See Part IV, line 11		13	
	14 Intangible assets		14	
15 Other assets. See Part IV, line 11		15		
16 Total assets. Add lines 1 through 15 (must equal line 33)	414,245.	16	460,030.	
Liabilities	17 Accounts payable and accrued expenses	49,363.	17	58,249.
	18 Grants payable		18	
	19 Deferred revenue		19	
	20 Tax-exempt bond liabilities		20	
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22 Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23 Secured mortgages and notes payable to unrelated third parties		23	
	24 Unsecured notes and loans payable to unrelated third parties		24	
	25 Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D	0.	25	26,486.
	26 Total liabilities. Add lines 17 through 25	49,363.	26	84,735.
Net Assets or Fund Balances	Organizations that follow FASB ASC 958, check here <input checked="" type="checkbox"/> and complete lines 27, 28, 32, and 33.			
	27 Net assets without donor restrictions	364,882.	27	375,295.
	28 Net assets with donor restrictions		28	
	Organizations that do not follow FASB ASC 958, check here <input type="checkbox"/> and complete lines 29 through 33.			
	29 Capital stock or trust principal, or current funds		29	
	30 Paid-in or capital surplus, or land, building, or equipment fund		30	
	31 Retained earnings, endowment, accumulated income, or other funds		31	
	32 Total net assets or fund balances	364,882.	32	375,295.
	33 Total liabilities and net assets/fund balances	414,245.	33	460,030.

Form 990 (2023)

Part XI Reconciliation of Net AssetsCheck if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	153,299.
2	Total expenses (must equal Part IX, column (A), line 25)	2	142,886.
3	Revenue less expenses. Subtract line 2 from line 1	3	10,413.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	364,882.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	375,295.

Part XII Financial Statements and ReportingCheck if Schedule O contains a response or note to any line in this Part XII ☐

	Yes	No
1 Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain on Schedule O.		
2a Were the organization's financial statements compiled or reviewed by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
b Were the organization's financial statements audited by an independent accountant? _____ If "Yes," check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: <input type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		X
c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? _____ If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.		
3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Uniform Guidance, 2 C.F.R. Part 200, Subpart F? _____		X
b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits _____		

Form 990 (2023)

SCHEDULE A
(Form 990)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support
Complete if the organization is a section 501(c)(3) organization or a section
4947(a)(1) nonexempt charitable trust.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023

Open to Public
Inspection

Name of the organization

COGGESHALL FARM MUSEUM

Employer identification number

23-7378777

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

- 1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**
- 2 ☐ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)
- 3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**
- 4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii).** Enter the hospital's name, city, and state: _____
- 5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)
- 6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**
- 7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)
- 9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university: _____
- 10 ☒ An organization that normally receives (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)
- 11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**
- 12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.
- a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**
- b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**
- c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**
- d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**
- e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.
- f Enter the number of supported organizations _____
- g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document?		(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
			Yes	No		
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						

Section C. Computation of Public Support Percentage

14 Public support percentage for 2023 (line 6, column (f), divided by line 11, column (f))	14	%
15 Public support percentage from 2022 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test - 2023. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		
b 33 1/3% support test - 2022. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		
17a 10% -facts-and-circumstances test - 2023. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization		
b 10% -facts-and-circumstances test - 2022. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and stop here. Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		

Schedule A (Form 990) 2023

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in)	(a) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")	256,558.	192,305.	191,510.	120,057.	138,906.	899,336.
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose	1,471.	5,016.	13,737.	18,363.	12,815.	51,402.
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5	258,029.	197,321.	205,247.	138,420.	151,721.	950,738.
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						0.
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						0.
c Add lines 7a and 7b						0.
8 Public support. (Subtract line 7c from line 6.)						950,738.

Section B. Total Support

Calendar year (or fiscal year beginning in)	(a) 2019	(b) 2020	(c) 2021	(d) 2022	(e) 2023	(f) Total
9 Amounts from line 6	258,029.	197,321.	205,247.	138,420.	151,721.	950,738.
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources	7.	6.	2.		2.	17.
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b	7.	6.	2.		2.	17.
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)	80.	1,071.			73.	1,224.
13 Total support. (Add lines 9, 10c, 11, and 12.)	258,116.	198,398.	205,249.	138,420.	151,796.	951,979.

14 First 5 years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2023 (line 8, column (f), divided by line 13, column (f))	15	99.87 %
16 Public support percentage from 2022 Schedule A, Part III, line 15	16	99.77 %

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2023 (line 10c, column (f), divided by line 13, column (f))	17	.00 %
18 Investment income percentage from 2022 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests - 2023. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ☒

b 33 1/3% support tests - 2022. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ☐

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ☐

Part IV Supporting Organizations

(Complete only if you checked a box on line 12 of Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

	Yes	No
1 Are all of the organization's supported organizations listed by name in the organization's governing documents? <i>If "No," describe in Part VI how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.</i>		
2 Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? <i>If "Yes," explain in Part VI how the organization determined that the supported organization was described in section 509(a)(1) or (2).</i>		
3a Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? <i>If "Yes," answer lines 3b and 3c below.</i>		
b Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? <i>If "Yes," describe in Part VI when and how the organization made the determination.</i>		
c Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? <i>If "Yes," explain in Part VI what controls the organization put in place to ensure such use.</i>		
4a Was any supported organization not organized in the United States ("foreign supported organization")? <i>If "Yes," and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.</i>		
b Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? <i>If "Yes," describe in Part VI how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.</i>		
c Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? <i>If "Yes," explain in Part VI what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.</i>		
5a Did the organization add, substitute, or remove any supported organizations during the tax year? <i>If "Yes," answer lines 5b and 5c below (if applicable). Also, provide detail in Part VI, including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).</i>		
b Type I or Type II only. Was any added or substituted supported organization part of a class already designated in the organization's organizing document?		
c Substitutions only. Was the substitution the result of an event beyond the organization's control?		
6 Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? <i>If "Yes," provide detail in Part VI.</i>		
7 Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
8 Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? <i>If "Yes," complete Part I of Schedule L (Form 990).</i>		
9a Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? <i>If "Yes," provide detail in Part VI.</i>		
b Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? <i>If "Yes," provide detail in Part VI.</i>		
c Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? <i>If "Yes," provide detail in Part VI.</i>		
10a Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? <i>If "Yes," answer line 10b below.</i>		
b Did the organization have any excess business holdings in the tax year? <i>(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)</i>		

Part IV Supporting Organizations (continued)

	Yes	No
11 Has the organization accepted a gift or contribution from any of the following persons?		
a A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?		
11a		
b A family member of a person described on line 11a above?		
11b		
c A 35% controlled entity of a person described on line 11a or 11b above? If "Yes" to line 11a, 11b, or 11c, provide detail in Part VI .		
11c		

Section B. Type I Supporting Organizations

	Yes	No
1 Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? If "No," describe in Part VI how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax year.		
1		
2 Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? If "Yes," explain in Part VI how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.		
2		

Section C. Type II Supporting Organizations

	Yes	No
1 Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? If "No," describe in Part VI how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).		
1		

Section D. All Type III Supporting Organizations

	Yes	No
1 Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?		
1		
2 Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? If "No," explain in Part VI how the organization maintained a close and continuous working relationship with the supported organization(s).		
2		
3 By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? If "Yes," describe in Part VI the role the organization's supported organizations played in this regard.		
3		

Section E. Type III Functionally Integrated Supporting Organizations

1 Check the box next to the method that the organization used to satisfy the Integral Part Test during the year (see instructions).			
a <input type="checkbox"/> The organization satisfied the Activities Test. Complete line 2 below.			
b <input type="checkbox"/> The organization is the parent of each of its supported organizations. Complete line 3 below.			
c <input type="checkbox"/> The organization supported a governmental entity. Describe in Part VI how you supported a governmental entity (see instructions).			
2 Activities Test. Answer lines 2a and 2b below.			
a Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? If "Yes," then in Part VI identify those supported organizations and explain how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.			
2a			
b Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? If "Yes," explain in Part VI the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.			
2b			
3 Parent of Supported Organizations. Answer lines 3a and 3b below.			
a Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? If "Yes" or "No" provide details in Part VI .			
3a			
b Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? If "Yes," describe in Part VI the role played by the organization in this regard.			
3b			

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

- 1** ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (*explain in Part VI*). **See instructions.**
All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A - Adjusted Net Income		(A) Prior Year	(B) Current Year (optional)
1 Net short-term capital gain	1		
2 Recoveries of prior-year distributions	2		
3 Other gross income (see instructions)	3		
4 Add lines 1 through 3.	4		
5 Depreciation and depletion	5		
6 Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7 Other expenses (see instructions)	7		
8 Adjusted Net Income (subtract lines 5, 6, and 7 from line 4)	8		

Section B - Minimum Asset Amount		(A) Prior Year	(B) Current Year (optional)
1 Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a Average monthly value of securities	1a		
b Average monthly cash balances	1b		
c Fair market value of other non-exempt-use assets	1c		
d Total (add lines 1a, 1b, and 1c)	1d		
e Discount claimed for blockage or other factors (<i>explain in detail in Part VI</i>):			
2 Acquisition indebtedness applicable to non-exempt-use assets	2		
3 Subtract line 2 from line 1d.	3		
4 Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4		
5 Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6 Multiply line 5 by 0.035.	6		
7 Recoveries of prior-year distributions	7		
8 Minimum Asset Amount (add line 7 to line 6)	8		

Section C - Distributable Amount			Current Year
1 Adjusted net income for prior year (from Section A, line 8, column A)	1		
2 Enter 0.85 of line 1.	2		
3 Minimum asset amount for prior year (from Section B, line 8, column A)	3		
4 Enter greater of line 2 or line 3.	4		
5 Income tax imposed in prior year	5		
6 Distributable Amount. Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6		
7 <input type="checkbox"/> Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).			

Schedule A (Form 990) 2023

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations (continued)

Section D - Distributions		Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes	1
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3
4	Amounts paid to acquire exempt-use assets	4
5	Qualified set-aside amounts (prior IRS approval required - <i>provide details in Part VI</i>)	5
6	Other distributions (<i>describe in Part VI</i>). See instructions.	6
7	Total annual distributions. Add lines 1 through 6.	7
8	Distributions to attentive supported organizations to which the organization is responsive (<i>provide details in Part VI</i>). See instructions.	8
9	Distributable amount for 2023 from Section C, line 6	9
10	Line 8 amount divided by line 9 amount	10

Section E - Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2023	(iii) Distributable Amount for 2023
1 Distributable amount for 2023 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2023 (reasonable cause required - <i>explain in Part VI</i>). See instructions.			
3 Excess distributions carryover, if any, to 2023			
a From 2018			
b From 2019			
c From 2020			
d From 2021			
e From 2022			
f Total of lines 3a through 3e			
g Applied to underdistributions of prior years			
h Applied to 2023 distributable amount			
i Carryover from 2018 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4 Distributions for 2023 from Section D, line 7: \$			
a Applied to underdistributions of prior years			
b Applied to 2023 distributable amount			
c Remainder. Subtract lines 4a and 4b from line 4.			
5 Remaining underdistributions for years prior to 2023, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, <i>explain in Part VI</i> . See instructions.			
6 Remaining underdistributions for 2023. Subtract lines 3h and 4b from line 1. For result greater than zero, <i>explain in Part VI</i> . See instructions.			
7 Excess distributions carryover to 2024. Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2019			
b Excess from 2020			
c Excess from 2021			
d Excess from 2022			
e Excess from 2023			

Schedule A (Form 990) 2023

Part VI

Supplemental Information. Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information.
(See instructions.)

Schedule B
(Form 990)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

Attach to Form 990, 990-EZ, or 990-PF.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2023

Name of the organization

COGGESHALL FARM MUSEUM

Employer identification number

23-7378777

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

☒ 501(c)(3) (enter number) organization

☐ 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

☐ 527 political organization

Form 990-PF

☐ 501(c)(3) exempt private foundation

☐ 4947(a)(1) nonexempt charitable trust treated as a private foundation

☐ 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

☒ For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

☐ For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33 1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (1) \$5,000; or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering "N/A" in column (b) instead of the contributor name and address), II, and III.

☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling \$5,000 or more during the year \$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990).

For Paperwork Reduction Act Notice, see the instructions for Form 990, 990-EZ, or 990-PF.

Schedule B (Form 990) (2023)

Name of organization	Employer identification number
COGGESHALL FARM MUSEUM	23-7378777

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	THE CHAMPLIN FOUNDATION 200 CHAPEL VIEW BLVD SUITE 350 CRANSTON, RI 02920	\$ 27,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	H. DAVID HIBBITT 25 COURAGEOUS CIRCLE BRISTOL, RI 02809	\$ 20,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
3	KAREN WADLEIGH 187 SEAVIEW AVENUE SWANSEA, MA 02777	\$ 15,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
4	MARGUERITE LENFEST 1400 WAVERLY RD VILLA 24 GLADWYNE, PA 19035	\$ 10,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
5	RHODE ISLAND FOUNDATION 1 UNION STATION PROVIDENCE, RI 02903	\$ 10,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
6	STATE OF RHODE ISLAND 1 CAPITAL HILL PROVIDENCE, RI 02908	\$ 5,750.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Name of organization	Employer identification number
COGGESHALL FARM MUSEUM	23-7378777

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
7	THE GARDEN CONSERVANCY INC 20 NAZARETH WAY PO BOX 608 GARRISON, NY 10524	\$ 7,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
8	THE WARREN ALPERT FOUNDATION 90 ELM STREET SUITE 2 PROVIDENCE, RI 02903	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
9	VAN SLOUN FOUNDATION PO BOX 1031 MARION, MA 02738	\$ 5,000.	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
			Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
			Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
			Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Employer identification number

23-7378777

Part II

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		\$ _____	_____
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		\$ _____	_____
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		\$ _____	_____
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		\$ _____	_____
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		\$ _____	_____
(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		\$ _____	_____

Name of organization

Employer identification number

COGGESHALL FARM MUSEUM**23-7378777****Part III**

Exclusively religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than \$1,000 for the year from any one contributor. Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of exclusively religious, charitable, etc., contributions of **\$1,000 or less** for the year. (Enter this info. once.) \$ _____

Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee
	(e) Transfer of gift		
	Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee

SCHEDULE D
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes" on Form 990,
Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
Attach to Form 990.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023

Open to Public
Inspection

Name of the organization

COGGESHALL FARM MUSEUM

Employer identification number

23-7378777

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" on Form 990, Part IV, line 6.

	(a) Donor advised funds	(b) Funds and other accounts
1 Total number at end of year		
2 Aggregate value of contributions to (during year)		
3 Aggregate value of grants from (during year)		
4 Aggregate value at end of year		
5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Part II Conservation Easements. Complete if the organization answered "Yes" on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

<input type="checkbox"/> Preservation of land for public use (for example, recreation or education)	<input type="checkbox"/> Preservation of a historically important land area
<input type="checkbox"/> Protection of natural habitat	<input type="checkbox"/> Preservation of a certified historic structure
<input type="checkbox"/> Preservation of open space	

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

	Held at the End of the Tax Year
a Total number of conservation easements	2a
b Total acreage restricted by conservation easements	2b
c Number of conservation easements on a certified historic structure included on line 2a	2c
d Number of conservation easements included on line 2c acquired after July 25, 2006, and not on a historic structure listed in the National Register	2d

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year

4 Number of states where property subject to conservation easement is located

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds?

☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year

8 Does each conservation easement reported on line 2d above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)?

☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered "Yes" on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items.

(i) Revenue included on Form 990, Part VIII, line 1

(ii) Assets included in Form 990, Part X

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1

b Assets included in Form 990, Part X

LHA For Paperwork Reduction Act Notice, see the Instructions for Form 990.

Schedule D (Form 990) 2023

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply).

a ☐ Public exhibition

d ☐ Loan or exchange program

b ☐ Scholarly research

e ☐ Other _____

c ☐ Preservation for future generations

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets

to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements Complete if the organization answered "Yes" on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian, or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII and complete the following table:

	Amount
c Beginning balance	1c
d Additions during the year	1d
e Distributions during the year	1e
f Ending balance	1f

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If "Yes," explain the arrangement in Part XIII. Check here if the explanation has been provided in Part XIII ☐

Part V Endowment Funds Complete if the organization answered "Yes" on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

a Board designated or quasi-endowment _____ %

b Permanent endowment _____ %

c Term endowment _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

(i) Unrelated organizations? _____

(ii) Related organizations? _____

b If "Yes" on line 3a(ii), are the related organizations listed as required on Schedule R? _____

	Yes	No
3a(i)		
3a(ii)		
3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment

Complete if the organization answered "Yes" on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings		315,652.	98,220.	217,432.
c Leasehold improvements		98,916.	13,370.	85,546.
d Equipment				
e Other		37,601.	19,066.	18,535.
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, line 10c, column (B))				321,513.

Schedule D (Form 990) 2023

Part VII Investments - Other Securities

Complete if the organization answered "Yes" on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
Total. (Col. (b) must equal Form 990, Part X, line 12, col. (B))		

Part VIII Investments - Program Related.

Complete if the organization answered "Yes" on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
Total. (Col. (b) must equal Form 990, Part X, line 13, col. (B))		

Part IX Other Assets

Complete if the organization answered "Yes" on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, line 15, col. (B))	

Part X Other Liabilities

Complete if the organization answered "Yes" on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2) GRANTS- RESTRICTED	26,486.
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
Total. (Column (b) must equal Form 990, Part X, line 25, col. (B))	26,486.

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII... ☐

Schedule D (Form 990) 2023

Part XI	Reconciliation of Revenue per Audited Financial Statements With Revenue per Return
----------------	---

Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a		
b	Donated services and use of facilities	2b		
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	
3	Subtract line 2e from line 1		3	
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	
5	Total revenue. Add lines 3 and 4c . (This must equal Form 990, Part I, line 12.)		5	

Part XII	Reconciliation of Expenses per Audited Financial Statements With Expenses per Return
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Complete if the organization answered "Yes" on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines 2a through 2d		2e	
3	Subtract line 2e from line 1		3	
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines 4a and 4b		4c	
5	Total expenses. Add lines 3 and 4c . (This must equal Form 990, Part I, line 18.)		5	

Part XIII Supplemental Information

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Department of the Treasury
Internal Revenue Service

Supplemental Information Regarding Fundraising or Gaming Activities

Complete if the organization answered "Yes" on Form 990, Part IV, line 17, 18, or 19, or if the organization entered more than \$15,000 on Form 990-EZ, line 6a.

Attach to Form 990 or Form 990-EZ.

Go to www.irs.gov/Form990 for instructions and the latest information.

OMB No. 1545-0047

2023

Open to Public Inspection

Name of the organization

COGGESHALL FARM MUSEUM

Employer identification number

23-7378777

Part I

Fundraising Activities. Complete if the organization answered "Yes" on Form 990, Part IV, line 17. Form 990-EZ filers are not required to complete this part.

1 Indicate whether the organization raised funds through any of the following activities. Check all that apply.

- a** ☐ Mail solicitations
- b** ☐ Internet and email solicitations
- c** ☐ Phone solicitations
- d** ☐ In-person solicitations
- e** ☐ Solicitation of non-government grants
- f** ☐ Solicitation of government grants
- g** ☐ Special fundraising events

2 a Did the organization have a written or oral agreement with any individual (including officers, directors, trustees, or key employees listed in Form 990, Part VII) or entity in connection with professional fundraising services?

☐ Yes☐ **No**

b If "Yes," list the 10 highest paid individuals or entities (fundraisers) pursuant to agreements under which the fundraiser is to be compensated at least \$5,000 by the organization.

(i) Name and address of individual or entity (fundraiser)	(ii) Activity	(iii) Did fundraiser have custody or control of contributions?		(iv) Gross receipts from activity	(v) Amount paid to (or retained by) fundraiser listed in col. (i)	(vi) Amount paid to (or retained by) organization
		Yes	No			
Total						

3 List all states in which the organization is registered or licensed to solicit contributions or has been notified it is exempt from registration or licensing.

Part II Fundraising Events. Complete if the organization answered "Yes" on Form 990, Part IV, line 18, or reported more than \$15,000 of fundraising event contributions and gross income on Form 990-EZ, lines 1 and 6b. List events with gross receipts greater than \$5,000.

		(a) Event #1	(b) Event #2	(c) Other events	(d) Total events (add col. (a) through col. (c))
		GALA (event type)	PHILBRICK (event type)	1 (total number)	
Revenue	1 Gross receipts	71,060.	7,650.	2,950.	81,660.
	2 Less: Contributions	37,275.	0.	2,950.	40,225.
	3 Gross income (line 1 minus line 2)	33,785.	7,650.		41,435.
Direct Expenses	4 Cash prizes				
	5 Noncash prizes				
	6 Rent/facility costs				
	7 Food and beverages				
	8 Entertainment				
	9 Other direct expenses	80,155.			80,155.
	10 Direct expense summary. Add lines 4 through 9 in column (d)				80,155.
11 Net income summary. Subtract line 10 from line 3, column (d)				-38,720.	

Part III Gaming. Complete if the organization answered "Yes" on Form 990, Part IV, line 19, or reported more than \$15,000 on Form 990-EZ, line 6a.

		(a) Bingo	(b) Pull tabs/instant bingo/progressive bingo	(c) Other gaming	(d) Total gaming (add col. (a) through col. (c))
Revenue	1 Gross revenue				
Direct Expenses	2 Cash prizes				
	3 Noncash prizes				
	4 Rent/facility costs				
	5 Other direct expenses				
6 Volunteer labor	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No	<input type="checkbox"/> Yes _____ % <input type="checkbox"/> No		
7 Direct expense summary. Add lines 2 through 5 in column (d)					
8 Net gaming income summary. Subtract line 7 from line 1, column (d)					

9 Enter the state(s) in which the organization conducts gaming activities: _____

a Is the organization licensed to conduct gaming activities in each of these states? ☐ Yes ☐ No

b If "No," explain: _____

10a Were any of the organization's gaming licenses revoked, suspended, or terminated during the tax year? ☐ Yes ☐ No

b If "Yes," explain: _____

- 11** Does the organization conduct gaming activities with nonmembers? ☐ Yes ☐ No
- 12** Is the organization a grantor, beneficiary or trustee of a trust, or a member of a partnership or other entity formed to administer charitable gaming? ☐ Yes ☐ No
- 13** Indicate the percentage of gaming activity conducted in:
- | | | |
|--------------------------------------|------------|---|
| a The organization's facility | 13a | % |
| b An outside facility | 13b | % |
- 14** Enter the name and address of the person who prepares the organization's gaming/special events books and records:

Name

Address

- 15a** Does the organization have a contract with a third party from whom the organization receives gaming revenue? ☐ Yes ☐ No

b If "Yes," enter the amount of gaming revenue received by the organization \$ _____ and the amount of gaming revenue retained by the third party \$ _____

c If "Yes," enter name and address of the third party:

Name

Address

- 16** Gaming manager information:

Name

Gaming manager compensation \$ _____

Description of services provided

☐

Director/officer

☐

Employee

☐

Independent contractor

- 17** Mandatory distributions:

a Is the organization required under state law to make charitable distributions from the gaming proceeds to retain the state gaming license? ☐ Yes ☐ No

b Enter the amount of distributions required under state law to be distributed to other exempt organizations or spent in the organization's own exempt activities during the tax year \$ _____

Part IV Supplemental Information. Provide the explanations required by Part I, line 2b, columns (iii) and (v); and Part III, lines 9, 9b, 10b, 15b, 15c, 16, and 17b, as applicable. Also provide any additional information. See instructions.

Part IV		Supplemental Information <i>(continued)</i>
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[illegible]

SCHEDULE O
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.
Attach to Form 990 or Form 990-EZ.
Go to www.irs.gov/Form990 for the latest information.

OMB No. 1545-0047

2023

Open to Public
Inspection

Name of the organization

COGGESHALL FARM MUSEUM

Employer identification number
23-7378777

FORM 990, PART I, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

LOCAL COMMUNITY AND BEYOND AS A LIVING MUSEUM AND AS A VITAL

EDUCATIONAL RESOURCE THROUGH DEMONSTRATION OF DAILY FARM ACTIVITY AND

HONEST INTERPRETATION THAT REFLECTS ITS HISTORICAL INFLUENCE.

FORM 990, PART III, LINE 1, DESCRIPTION OF ORGANIZATION MISSION:

HISTORICAL, MULTI-CULTURAL INFLUENCE.

FORM 990, PART VI, SECTION A, LINE 3:

EFFECTIVE JANUARY 1, 2020 THE COGGESHALL BOARD OF DIRECTORS CONTRACTED OLD
STURBRIDGE VILLAGE (OSV) TO PROVIDE MANAGEMENT OVERSIGHT TO THE MUSEUM.

FORM 990, PART VI, SECTION B, LINE 11B:

THE CHAIRMAN OF THE BOARD REVIEWS THE FORM 990.

FORM 990, PART VI, SECTION C, LINE 19:

AVAILABLE UPON REQUEST



OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

**FINANCIAL STATEMENTS
JANUARY 31, 2024 AND 2023**

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Contents
January 31, 2024 and 2023

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Independent Auditor's Report

To the Board of Trustees of
Old Sturbridge, Inc. d/b/a Old Sturbridge Village:

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of Old Sturbridge, Inc. d/b/a Old Sturbridge Village (a Massachusetts corporation, not for profit) (OSV), which comprise the statements of financial position as of January 31, 2024 and 2023, and the related statements of activities, changes in net assets, cash flows and functional expenses for the years then ended, and the related notes to the financial statements.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the financial position of Old Sturbridge, Inc. d/b/a Old Sturbridge Village as of January 31, 2024 and 2023, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS). Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of OSV and to meet our other ethical responsibilities in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Emphasis of Matter – Continuance of Operations

As discussed in Note 17 to the financial statements, OSV has suffered recurring losses from operations and has a net capital deficiency. Management's evaluation of the events and conditions and management's plans to mitigate these matters are also described in Note 17. Our opinion is not modified with respect to this matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, which raise substantial doubt about OSV's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of OSV's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, which raise substantial doubt about OSV's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

AAFCPA, Inc.

Westborough, Massachusetts
May 31, 2024

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Statements of Financial Position
January 31, 2024 and 2023

Assets	2024			2023		
	Without Donor Restrictions	With Donor Restrictions	Total	Without Donor Restrictions	With Donor Restrictions	Total
Current Assets:						
Cash	\$ -	\$ 580,894	\$ 580,894	\$ -	\$ 280,712	\$ 280,712
Restricted cash	239,894	-	239,894	-	-	-
Current portion of assets held in trust	169,264	-	169,264	167,493	-	167,493
Short-term investments	1,150	-	1,150	1,150	-	1,150
Accounts receivable	202,632	-	202,632	121,243	-	121,243
Current portion of grants and pledges receivable	52,439	201,250	253,689	63,917	181,250	245,167
Inventories, net of reserves of \$2,000 as of January 31, 2024 and 2023	188,106	-	188,106	160,825	-	160,825
Prepaid expenses	59,076	-	59,076	42,213	-	42,213
Total current assets	912,561	782,144	1,694,705	556,841	461,962	1,018,803
Assets Held in Trust, net of current portion						
Investments	2,371,281	502,764	2,874,045	2,407,056	484,279	2,891,335
Grants and Pledges Receivable, net of current portion and discount	466,048	16,586,418	17,052,466	3,374,687	14,552,195	17,926,882
Property and Equipment, net	279,341	80,120	359,461	-	575,839	575,839
Due (To) From	6,517,844	-	6,517,844	5,886,624	-	5,886,624
	(325,499)	325,499	-	(124,339)	124,339	-
Total assets	\$ 10,221,576	\$ 18,276,945	\$ 28,498,521	\$ 12,100,869	\$ 16,198,614	\$ 28,299,483
Liabilities and Net Assets						
Current Liabilities:						
Note payable to a bank	\$ 2,170,997	\$ -	\$ 2,170,997	\$ 1,938,250	\$ -	\$ 1,938,250
Current portion of long-term debt	184,047	-	184,047	178,040	-	178,040
Current portion of split-interest agreement liabilities	169,264	-	169,264	167,493	-	167,493
Accounts payable and accrued expenses	771,486	-	771,486	1,027,539	-	1,027,539
Deferred revenue	375,627	-	375,627	273,547	-	273,547
Total current liabilities	3,671,421	-	3,671,421	3,584,869	-	3,584,869
Long-term Debt, net of current portion						
Split-Interest Agreement Liabilities, net of current portion	5,732,933	-	5,732,933	5,916,951	-	5,916,951
	2,413,238	-	2,413,238	2,446,079	-	2,446,079
Total liabilities	11,817,592	-	11,817,592	11,947,899	-	11,947,899
Net Assets:						
Without donor restrictions:						
Operating	(4,338,469)	-	(4,338,469)	(1,846,726)	-	(1,846,726)
Property and equipment	2,742,453	-	2,742,453	1,999,696	-	1,999,696
Total without donor restrictions	(1,596,016)	-	(1,596,016)	152,970	-	152,970
With donor restrictions						
	-	18,276,945	18,276,945	-	16,198,614	16,198,614
Total net assets	(1,596,016)	18,276,945	16,680,929	152,970	16,198,614	16,351,584
Total liabilities and net assets	\$ 10,221,576	\$ 18,276,945	\$ 28,498,521	\$ 12,100,869	\$ 16,198,614	\$ 28,299,483

The accompanying notes are an integral part of these statements.

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Statements of Activities

For the Years Ended January 31, 2024 and 2023

	2024		2023	
	Without Donor Restrictions	With Donor Restrictions	Without Donor Restrictions	With Donor Restrictions
Operating Support and Revenue:				
Public support:				
Gifts, grants and bequests	\$ 3,223,660	\$ 374,487	\$ 3,311,971	\$ 439,028
Appropriation for spending	646,000	-	530,000	-
Net assets released from purpose restrictions	695,906	(695,906)	528,543	(528,543)
Net assets released from time restrictions	-	-	82,080	(82,080)
Total public support	4,565,566	(321,419)	4,452,594	(171,595)
Earned revenue:				
Admissions	1,648,533	-	1,592,294	-
Special events programs	1,637,742	-	1,448,683	-
Retail operations	1,255,931	-	1,100,877	-
Food service	935,280	-	847,866	-
Rents	844,903	-	817,383	-
Contracted service	703,673	-	582,651	-
Membership	586,076	-	540,151	-
Lodge	88,737	-	14,350	-
Other	87,197	-	42,048	-
Total earned revenue	7,788,072	-	6,926,303	-
Total operating support and revenue	12,353,638	(321,419)	11,378,897	(171,595)
Operating Expenses:				
Education and public programs	6,287,660	-	6,336,450	-
Research, curatorial and library	1,661,211	-	1,610,752	-
Merchandising	1,269,309	-	1,122,118	-
Food service	1,298,879	-	962,772	-
Lodge	522,552	-	587,469	-
General and administrative	2,832,177	-	2,798,380	-
External affairs	1,618,097	-	1,958,597	-
Total operating expenses	15,489,885	-	15,376,538	-
Changes in net assets from operations	(3,136,247)	(321,419)	(3,997,641)	(171,595)
Non-Operating Revenue (Expenses):				
Contributions - endowment	-	2,628,308	-	2,618,036
Investment income gain (loss), net	138,910	850,066	(112,791)	(636,523)
Insurance proceeds	692,291	-	-	-
Contributions - capital	-	252,149	-	1,329,560
Change in value of split-interest agreements	-	18,485	-	62,843
Net assets released from capital restrictions	703,258	(703,258)	643,099	(643,099)
Loss on disposal of assets	(147,198)	-	(4,261)	-
Appropriation for spending	-	(646,000)	-	(530,000)
Total non-operating revenue (expenses)	1,387,261	2,399,750	526,047	2,839,655
Changes in net assets	\$ (1,748,986)	\$ 2,078,331	\$ (3,471,594)	\$ 2,142,013
				\$ (1,329,581)

The accompanying notes are an integral part of these statements.

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Statements of Changes in Net Assets
For the Years Ended January 31, 2024 and 2023

	Without Donor Restrictions			With Donor Restrictions	Total
	Operating	Property and Equipment	Total		
Net Assets, January 31, 2022	\$ 2,289,851	\$ 1,334,713	\$ 3,624,564	\$ 14,056,601	\$ 17,681,165
Changes in net assets	(3,558,266)	86,672	(3,471,594)	2,142,013	(1,329,581)
Transfer for acquisition of property and equipment and debt payments	(578,311)	578,311	-	-	-
Net Assets, January 31, 2023	(1,846,726)	1,999,696	152,970	16,198,614	16,351,584
Changes in net assets	(1,945,297)	196,311	(1,748,986)	2,078,331	329,345
Transfer for acquisition of property and equipment and debt payments	(546,446)	546,446	-	-	-
Net Assets, January 31, 2024	\$ (4,338,469)	\$ 2,742,453	\$ (1,596,016)	\$ 18,276,945	\$ 16,680,929

The accompanying notes are an integral part of these statements.

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Statements of Cash Flows

For the Years Ended January 31, 2024 and 2023

	2024	2023
Cash Flows from Operating Activities:		
Changes in net assets	\$ 329,345	\$ (1,329,581)
Adjustments to reconcile changes in net assets to net cash used in operating activities:		
Depreciation	506,947	470,174
Discount on pledges receivable	(39,872)	71,661
Contributions - endowment	(2,628,308)	(2,618,036)
Contributions - capital	(252,149)	(1,329,560)
Investment (income) loss, net	(988,976)	636,523
Loss on disposal of property and equipment	147,198	4,261
Changes in value of split-interest agreement liabilities	137,330	(230,620)
Changes in value of assets held in trust	15,519	370,323
Changes in operating assets and liabilities:		
Accounts receivable	(81,389)	45,458
Grants and pledges receivable	247,728	(690,667)
Inventories	(27,281)	(51,859)
Prepaid expenses	(16,863)	37,732
Accounts payable and accrued expenses	(181,191)	(101,461)
Deferred revenue	102,080	21,642
Net cash used in operating activities	(2,729,882)	(4,694,010)
Cash Flows from Investing Activities:		
Acquisitions of property and equipment	(1,360,227)	(882,322)
Purchases of investments	(278,018)	(5,416,818)
Payments to annuitants	(168,400)	(184,669)
Proceeds from sale of investments	2,141,410	2,422,773
Proceeds from sale of property and equipment	-	1,776
Net cash provided by (used in) investing activities	334,765	(4,059,260)
Cash Flows from Financing Activities:		
Net, proceeds on note payable to a bank	232,747	1,938,250
Contributions - capital	252,149	1,329,560
Contributions - endowment	2,628,308	2,618,036
Principal payments on long-term debt	(178,011)	(183,067)
Net cash provided by financing activities	2,935,193	5,702,779
Net Change in Cash	540,076	(3,050,491)
Cash:		
Beginning of year	280,712	3,331,203
End of year	\$ 820,788	\$ 280,712
Reconciliation of Cash and Restricted Cash Reported Within the Statements of Financial Position:		
Cash	\$ 580,894	\$ 280,712
Restricted cash	239,894	-
Total cash and restricted cash	\$ 820,788	\$ 280,712
Supplemental Disclosure of Cash Flow Information:		
Cash paid for interest	\$ 390,006	\$ 283,224
Acquisition of property and equipment included in accounts payable and accrued expenses	\$ 80,767	\$ 155,629

The accompanying notes are an integral part of these statements.

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OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Statement of Functional Expenses

For the Year Ended January 31, 2024

[With Summarized Comparative Totals for the Year Ended January 31, 2023]

	2024										2023	
	Program Services					Supporting Services						
	Education and Public Programs	Research, Curatorial and Library	Merchandising	Food Service	Lodge	Total Program	General and Administrative	External Affairs	Total Supporting	Total		
Payroll and Related:												
Salaries	\$ 3,682,477	\$ 741,288	\$ 423,156	\$ 492,653	\$ 124,277	\$ 5,463,861	\$ 1,484,308	\$ 645,336	\$ 2,129,644	\$ 7,593,505	\$ 7,289,688	
Payroll taxes and benefits	725,670	161,380	88,741	102,132	24,876	1,102,799	246,874	139,542	386,416	1,489,215	1,319,983	
Total payroll and related	4,408,147	902,668	511,907	594,785	149,153	6,566,660	1,731,182	784,878	2,516,060	9,082,720	8,609,671	
Operating Expenses:												
Maintenance	335,529	192,355	28,271	150,441	77,821	784,417	76,005	14,907	90,912	875,329	1,356,748	
Special events and programs	567,792	63,739	-	125	9,521	641,177	-	145,865	145,865	787,042	1,014,952	
Utilities	271,976	159,875	39,176	88,029	129,242	688,298	74,223	20,658	94,881	783,179	706,536	
Food and retail cost of goods sold	-	-	488,853	278,598	-	767,451	-	-	-	767,461	695,894	
Office and other supplies	23,284	19,968	108,470	69,322	25,035	246,079	293,533	48,925	342,458	588,537	564,908	
Security	183,482	159,159	39,001	48,095	51,732	481,469	20,565	20,565	41,130	522,599	493,117	
Depreciation	195,855	58,503	27,905	37,771	42,468	362,502	134,575	9,870	144,445	506,947	470,174	
Interest expense	-	-	-	-	-	-	390,005	-	390,005	390,005	283,223	
Insurance	120,982	104,944	25,716	31,713	15,113	298,468	13,560	13,560	27,120	325,588	292,505	
Advertising and promotion	174,809	-	-	-	-	174,809	-	142,699	142,699	317,508	361,360	
Consulting	5,804	-	-	-	-	5,804	59,171	215,427	274,598	280,402	270,832	
Printing and publications	-	-	-	-	-	-	-	200,743	200,743	200,743	195,730	
Taxes	-	-	-	-	22,467	22,467	39,358	-	39,358	61,825	60,888	
Total operating expenses	1,879,513	758,543	757,402	704,094	373,399	4,472,951	1,100,995	833,219	1,934,214	6,407,165	6,766,867	
Total expenses	\$ 6,287,660	\$ 1,661,211	\$ 1,269,309	\$ 1,298,879	\$ 522,552	\$ 11,039,611	\$ 2,832,177	\$ 1,618,097	\$ 4,450,274	\$ 15,489,885	\$ 15,376,538	

The accompanying notes are an integral part of these statements.

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Statement of Functional Expenses
For the Year Ended January 31, 2023

	Program Services					Supporting Services				
	Education and Public Programs	Research, Curatorial and Library	Merchandising	Food Service	Lodge	Total Program	General and Administrative	External Affairs	Total Supporting	Total
Payroll and Related:										
Salaries	\$ 3,471,485	\$ 674,517	\$ 367,219	\$ 319,530	\$ 224,376	\$ 5,057,127	\$ 1,605,225	\$ 627,336	\$ 2,232,561	\$ 7,289,688
Payroll taxes and benefits	683,692	132,571	60,262	63,251	14,279	954,055	252,786	113,142	365,928	1,319,983
Total payroll and relatec	4,155,177	807,088	427,481	382,781	238,655	6,011,182	1,858,011	740,478	2,598,489	8,609,671
Operating Expenses:										
Maintenance	774,844	284,754	34,066	70,379	82,865	1,246,908	89,085	20,755	109,840	1,356,748
Special events and programs	518,175	58,464	-	-	2,600	579,239	37,410	398,303	435,713	1,014,952
Utilities	257,858	148,253	36,328	57,034	128,254	627,727	56,676	22,133	78,809	706,536
Food and retail cost of goods sold	-	-	438,752	257,142	-	695,894	-	-	-	695,894
Office and other supplies	26,926	22,609	108,045	74,062	16,280	247,922	270,077	46,909	316,986	564,908
Security	174,692	146,682	35,943	44,325	47,677	449,319	21,899	21,899	43,798	493,117
Depreciation	166,001	49,907	18,715	48,947	38,124	321,594	124,473	24,007	148,480	470,174
Interest expense	-	-	-	-	-	-	283,223	-	283,223	283,223
Insurance	110,752	92,995	22,788	28,102	10,100	264,737	13,884	13,884	27,768	292,505
Advertising and promotion	135,193	-	-	-	-	135,193	-	226,167	226,167	361,360
Consulting	16,832	-	-	-	-	16,832	5,668	248,332	254,000	270,832
Printing and publications	-	-	-	-	-	-	-	195,730	195,730	195,730
Taxes	-	-	-	-	22,914	22,914	37,974	-	37,974	60,888
Total operating expenses	2,181,273	803,664	694,637	579,991	348,814	4,608,379	940,369	1,218,119	2,158,488	6,766,867
Total expenses	\$ 6,336,450	\$ 1,610,752	\$ 1,122,118	\$ 962,772	\$ 587,469	\$ 10,619,561	\$ 2,798,380	\$ 1,958,597	\$ 4,756,977	\$ 15,376,538

The accompanying notes are an integral part of these statements.

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Notes to Financial Statements
January 31, 2024 and 2023

1. OPERATIONS AND NONPROFIT STATUS

Old Sturbridge, Inc. d/b/a Old Sturbridge Village (OSV) is a not-for-profit organization founded in 1946 to maintain an outdoor museum of early New England culture. Its primary purpose is to collect, preserve and exhibit, interpret, and provide education of early New England culture.

OSV is an outdoor history museum which depicts a rural New England town in the 1830's. OSV also operates a lodging complex and manages two Massachusetts public charter schools, the Old Sturbridge Academy and Worcester Cultural Academy. Effective January 1, 2020, OSV began managing Coggeshall Farm Museum in Bristol, Rhode Island. OSV invites visitors into more than forty original buildings, including homes, meetinghouses, a district school, country store, bank, working farm, three water-powered mills, and trade shops.

OSV is exempt from Federal income taxes as an organization (not a private foundation) formed for charitable purposes under Section 501(c)(3) of the Internal Revenue Code (IRC). Donors may deduct contributions made to OSV within the IRC requirements. OSV is also exempt from state income taxes. Although OSV is organized as a nonprofit corporation, net income from certain activities is subject to unrelated business income taxation under IRC and Massachusetts General Laws at applicable corporate rates.

2. SIGNIFICANT ACCOUNTING POLICIES

Basis of Presentation

OSV prepares its financial statements in accordance with generally accepted accounting standards and principles (U.S. GAAP) established by the Financial Accounting Standards Board (FASB). References to U.S. GAAP in these notes are to the FASB Accounting Standards Codification (ASC).

Recently Adopted Accounting Pronouncement

In June 2016, the FASB issued Accounting Standards Update (ASU) 2016-13, *Financial Instruments—Credit Losses (Topic 326): Measurement of Credit Losses on Financial Instruments*. ASU 2016-13 replaces the “incurred loss” credit losses framework with a new accounting standard that requires management’s measurement of the allowance for credit losses to be based on a broader range of reasonable and supportable information for lifetime credit loss estimates. This amendment was adopted effective February 1, 2023, with no impact to OSV’s financial statements.

Estimates

The preparation of financial statements in accordance with U.S. GAAP requires management to make estimates and assumptions that may affect the reported amounts of assets and liabilities and the disclosure of contingent assets and liabilities as of the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Notes to Financial Statements
January 31, 2024 and 2023

2. SIGNIFICANT ACCOUNTING POLICIES (Continued)

Estimates (Continued)

The most sensitive estimates affecting the financial statements were:

- Change in value of split-interest agreement liabilities, which is based on management's estimate of the discount rate and Internal Revenue Service (IRS) life-expectancy tables.
- The allocation of indirect costs, which is based on management's estimate of the percentage attributable to each function, which is allocated based on square footage occupied by function or department and other relevant factors.
- Allowance for doubtful accounts related to grants and pledges receivable, which is based on collection history with donors, specific identification of probable losses, and an estimate of additional losses based on historical write-off experience.
- Allowance for credit losses for accounts receivable is established based on managements' evaluation of the creditworthiness of customers, historical experience of collections, and current economic conditions.
- Depreciable lives of property and equipment, which are based on management's expectation of the period of the time the class of asset will provide future economic benefit to OSV.

Net Assets

Without Donor Restrictions

Net assets without donor restrictions are those net resources that bear no external restrictions and are generally available for use by OSV. OSV has grouped its net assets without donor restrictions into the following categories:

Operating net assets represent funds available to carry on the operations of OSV.

Property and equipment net assets reflect the net book value of OSV's property and equipment, net of related debt.

With Donor Restrictions

Net assets with donor restrictions represent amounts received or committed with donor restrictions which have not yet been expended for their designated purposes (purpose restricted), amounts with donor capital restrictions which will be recognized when the assets are placed in service (capital restricted), amounts for unrestricted use in future periods (time restricted), and amounts received from donors with the stipulation that the principal will be held in perpetuity and only the investment income can be spent. In accordance with Massachusetts law, all earnings and appreciation of a donor restricted endowment are restricted until appropriated by the Board of Trustees.

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Notes to Financial Statements
January 31, 2024 and 2023

2. SIGNIFICANT ACCOUNTING POLICIES (Continued)**Net Assets (Continued)**

Net assets with donor restrictions consist of the following at January 31:

	<u>2024</u>	<u>2023</u>
Subject to OSV's endowment spending policy and appropriation (see Note 7):		
Investment in perpetuity (including amounts above the original gift amounts of \$15,655,102 and \$13,026,794 as of January 31, 2024 and 2023, respectively), which once appropriated are expendable to support:		
General	\$ 12,163,902	\$ 9,405,954
Purpose	<u>4,928,888</u>	<u>4,867,553</u>
	<u>17,092,790</u>	<u>14,273,507</u>
Assets Held in Trust	<u>502,764</u>	<u>484,279</u>
Subject to expenditure for specified purpose:		
Programs	236,814	445,305
Capital renovations	180,078	798,701
Exhibit	172,155	130,242
Educational	59,900	50,000
Maintenance	<u>15,000</u>	<u>-</u>
	<u>663,947</u>	<u>1,424,248</u>
Subject to the passage of time:		
Pooled income funds	<u>17,444</u>	<u>16,580</u>
Total net assets with donor restrictions	<u>\$ 18,276,945</u>	<u>\$ 16,198,614</u>

Net assets were released from donor restrictions by incurring expenses satisfying the restricted purpose or by occurrence of the passage of time or other events specified by the donors as follows for the years ended January 31:

	<u>2024</u>	<u>2023</u>
Restricted-purpose endowment spending distributions and appropriations:		
General	\$ 425,813	\$ 308,761
Purpose	<u>220,187</u>	<u>221,239</u>
	<u>646,000</u>	<u>530,000</u>
Time restricted	<u>-</u>	<u>82,080</u>
Satisfaction of purpose restrictions:		
Capital renovations	703,258	643,099
Program	406,627	472,043
Maintenance	133,409	12,000
Exhibit	120,870	4,500
Educational	<u>35,000</u>	<u>40,000</u>
	<u>1,399,164</u>	<u>1,171,642</u>
Total released from donor restrictions	<u>\$ 2,045,164</u>	<u>\$ 1,783,722</u>

2. SIGNIFICANT ACCOUNTING POLICIES (Continued)

Statements of Activities

Transactions deemed by management to be ongoing, major, or central to the provision of program services are reported as operating support and revenue and operating expenses in the accompanying statements of activities. Non-operating revenue (expenses) includes capital, endowment and investment transactions.

Revenue Recognition

Public Support

In accordance with ASC Subtopic 958-605, *Revenue Recognition (Topic 958)*, OSV must determine whether a contribution (or a promise) is conditional or unconditional for transactions deemed to be a contribution. A contribution is considered to be a conditional contribution if an agreement includes a barrier that must be overcome and either a right of return of assets or a right of release of a promise to transfer assets exists. Indicators of a barrier include a measurable performance-related barrier or other measurable barriers, a stipulation that limits discretion by the recipient on the conduct of an activity, and stipulations that are related to the purpose of the agreement. ASC Topic 958 prescribes that OSV should not consider probability of compliance with the barrier when determining if such awards are conditional and should be reported as conditional grant advance liabilities until such conditions are met.

Gifts, grants and bequests are recorded as services are provided and costs are incurred. Gifts, grants and bequests with donor restrictions are recorded as revenues and net assets with donor restrictions when received or unconditionally pledged. Transfers are made to net assets without donor restrictions as costs are incurred or time restrictions or program restrictions have lapsed. Donor restricted grants received and satisfied in the same period are included in net assets without donor restrictions. Gifts, grants and bequests without donor restrictions are recorded as revenues and net assets without donor restrictions when received or unconditionally committed by the donor.

Bequests

OSV is and may be named principal beneficiary of various trusts and wills. The amounts to be received, if any, cannot be determined, and therefore, are not reflected in OSV's financial statements until the amounts become known or are received. OSV recognizes revenue as cash is received.

Earned Revenue

In accordance with ASC Topic 606, *Revenue from Contracts with Customers (Topic 606)*, revenue is recognized on contracts with customers when or as performance obligations are satisfied, which is the period or the point in time where the customer receives the benefits of the contract. Judgment is applied to determine first whether the performance obligations are satisfied over time and, if not, then the point in time at which the performance obligation is satisfied. Where revenue is recognized over time, judgment is used to determine the method which best depicts the transfer of the performance obligation. Where an input method is used, significant estimation is required to determine the progress towards delivering the performance obligation.

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Notes to Financial Statements
January 31, 2024 and 2023

2. SIGNIFICANT ACCOUNTING POLICIES (Continued)

Revenue Recognition (Continued)

Earned Revenue (Continued)

Membership

OSV analyzed its membership dues for elements of contribution and exchange transactions in accordance with ASC Topic 958. OSV has concluded that because the fair value of the benefits received through the membership exceed the membership fee, the entire transaction is considered an exchange transaction, and therefore, accounted for under ASC Topic 606. The membership dues are therefore recognized ratably over the membership period as the performance obligations are satisfied over time.

The timing of revenue recognition, billings and cash collections results in billed accounts receivable in the accompanying statements of financial position (contract assets). In addition, OSV receives certain billings in advance of revenue recognition resulting in contract liabilities. These payments are presented as deferred revenue in the accompanying statements of financial position.

Food Service, Special Events Programs and Admissions

OSV provides an array of food and beverages for visitors at a number of locations on the site. The performance obligation is the delivery of the goods or services to the customer. The transaction price is established by OSV based on cost and market conditions. As each item is individually priced, no allocation of the transaction price is necessary. OSV recognizes revenue at the point of sale.

OSV conducts program-related experiences, such as summer theatre or Christmas by Candlelight where the performance obligation is delivery of the program. Fees for these programs are set by OSV and have not been allocated as the program is considered to be one performance obligation. Fees collected in advance of delivery of the program are initially recorded as deferred revenue (contract liabilities) and are only recognized as revenue in the statements of activities after delivery of the program has occurred.

Admissions revenue is recognized at the point in time in which the customer is admitted to the museum.

Retail Operations

During fiscal years 2024 and 2023, OSV operated two retail gift shops. The performance obligation of the gift shops are the delivery of goods and products to the customer. The transaction price is established by OSV based on cost and market conditions. As each item is individually priced, no allocation of the transaction price is necessary. OSV recognizes revenue at the point of sale.

Contracted Service

Contracted service consists of revenue generated from management services provided to two unrelated entities operating Massachusetts charter schools and an unrelated organization that operates a similar museum in Rhode Island. Revenue is recognized ratably over the terms of the relevant agreement as the performance obligations are satisfied over time.

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Notes to Financial Statements
January 31, 2024 and 2023

2. SIGNIFICANT ACCOUNTING POLICIES (Continued)

Revenue Recognition (Continued)

Earned Revenue (Continued)

Rents and Lodge

Rental income is recognized over the lease term. Lodging is recorded when earned under the terms of the relevant agreement. Other revenue is recognized when earned.

The beginning and ending earned revenue receivable balances were as follows at January 31:

	<u>2022</u>	<u>2023</u>	<u>2024</u>
Accounts receivables	\$ 166,701	\$ 121,243	\$ 202,632
Deferred revenue	\$ 251,905	\$ 273,547	\$ 375,627

Expense Allocation

Expenses related directly to a function are recorded to that function, while other expenses are allocated to functions based upon management's estimate of the percentage attributable to each function.

The financial statements contain certain categories of expenses that are attributable to program and supporting functions and are allocated on a reasonable basis that is consistently applied. The expenses that are allocated include salaries, payroll taxes and benefits, utilities, maintenance, office and other supplies, and depreciation, which are allocated based on square footage occupied by function or department.

Fair Value Measurements

OSV follows the accounting and disclosure standards pertaining to ASC Topic, *Fair Value Measurements*, for qualifying assets and liabilities. Fair value is defined as the price that OSV would receive upon selling an asset or pay to settle a liability in an orderly transaction between market participants.

OSV uses a framework for measuring fair value that includes a hierarchy that categorizes and prioritizes the sources used to measure and disclose fair value. This hierarchy is broken down into three levels based on inputs that market participants would use in valuing the financial instruments based on market data obtained from sources independent of OSV. Inputs refer broadly to the assumptions that market participants would use in pricing the financial instrument, including assumptions about risk. Inputs may be observable or unobservable. Observable inputs are inputs that reflect the assumptions market participants would use in pricing the financial instrument developed based on market data obtained from sources independent of the reporting entity. Unobservable inputs are inputs that reflect the reporting entity's own assumptions about the assumptions market participants would use in pricing the asset or liability developed based on the best information available. The three-tier hierarchy of inputs is summarized in the three broad levels as follows:

Level 1 - Inputs that reflect unadjusted quoted prices in active markets for identical assets or liabilities at the measurement date.

Level 2 - Inputs other than quoted prices that are observable for the asset or liability either directly or indirectly, including inputs in markets that are not considered to be active.

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Notes to Financial Statements
January 31, 2024 and 2023

2. SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fair Value Measurements (Continued)

Level 3 - Inputs that are unobservable, and which require significant judgment or estimation.

An asset or liability's level within the framework is based upon the lowest level of any input that is significant to the fair value measurement.

Cash and Cash Equivalents

Cash and cash equivalents held in the investment portfolio (see Note 3) include money market mutual funds and cash deposit accounts, which are considered Level 1 in the fair value hierarchy and are not included in cash for statements of cash flows purposes.

Investments

If an investment is directly held by OSV, and an active market with quoted prices exists, the market price of an identical security is used to report fair value. Reported fair values of shares in mutual funds are based on share prices reported by the funds as of the last business day of the fiscal year.

A summary of inputs used in valuing OSV's investments as of January 31, 2024 and 2023, is included in Note 3.

Split-Interest Agreement Liabilities

OSV has entered into charitable gift annuity contracts with various donors. Under such contracts, donors transfer assets to OSV in return for promises by OSV to pay specific annuities to designated beneficiaries for their lifetimes. Under these agreements, the obligation to make annuity payments is guaranteed by all the assets of OSV. Upon the death of a beneficiary, the annuity payment obligation ceases.

Contributions implicit in these split-interest agreements are generally recorded as increase in net assets without donor restrictions unless the donor has permanently restricted OSV's use of future distributions of assets or imposed other restrictions on the use of the transferred assets.

The present value of payments to beneficiaries of charitable gift annuities and assets held in trust are calculated using discount rates which represent the risk adjusted rates in existence at the date of the gift. Gains or losses resulting from changes in actuarial assumptions and accretions of the discount are recorded as increases or decreases in the respective net asset class in the statements of activities. These inputs to the fair value estimate are considered Level 3 in the fair value hierarchy.

All Other Assets and Liabilities

The carrying value of all other qualifying assets and liabilities, including long-term debt, does not differ materially from its estimated fair value and are considered Level 1 in the fair value hierarchy.

Restricted Cash

Restricted cash consist of insurance proceeds for the repair of the property that was damaged by a fire during fiscal year 2024 (see Note 4).

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Notes to Financial Statements
January 31, 2024 and 2023

2. SIGNIFICANT ACCOUNTING POLICIES (Continued)

Accounts Receivable and Allowance for Credit Losses

Accounts receivable are recorded at the invoiced amount and do not bear interest. The allowance for credit losses is established based on historical experience, current economic conditions, and other relevant factors, as determined in accordance with the Current Expected Credit Loss (CECL) model. There was no allowance for credit losses as of January 31, 2024 and 2023.

Grants and Pledges Receivable and Allowance for Doubtful Accounts

Grants and pledges receivable consist of contributions committed to OSV. Grants and pledges are recorded at their net present value when unconditionally committed. An allowance for doubtful accounts is based on past collection experience together with a review of the current status of existing grants. There was no allowance for doubtful accounts deemed necessary as of January 31, 2024 and 2023.

Grants and pledges receivable are expected to be collected as follows at January 31:

	<u>2024</u>	<u>2023</u>
Due in one year	\$ 253,689	\$ 245,167
Due in one to five years	<u>391,250</u>	<u>647,500</u>
	644,939	892,667
Less - discount to present value of future cash flows	31,789	71,661
Less - current portion	<u>253,689</u>	<u>245,167</u>
Grants and pledges receivable, net of current portion	<u>\$ 359,461</u>	<u>\$ 575,839</u>

Long-term grants and pledges receivable at January 31, 2024, have been discounted at rates of 3.8% to 7.5%. Long-term grants and pledges receivable at January 31, 2023, have been discounted at rates of 3.63% to 6.75%.

Investments

Interest, dividends and mutual fund distributions are recorded when earned. Realized and unrealized gains and losses are recognized as incurred or based on fair value changes during the period (see Note 3). Appreciation on funds held in perpetuity is included in net assets with donor restrictions (see Note 7). Short-term investments consist of the investments that will be used to satisfy the current portion of amounts due on the charitable gift annuities (see Note 6). Investments without donor restrictions are classified as long-term based on management's intent.

Property and Equipment and Depreciation

Property and equipment having a fair value of \$1,000 or more and a useful life of at least three years are capitalized. Purchased property and equipment are recorded at cost (see Note 4). Donated property and equipment are recorded at fair value at the time of donation. Renewals and betterments are capitalized, while repairs and maintenance are expensed as they are incurred.

Depreciation is computed using the straight-line method over the following estimated useful lives:

Building, improvements and grounds	7 - 39 years
Machinery and equipment	5 - 7 years

Land is not depreciated.

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Notes to Financial Statements
January 31, 2024 and 2023

2. SIGNIFICANT ACCOUNTING POLICIES (Continued)

Property and Equipment and Depreciation (Continued)

OSV accounts for the carrying value of its property and equipment in accordance with ASC Topic, *Impairment or Disposal of Long-Lived Assets*. As of January 31, 2024 and 2023, OSV has not recognized any reduction in the carrying value of its property and equipment when considering this standard.

Inventories

Inventories consist primarily of OSV-created gift shop merchandise and food and beverages as well as merchandise bought from third party vendors. The inventories are accounted for at the lower of cost (as determined by the first-in, first-out (FIFO) method) or net realizable value. A reserve for obsolete or slow-moving inventory is established as needed. The reserve was \$2,000 at January 31, 2024 and 2023.

Museum Collections

In accordance with *Other Presentation Matters - General (Subtopic 360-45): Disclosure of Art, Historical Treasures, and Similar Assets*, OSV does not capitalize its collections as an asset in the statements of financial position. Museum collections include antique buildings, artwork and objects that are held for educational, research and curatorial purposes. Each of the items is cataloged, preserved, and cared for, and activities verifying their existence and assessing their condition are performed continuously. Periodically, OSV determines that some collections are not appropriate to the museum's purpose and will sell or de-access certain pieces. The de-accession proceeds are to be utilized as determined by the Board of Trustees for future collection acquisitions unless the original donor has specified a restriction on the de-accession proceeds. During fiscal year 2024, there were purchases of approximately \$2,000 which were recorded as collections. This amount is included in special events and programs in the accompanying statement of functional expenses for the year ended January 31, 2024. There were no purchases during fiscal year 2023.

Advertising Costs

OSV expenses advertising costs as incurred. Total advertising costs for the years ended January 31, 2024 and 2023, were \$93,355 and \$95,166, respectively, and are included in advertising and promotion in the accompanying statements of functional expenses.

Income Taxes

OSV accounts for uncertainty in income taxes in accordance with ASC Topic, *Income Taxes*. This standard clarifies the accounting for uncertainty in tax positions and prescribes a recognition threshold and measurement attribute for the financial statements regarding a tax position taken or expected to be taken in a tax return. OSV has determined that there are no uncertain tax positions which qualify for either recognition or disclosure in the financial statements at January 31, 2024 and 2023. OSV's information and tax returns are subject to examination by the Federal and state jurisdictions and generally remain open for the most recent three years.

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Notes to Financial Statements
January 31, 2024 and 2023

2. SIGNIFICANT ACCOUNTING POLICIES (Continued)**Donated Services**

OSV receives services from volunteers and donated goods in various aspects of its programs. The value of these goods and services is not reflected in the accompanying financial statements, since the value is not ascertainable and does not meet the criteria for ASC Topic, *Accounting for Contributions Received and Contributions Made*.

Subsequent Events

Subsequent events have been evaluated through May 31, 2024, which is the date the financial statements were available to be issued. There were no events that met the criteria for recognition or disclosure in the financial statements.

3. INVESTMENTS

The following tables present OSV's investments portfolio and the inputs used to determine the fair value at January 31:

Investment Type	2024			
	Level 1	Level 2	Level 3	Total
Fixed income:				
Corporate bonds	\$ -	\$ 2,181,774	\$ -	\$ 2,181,774
US Treasury notes	-	964,159	-	964,159
Other bonds and security	-	637,792	-	637,792
Total fixed income	-	3,783,725	-	3,783,725
Equities:				
Information technology	3,347,204	-	-	3,347,204
Industrials	1,995,127	-	-	1,995,127
Healthcare	1,897,876	-	-	1,897,876
Food and beverage	1,246,485	-	-	1,246,485
Financials	1,090,803	-	-	1,090,803
Consumer	833,100	-	-	833,100
Communication	271,845	-	-	271,845
Energy	270,829	-	-	270,829
Manufacture	210,028	-	-	210,028
Real estate	177,650	-	-	177,650
Total equities	11,340,947	-	-	11,340,947
Cash and cash equivalents	1,928,944	-	-	1,928,944
Total	\$ 13,269,891	\$ 3,783,725	\$ -	\$ 17,053,616

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Notes to Financial Statements
January 31, 2024 and 2023

3. INVESTMENTS (Continued)

Investment Type	2023			
	Level 1	Level 2	Level 3	Total
Fixed income:				
Corporate bonds	\$ -	\$ 2,012,292	\$ -	\$ 2,012,292
US Treasury notes	-	1,314,751	-	1,314,751
Other bonds and security	-	<u>1,045,422</u>	-	<u>1,045,422</u>
Total fixed income	-	<u>4,372,465</u>	-	<u>4,372,465</u>
Equities:				
Information technology	2,471,167	-	-	2,471,167
Industrials	2,040,922	-	-	2,040,922
Healthcare	2,041,082	-	-	2,041,082
Food and beverage	1,202,798	-	-	1,202,798
Financials	1,133,640	-	-	1,133,640
Consumer	1,006,723	-	-	1,006,723
Communication	266,838	-	-	266,838
Energy	284,871	-	-	284,871
Manufacture	190,012	-	-	190,012
Real estate	301,130	-	-	301,130
Other securities	<u>21,950</u>	-	-	<u>21,950</u>
Total equities	<u>10,961,133</u>	-	-	<u>10,961,133</u>
Cash and cash equivalents	<u>2,594,434</u>	-	-	<u>2,594,434</u>
Total	<u>\$ 13,555,567</u>	<u>\$ 4,372,465</u>	<u>\$ -</u>	<u>\$ 17,928,032</u>

OSV maintains fixed income assets at fair value based on observable prices and factors for identical or similar assets which are Level 2 inputs.

Investment income gain (loss), net consists of the following for the years ended January 31:

	2024	2023
Interest and dividends	\$ 418,081	\$ 303,621
Investment fees	(116,799)	(110,789)
Net realized losses on sale of investments	(143,651)	(178,630)
Net unrealized gains (losses) on investments	<u>831,345</u>	<u>(650,725)</u>
	<u>\$ 988,976</u>	<u>\$ (636,523)</u>

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Notes to Financial Statements
January 31, 2024 and 2023

4. PROPERTY AND EQUIPMENT

Property and equipment consist of the following as of January 31:

	<u>2024</u>	<u>2023</u>
Buildings, improvements and grounds	\$ 17,311,316	\$ 16,957,800
Machinery and equipment	2,190,867	1,980,158
Land	245,880	245,880
Construction in progress	<u>567,296</u>	<u>22,043</u>
	20,315,359	19,205,881
Less - accumulated depreciation	<u>13,797,515</u>	<u>13,319,257</u>
Property and equipment, net	<u>\$ 6,517,844</u>	<u>\$ 5,886,624</u>

Depreciation expense for the years ended January 31, 2024 and 2023, was \$506,947 and \$470,174, respectively.

Construction in progress as of January 31, 2024 and 2023, consisted various capital projects that were started but not completed and placed in service by the end of the fiscal year. These assets are transferred to the appropriate asset class and depreciated upon being placed in service.

During fiscal year 2024, OSV had a fire at the Horns of Plenty building owned by OSV, resulting in extensive damage throughout the building. OSV received \$809,297 of total insurance proceeds, of which \$117,006 was to cover lost rental income, which is included in rent in the statements of activities, and the remaining \$692,291 was for repairs of the building. OSV wrote off fixed assets with a net book value of approximately \$147,000 that were a complete loss from the fire. OSV expects to fully complete restoration of the building during fiscal year 2025.

5. LEASE AGREEMENTS**Tenants**

OSV leases space to tenants under agreements expiring at various dates through June 2027. Certain leases contain options to renew through April 2030. Rental income per space ranges from \$893 to \$27,806 per month. Rental income under the facility leases was approximately \$735,000 and \$701,000 for the years ended January 31, 2024 and 2023, respectively, which is included in rents in the accompanying statements of activities.

Future minimum base lease payments for the next four fiscal years under these agreements are as follows:

2025	\$ 475,897
2026	357,239
2027	333,671
2028	<u>139,029</u>
Total	<u>\$ 1,305,836</u>

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Notes to Financial Statements
January 31, 2024 and 2023

5. LEASE AGREEMENTS (Continued)

Solar Lease

Effective September 14, 2016, OSV entered into a twenty-five-year power purchase agreement with a solar energy provider to lease space for the construction of a solar energy project. For the years ended January 31, 2024 and 2023, OSV received rent of \$105,000, which is included in rents in the accompanying statements of activities. OSV is paid an annual lease payment, as outlined in the agreement.

Future minimum payments over the agreement are as follows:

	<u>Amount</u>
2025	\$ 105,000
2026	105,000
2027	105,000
2028	105,000
2029	105,000
Thereafter	<u>1,251,250</u>
Total	<u>\$ 1,776,250</u>

6. SPLIT-INTEREST AGREEMENTS

OSV is the beneficiary of various split-interest planned giving arrangements. These gifts are classified within the following categories:

Charitable gift annuities - A donor transfers assets to OSV in return for a promise to pay a specific annuity to a designated beneficiary for their lifetime. Under this arrangement, the obligation to make annuity payments is guaranteed by all assets of OSV. Upon the beneficiary's death, the annuity payment obligation ceases, and the remaining balance is recorded as a gift. These funds have been discounted to their net present value based upon the donor's expected life and the IRS Federal rate for determining the present value of an annuity (3.91% and 3.63% at January 31, 2024 and 2023, respectively). The corresponding asset balances are included in investments in the accompanying statements of financial position as of January 31, 2024 and 2023, and are presented at fair value (see Note 2).

Pooled income funds - A donor invests in a pooled investment fund. The income generated is paid to a designated beneficiary over their lifetime. Upon the beneficiary's death, the value of the donor's units in the fund is transferred to the net assets without donor restrictions of OSV, unless the donor has designated these funds for a restricted purpose. The pooled income funds are included in net assets with donor restrictions at January 31, 2024 and 2023 (see Note 2). These funds have been discounted to their net present value based upon the donor's expected life and a rate of 3.91% and 3.63% at January 31, 2024 and 2023, respectively. The corresponding asset balances are included in investments in the accompanying statements of financial position as of January 31, 2024 and 2023, and are presented at fair value (see Note 2).

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Notes to Financial Statements
January 31, 2024 and 2023

6. SPLIT-INTEREST AGREEMENTS (Continued)

Charitable remainder trusts - Charitable remainder trusts were given to OSV on the condition that OSV bind itself to make periodic stipulated payments to the donors or other designated individuals at a stated percentage of the fair value of the trust. Upon the beneficiary's death, the stipulated payment obligation ceases. These funds have been discounted to their net present value based upon the beneficiary's expected life and a discount rate of 5% at January 31, 2024 and 2023. The corresponding asset balances are presented as assets held in trust in the accompanying statements of financial position as of January 31, 2024 and 2023, and are presented at fair value (see Note 2).

Assets of OSV that are derived from split-interest agreements are as follows as of January 31:

	<u>2024</u>	<u>2023</u>
Assets held in trust	\$ 3,043,309	\$ 3,058,828
Investments	<u>58,613</u>	<u>54,354</u>
Total	<u>\$ 3,101,922</u>	<u>\$ 3,113,182</u>

Split-interest agreements are comprised of the following as of January 31:

	<u>2024</u>			
	<u>Charitable Gift Annuities</u>	<u>Pooled Income Funds</u>	<u>Charitable Remainder Trusts</u>	<u>Total</u>
Assets	\$ 9,990	\$ 48,623	\$ 3,043,309	\$ 3,101,922
Obligations	<u>10,778</u>	<u>31,179</u>	<u>2,540,545</u>	<u>2,582,502</u>
Total	<u>\$ (788)</u>	<u>\$ 17,444</u>	<u>\$ 502,764</u>	<u>\$ 519,420</u>

	<u>2023</u>			
	<u>Charitable Gift Annuities</u>	<u>Pooled Income Funds</u>	<u>Charitable Remainder Trusts</u>	<u>Total</u>
Asset	\$ 10,216	\$ 44,138	\$ 3,058,828	\$ 3,113,182
Obligations	<u>11,465</u>	<u>27,558</u>	<u>2,574,549</u>	<u>2,613,572</u>
Total	<u>\$ (1,249)</u>	<u>\$ 16,580</u>	<u>\$ 484,279</u>	<u>\$ 499,610</u>

Charitable gift annuities' and pooled income funds' assets are included in investments in the accompanying statements of financial position.

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Notes to Financial Statements
January 31, 2024 and 2023

6. SPLIT-INTEREST AGREEMENTS (Continued)

Assets included in the charitable remainder trusts consist of the following at January 31:

Investment Type	2024			Total
	Level 1	Level 2	Level 3	
Fixed income:				
Corporate bonds	\$ -	\$ 270,413	\$ -	\$ 270,413
Other securities	-	190,052	-	190,052
US Treasury notes	-	139,298	-	139,298
Total fixed income	-	599,763	-	599,763
Equities:				
Information technology	733,495	-	-	733,495
Healthcare	403,032	-	-	403,032
Consumer	324,822	-	-	324,822
Other securities	249,009	-	-	249,009
Financials	240,434	-	-	240,434
Industrials	126,552	-	-	126,552
Energy	121,244	-	-	121,244
Food and beverage	86,186	-	-	86,186
Total equities	2,284,774	-	-	2,284,774
Cash and cash equivalents	158,772	-	-	158,772
Total	\$ 2,443,546	\$ 599,763	\$ -	\$ 3,043,309
Investment Type	2023			Total
	Level 1	Level 2	Level 3	
Fixed income:				
Corporate bonds	\$ -	\$ 538,482	\$ -	\$ 538,482
US Treasury notes	-	56,086	-	56,086
Total fixed income	-	594,568	-	594,568
Equities:				
Information technology	567,670	-	-	567,670
Healthcare	465,068	-	-	465,068
Consumer	439,382	-	-	439,382
Other securities	135,139	-	-	135,139
Financials	294,492	-	-	294,492
Industrials	157,103	-	-	157,103
Energy	137,326	-	-	137,326
Food and beverage	83,162	-	-	83,162
Total equities	2,279,342	-	-	2,279,342
Cash and cash equivalents	184,918	-	-	184,918
Total	\$ 2,464,260	\$ 594,568	\$ -	\$ 3,058,828

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Notes to Financial Statements
January 31, 2024 and 2023

6. SPLIT-INTEREST AGREEMENTS (Continued)

The changes in split-interest agreement liabilities for which OSV has used Level 3 inputs to determine fair value were as follows for the fiscal years ended January 31:

	<u>2024</u>	<u>2023</u>
Beginning Balance	\$ 2,613,572	\$ 3,028,751
Payments	(168,400)	(184,559)
Change in value	<u>137,330</u>	<u>(230,620)</u>
Ending Balance	<u>\$ 2,582,502</u>	<u>\$ 2,613,572</u>

7. ENDOWMENT FUNDS

OSV's endowment consists of numerous funds established for a variety of purposes. Its endowment includes both donor-restricted endowment funds and funds designated by the Board of Trustees to function as endowments. As required by U.S. GAAP, net assets associated with endowment funds are classified and reported based on the existence or absence of donor-imposed or legal restrictions.

OSV classifies as net assets with donor restrictions (a) the original value of gifts donated in perpetuity, (b) the original value of subsequent gifts in perpetuity, and (c) accumulations to the endowment made in accordance with the direction of the applicable donor gift instrument at the time the accumulation is added to the fund. The remaining portion of the donor-restricted endowment fund remains until those amounts are appropriated for expenditure by OSV in a manner consistent with the standard of prudence prescribed by Massachusetts Law.

In accordance with the Uniform Prudent Management of Institutional Funds Act, OSV may consider the following factors in making a determination to appropriate or accumulate donor-restricted endowment funds:

- The duration and preservation of the fund.
- The purposes of the organization and the donor-restricted endowment fund.
- General economic conditions.
- The possible effect of inflation and deflation.
- The expected total return from income and the appreciation of investments.
- Other resources of the organization.
- The investment policies of OSV.

OSV has adopted investment and spending policies for its board designated fund assets that attempt to provide a predictable stream of funding for its programs, while seeking to maintain the purchasing power of the endowment assets. Under this policy, as approved by the Board of Trustees, the endowment assets are invested in a manner that is intended to produce an average annual real total return, net of investment management fees, of greater than 5% over a rolling three-year period. In establishing this policy, OSV considered the long-term expected return on its endowment.

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Notes to Financial Statements
January 31, 2024 and 2023

7. ENDOWMENT FUNDS (Continued)

To satisfy its long-term rate-of-return objectives, OSV relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield (interest, dividends, etc.). OSV has a diversified asset allocation that places a greater emphasis on equity-based investments to achieve its long-term return objectives within prudent risk constraints.

OSV's Board of Trustees established an investment spending policy. Under this policy, the Board of Trustees appropriated 5% of the average market value of OSV's investment portfolio over the previous twelve months for operations. During the years ended January 31, 2024 and 2023, \$646,000 and \$530,000, respectively, of investment revenue were available under this spending policy per annum and is presented as appropriation for spending in the accompanying statements of activities.

A reconciliation of endowment activity is as follows:

	With Donor Restrictions	
	2024	2023
Endowment net assets, beginning of year	\$ 14,757,786	\$ 13,111,321
Investment returns:		
Income, net of fees	137,632	15,544
Realized and unrealized gains (losses)	699,343	(519,958)
Total investment returns (loss)	836,975	(504,414)
Contributions	2,628,308	2,618,036
Change in value of split-interest agreements	18,485	62,843
Appropriation for spending	(646,000)	(530,000)
Net change in endowment	2,837,768	1,646,465
Endowment net assets, end of year	\$ 17,595,554	\$ 14,757,786

8. NOTE PAYABLE TO A BANK

During fiscal year 2024, OSV increased the line of credit to \$3,000,000 from \$2,500,000 through September 2025. Borrowings under the agreement are due on demand, and interest is payable monthly at the bank's prime rate (8.50% and 7.50% at January 31, 2024 and 2023, respectively), minus 0.25%. The line of credit is cross collateralized with the 3.22% notes listed in Note 9. As of January 31, 2024 and 2023, OSV had \$2,170,997 and \$1,938,250, respectively, outstanding on the line of credit.

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Notes to Financial Statements
January 31, 2024 and 2023

9. LONG-TERM DEBT

Long-term debt consists of the following at January 31:

	<u>2024</u>	<u>2023</u>
3.22% note payable to a bank, due in monthly principal and interest installments of \$11,937. A balloon payment of approximately \$608,700 will be due at maturity in May 2041. This note is secured by a mortgage on certain land and buildings, certain investment accounts, and an assignment of leases and rents on the secured properties.	\$ 2,239,712	\$ 2,308,613
5.40% note payable to a bank, due in monthly principal and interest installments of \$14,636. A balloon payment of approximately \$1,892,800 will be due at maturity in May 2029. This note is secured by certain investment accounts and an assignment of leases and rents.	2,225,103	2,277,360
3.22% note payable to a bank, due in monthly principal and interest installments of \$7,639. A balloon payment of approximately \$862,000 will be due at maturity in June 2034. This note is secured by a mortgage on certain land and buildings, certain investment accounts, and an assignment of leases and rents on the secured properties.	1,422,192	1,466,642
Two non-interest-bearing notes payable to financing companies, due in total monthly principal installments ranging from \$426 to \$608 through June 2026. These notes are secured by vehicles.	29,973	42,376
	5,916,980	6,094,991
Less - current portion	184,047	178,040
Total long-term debt, net of current portion	<u>\$ 5,732,933</u>	<u>\$ 5,916,951</u>

The note payable agreements contain various covenants with which OSV must comply. OSV was not in compliance with some of the covenants as of January 31, 2024 and 2023, and received a waiver for these covenants.

Aggregate maturities of long-term debt over the next five fiscal years are as follows:

2025	\$ 184,047
2026	\$ 191,651
2027	\$ 198,963
2028	\$ 194,159
2029	\$ 201,488

During fiscal year 2022, OSV entered into a short-term note with a bank for borrowings up to \$500,000 that expired on January 31, 2023. Interest on this note was subject to the *Wall Street Journal's* prime rate at the time of the borrowing. During fiscal year 2023, this note was extended to May 31, 2023. This note was not extended at the time of maturity.

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Notes to Financial Statements
January 31, 2024 and 2023

10. RETIREMENT PLAN

OSV has a defined contribution retirement plan (the Plan) under IRC Section 403(b) covering all benefit-eligible employees. Employees become eligible upon hire and OSV has the right to make discretionary contributions to the Plan, which are 100% vested immediately. OSV did not make discretionary contributions to the Plan during fiscal years 2024 and 2023.

11. CONTRACTED SERVICE

OSV has agreements to provide management services to the Old Sturbridge Academy Charter Public School (OSA) and Worcester Cultural Academy (WCA), Massachusetts charter schools (the Charter Schools). Under the agreements, OSV earns 7-9% of the charter schools' per-pupil tuition payments, as defined in the agreement. Prior to entering into the current agreement with WCA, OSV charged WCA a flat fee of \$12,500 for services.

During fiscal years 2024 and 2023, OSV earned \$654,660 and \$522,873, respectively, in contracted service revenue from the Charter Schools. OSV also leases space to OSA, which is included in Note 5. During fiscal year 2023, this agreement was renewed through June 30, 2027, under the same terms and conditions.

OSV has an agreement to provide management services to Coggeshall Farm Museum, a museum in Rhode Island. The agreement was set to expire on December 31, 2023. During fiscal year 2024, this agreement was renewed through December 31, 2024. Under the agreement, OSV earned an annual fee of \$25,000 with rights to a certain percentage of net profits. During fiscal year 2024 and 2023, OSV earned \$49,013 and \$59,778, respectively, in contracted service revenue.

12. CONCENTRATIONS

OSV maintains its operating cash balances in a Massachusetts bank. The Federal Deposit Insurance Corporation insures balances at the bank up to a certain amount. At certain times during the year, cash balances exceeded the insured amounts. OSV has not experienced any losses in such accounts. Management believes OSV is not exposed to any significant credit risk on its operating cash balance.

Approximately 55% and 91% of accounts receivable, net was due from OSV's management services to unrelated entities as of January 31, 2024 and 2023, respectively.

Approximately 84% and 90% of grants and pledges receivable were due from four and five donors as of January 31, 2024 and 2023, respectively.

Investments are uninsured and subject to on-going market fluctuations.

OSV also receives funding from various governmental agencies to assist with program expenses and operating costs. These grants and contracts have been expended in accordance with the respective terms contained in the agreements and are subject to possible final audit determination by certain governmental agencies. In the opinion of management, the results of such audits, if any, will not have a material effect on the financial statements.

13. KEY-MAN LIFE INSURANCE

OSV is the policy holder of a life insurance policy that has no cash surrender value in which OSV pays the monthly premiums. Upon due proof of death of the insured, OSV will receive \$1,900,000 as the beneficiary. This policy expires on November 17, 2051; however, it is renewable at that time.

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Notes to Financial Statements
January 31, 2024 and 2023

14. RELATED PARTY

The President/Chief Executive Officer (CEO) of the banks with which OSV conducts business, including all outstanding debt, was a voting member of the Board of Trustees during fiscal years 2024 and 2023. This member abstained from voting on all matters pertaining to transactions between OSV and the bank.

15. LIQUIDITY AND AVAILABILITY OF FINANCIAL ASSETS

Financial assets without donor restrictions available for use by OSV within one year from the statements of financial position date are as follows as of January 31:

	<u>2024</u>	<u>2023</u>
Short-term investments	\$ 1,150	\$ 1,150
Accounts and grants and pledges receivable	<u>255,071</u>	<u>185,160</u>
	256,221	186,310
Budgeted draw from endowment under investment policy statement	<u>600,000</u>	<u>600,000</u>
Financial assets available to meet cash needs for general expenditures within one year	<u>\$ 856,221</u>	<u>\$ 786,310</u>

OSV has a policy to structure its financial assets to be available and liquid as its obligations become due. OSV has financial assets without donor restrictions equal to approximately one month and one-half of a month of operating expenses as of January 31, 2024 and 2023, respectively. In addition, OSV has available funds under a line of credit agreement (see Note 8), as well as an investment portfolio in the amount of approximately \$102,000 and \$3,400,000 as long-term investments at January 31, 2024 and 2023, respectively.

16. CONDITIONAL GRANTS

Employee Retention Tax Credit

The Employee Retention Tax Credit (ERTC) was included as part of Coronavirus Aid, Relief, and Economic Security Act (CARES Act) and expanded by the Consolidated Appropriations Act (CAA) and the American Rescue Plan Act (ARPA). The credit incentivizes employers severely impacted by the COVID-19 pandemic to retain their employees. The fully refundable credit is allowed against the employer's share of employment taxes for qualified wages paid between March 12, 2020 through September 30, 2021. The ERTC is calculated as a percentage of qualified wages (as defined in the CARES Act, as amended) paid by an eligible employer and is equal to 50% of the first \$10,000 in qualified wages from March 1st to December 31, 2020, and 70% of the first \$10,000 per employee and per quarter from January 1st to September 30, 2021.

Laws and regulations concerning government programs, including the ERTC established by the CARES Act, are complex and subject to varying interpretations. Claims made under the CARES Act may also be subject to retroactive audit and review. There can be no assurance that regulatory authorities will not challenge OSV's claim to the ERTC, and it is not possible to determine the impact (if any) this would have upon OSV.

OLD STURBRIDGE, INC. D/B/A OLD STURBRIDGE VILLAGE

Notes to Financial Statements
January 31, 2024 and 2023

16. CONDITIONAL GRANTS (Continued)

Employee Retention Tax Credit (Continued)

OSV has determined it qualified for the 2021 ERTC and accounts for this Federal funding in accordance with ASC 958-605 guidance for conditional contributions and, accordingly, revenues are measured and recognized when barriers are substantially met. In the opinion of management, these conditions were met, \$398,886 and \$104,041 was recognized as revenue as of January 31, 2024 and 2023, and is included in gifts, grants and bequests the accompanying 2023 statement of activities.

Conditional Grants

During fiscal year 2022, OSV received a conditional grant of \$5,000,000 to support the 75th Anniversary Capital Campaign that is conditional upon OSV meeting certain milestones in accordance with the agreement. As of January 31, 2022, the \$2,500,000 of revenue has been recognized related to this conditional grant. The balance of this grant was recognized in fiscal year 2024 and is included in contributions - endowment in the accompanying fiscal year 2024 statement of activities.

During fiscal year 2021, OSV received a conditional grant of \$250,000 for the expansion of interpretative programing that is conditional upon OSV incurring costs in accordance with the agreement. As of January 31, 2024 and 2023, \$89,381 and \$112,468, respectively, of revenue has been recognized related to this conditional grant and is included in gifts, grants and bequests in the accompanying statements of activities. As of January 31, 2024, this grant was fully recognized.

17. CONTINUING OPERATIONS

During fiscal year 2024, OSV had a net deficit from changes in net asset from operations without donor restrictions of approximately \$3,136,000. Included in changes in net assets from operations without donor restrictions is approximately \$507,000 of depreciation expense. OSV had operating net assets without donor restrictions of \$(4,338,469) and \$(1,846,726) as of January 31, 2024 and 2023, respectively.

Management of OSV continues to develop the path to financial stability and is confident in its ability to progress as evidenced by the following:

- OSV has transitioned its fiscal year end from January 31 to September 30 and will have a short fiscal year running from February 1, 2024 to September 30, 2024.
- OSV is budgeting a loss for the short year noted above of \$1,000,000 and has developed a three-year plan that produces surpluses beginning in fiscal year 2025
- OSV is the beneficiary of an estate valued at approximately \$1,800,000 that is expected to be received in July 2024. This gift is unrestricted.
- OSV has a line of credit of \$3,000,000. This provides the liquidity OSV needs in the first six months of the fiscal year due to the seasonality of its business.
- OSV has approximately \$1,437,000 of appreciation on the endowment that could be drawn upon if needed.
- OSV will continue to invest in personnel in the development department to assist with increased fundraising efforts.

18. RECLASSIFICATION

Certain amounts in the 2023 financial statements have been reclassified to conform with the 2024 presentation.

MANAGEMENT SERVICES AGREEMENT
By and Between
OLD STURBRIDGE, INC. and THE BOARD OF TRUSTEES
OF RHODE ISLAND CULTURAL ACADEMY CHARTER PUBLIC SCHOOL

This Management Services Agreement (the “Agreement”) is made and entered into on the Effective Date (the “Effective Date”) by and between Old Sturbridge, Inc., a Massachusetts not for profit corporation (“OSI”), and the Board of Trustees of Rhode Island Cultural Academy Charter Public School (the “School”), a Charter School in Rhode Island (the “Board,” and the Board together with OSI, each a “Party” and collectively the “Parties”). This Agreement shall have an initial term commencing on the Effective Date and ending on _____ (the “Initial Term”), and may be approved and renewed by the Board for additional renewal terms ending on June 30 of each five year term (each a “Renewal Term” and collectively with the Initial Term the “Term”). If either Party intends to not renew this Agreement that Party must give written notice of intent to terminate or renegotiate not later than the December 31 prior to the end of the Initial Term or the December 31 prior to the end of any Renewal Term.

WHEREAS, it is the Parties’ intention to create a relationship based on trust, common educational objectives, and clear accountability, through which they will work together to bring educational excellence to the School; and

WHEREAS, the Board desires to have OSI provide certain services to and on behalf of the School, in accordance with the provisions of Charter School Law, School Policies, and any and all other applicable laws and regulations and upon the terms and conditions hereinafter set forth and OSI desires to provide such services to the Board.

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions, and agreements hereinafter expressed, the Parties agree as follows:

1. DEFINITIONS

“Accountability Plan” refers to current plan as approved by Board and Commissioner of Elementary and Secondary Education.

“Agreement” has the meaning set forth in the recitals.

“Authorizer” means the Rhode Island Department of Education.

“Board” meaning the individuals awarded the charter of the Rhode Island Cultural Academy Charter Public School

“Charter” means certain material terms as described in the charter application. These material terms are the School’s mission; governance and leadership structure; a contract with an education management organization that is providing or planning to provide substantially all of the School’s educational services; curriculum models and whole-school designs; grade span; maximum enrollment; accountability plan; municipality of facilities; districts specified in the School’s charter region; bylaws; schedule (e.g., length of school year, school week, or school day); enrollment process; expulsion policy; school name; or membership of the board of trustees. The charter is granted to the School’s Board by the Authorizer, which requires the Board to ensure that the School under its governance is academically successful, organizationally viable, and faithful to its charter.

“Charter School Law” means the laws permitting the creation of charter schools in Rhode Island and governing the development and operation of charter schools in Rhode Island.

“Claims” has the meaning set forth in Section 9.2.

“Confidential Information” means (i) any business or technical information of a Party that is not generally known or publicly available; (ii) any information that a Party maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally; (iii) any information disclosed to or known by a Party that is not generally known or publicly available and that in any way relates to either Party’s products; services; techniques or know-how; trade secrets; ideas; processes; computer programs; documents; materials; business information; marketing materials (including costs, pricing, and customer lists); and (iv) the Marks and Proprietary Information. Notwithstanding any other provision of this Agreement to the contrary, Confidential Information shall exclude any information that is required to be disclosed by law including but not limited to State and federal public records and student records laws, or final order from a court or governmental agency.

“Deductible” has the meaning set forth in Section 9.3.

“RIDE” means the Rhode Island Department of Education.

“Dispute” has the meaning set forth in Section 11.2.

“Executive Director” means the Chief Executive Officer of OSI or a person appointed by the OSI Chief Executive Officer; such appointment subject to the Board’s approval.

“Effective Date” has the meaning set forth in the recitals, or the date this Agreement is approved by the Board of Elementary and Secondary Education or the Commissioner of Elementary and Secondary Education if authority is so delegated, pursuant to M.G.L. c. 71 § 89 and 603 CMR 1.00.

“Facility” means a building or other structure, of sufficient size to house estimated annual enrollment, suitable for use by the School and meeting applicable building codes in all

material respects, zoning ordinances and laws, environmental laws and regulations, and all other laws and regulations applicable to the operation of a charter school in Rhode Island.

“Facility Contract” means the lease or other contract for the use of a Facility under an agreement with a lessor.

“FERPA” has the meaning set forth in Section 6.6.

“Indemnified Claims” has the meaning set forth in Section 9.2.

“Indemnified Party” has the meaning set forth in Section 9.4.

“Indemnifying Party” has the meaning set forth in Section 9.4.

“Initial Term” has the meaning set forth in the recitals.

“Marks” means all trademarks, service marks, design marks, trade names, domain names, registrations, and applications for registration thereof, and any common law rights pertaining thereto, belonging to OSI.

“Party” and “Parties” has the meaning set forth in the recitals.

“Proprietary Information” means all copyright and other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, and any other materials developed by OSI, its employees, agents or subcontractors to the extent permitted by statute and regulations of the State of Rhode Island and RIDE.

“Regulatory Authority” means any United States federal, State or local government, or political subdivision thereof, any authority, agency or commission entitled to exercise any administrative, executive, judicial, legislative, regulatory or taxing authority or power, any court or tribunal (or any department, bureau or division thereof), any arbitrator or arbitral body, or any similar body.

“Renewal Term” has the meaning set forth in the recitals.

“School” has the meaning of the Rhode Island Cultural Academy Charter Public School.

“School Indemnified Persons” has the meaning set forth in Section 9.2.

“School Leaders” refers to the RICA leadership team comprised of the Head of School, any Vice Principals and/or Deans

“Service Fee” has the meaning set forth in Section 7.4.

“State” means the State of Rhode Island.

“Term” has the meaning set forth in the recitals.

“Termination Assistance Period” has the meaning set forth in Section 10.6.

“Termination Notice” has the meaning set forth in Section 10.1b.

“Third Party Claim” has the meaning set forth in Section 9.4.

“OSI” has the meaning set forth in the recitals.

2. REPRESENTATIONS AND WARRANTIES

2.1. Representations and Warranties of OSI. OSI represents and warrants as follows:

2.1.1 Organization. OSI is a non-stock, not for profit corporation duly organized under the laws of the Commonwealth of Massachusetts. OSI shall notify the School of any change in its corporate status. OSI shall not change its corporate status such that this Agreement is materially affected.

2.1.2 Authority. OSI is authorized to do business in the State. OSI has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes a valid and binding obligation of OSI, enforceable against OSI in accordance with its terms.

2.1.3 Full Disclosure. No representation or warranty of OSI herein contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

2.1.4 Litigation. There is no suit, claim, action or proceeding now pending or, to the knowledge of OSI, threatened before any court or Regulatory Authority to which OSI is a Party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon OSI. No such judgment, order, decree or award has been entered against OSI which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of OSI, threatened before any Regulatory Authority involving OSI which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.

2.1.5 Conduct of OSI. OSI has complied, and at all times during the Term will comply, in all material aspects, with all local, State and federal laws and regulations that are applicable to OSI in providing services to the School under this Agreement, which include, but are not limited to the Internal Revenue Code, the non-profit corporation law of Massachusetts. OSI has maintained and will maintain adequate records of the activities of OSI in providing services to the School under this Agreement.

2.2. Representations and Warranties of the Board. The School represents and warrants as follows:

2.2.1 Organization and Tax Exempt Status. The Board will, at all times during the Term, govern Rhode Island Cultural Academy Charter Public School, duly organized

under applicable Charter School Law, with the purpose and legal ability to govern charter schools.

2.2.2 Authority. Subject to clause 2.2.1 above, the Board has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the agreements contemplated hereby and thereby, with appropriate approval of the Authorizer, this Agreement constitutes a valid and binding obligation of the Board, enforceable against the Board in accordance with its respective terms.

2.2.3 Litigation. There is no suit, claim, action or proceeding now pending or, to the knowledge of the Board, threatened before any court or Regulatory Authority to which the Board is a Party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon the Board. No such judgment, order, decree or award has been entered against the Board which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of the Board, threatened before any Regulatory Authority involving the Board which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.

2.2.4 Full Disclosure. No representation or warranty of the Board herein and no statement, information or certificate furnished or to be furnished by the Board pursuant hereto or in connection with the agreement contemplated hereby contains any untrue statement of a material fact or omits or will omit to state a material fact necessary in order to make the statements contained herein or therein not misleading.

2.2.5 Conduct of the Board. The Board has complied, and at all times during the Term will comply, in all material respects with all local, State and federal laws and regulations that are applicable to the Board and Charter School, which include, but are not limited to the Internal Revenue Code, the public records and open meeting laws of Rhode Island and Charter School Law, and any other applicable laws and regulations. The Board has maintained and will maintain adequate records of the activities and decisions of the Board to ensure and document compliance with all such laws and regulations. To the extent permitted by law, the Board agrees to provide OSI with copies of all such records, and to allow OSI to, at OSI's discretion, assist with the preparation and retention of such records.

2.2.6 Due Authorization. The Board is authorized to organize and operate a Charter School and is vested by the Authorizer with all powers necessary to carry out the educational program outlined in the Charter. Regardless of the delegation of any duties to OSI, the Board shall at all times retain all rights and responsibilities under the Charter, including the determination of the School's curriculum and development of the School's annual budget.

3. AUTHORITY

3.1. **Delegation of Authority to OSI**. The Board hereby authorizes OSI to undertake the functions specified in this Agreement in regards to the business services of the School, it being understood that, at all times, OSI remains accountable and subject to the approval and oversight of the Board, as provided for in this Agreement and by law. The Board

also authorizes OSI to take such other actions that may not be expressly set forth in this Agreement, but which are necessary in OSI's good faith and reasonable judgment to properly and efficiently manage or operate the School, provided such actions are consistent with the Charter, applicable laws and the annual budget approved by the Board, and that OSI provides prior notice to the Board if any such other material action is to be taken by OSI, subject to Board oversight as described herein.

3.2. **OSI Authority to Subcontract.** Except to the extent prohibited by law or this Agreement, OSI may negotiate subcontracts for academic and operational functions or services it is obligated to provide hereunder, provided that no such subcontract permitted hereunder shall relieve or discharge OSI from any obligation or liability under this Agreement. OSI shall, upon the request of the Board, provide an annual list indicating the functions or services it expects to subcontract the following fiscal year that it is obligated to provide hereunder, subject to Board oversight as described herein. OSI shall provide the Board with at least thirty (30) days prior notice to review subcontracts and the notice shall include a disclosure by OSI if any proposed subcontractor or supplier is a subsidiary, affiliate or an entity wholly or partially owned or controlled by OSI. The Board retains authority to reject or revise any proposed subcontract.

3.3. **Authority of Rhode Island Department of Education.** Nothing in this Agreement shall be construed in any way to limit the authority of the Rhode Island Department of Education.

3.4. **Conflict with Charter.** To the extent there are any conflicts between the term of the Charter or State or federal law and the term of this Agreement, the terms of the Charter or State or federal law shall control.

4. DUTIES AND OBLIGATIONS OF OSI

4.1. **Services Provided by OSI to School.** In exchange for the Service Fee described in Section 7.4, OSI will provide the following services as and to the extent more specifically described in the balance of this Section 4 (which more specific descriptions shall control):

4.1.1 Providing general business operations;

4.1.2 Supporting the start-up process of the School

4.1.3 Providing leadership and management support to School Leaders as necessary to achieve goals as outlined in the Accountability Plan and mission and vision of the Charter;

4.1.4 Preparing entitlement grant applications and reporting;

4.1.5 Recruiting School Leaders, teachers, and other administrators; using best practices for attracting a qualified, talented and diverse faculty and staff:

- Director;
- 4.1.6 Training and coaching of the School Leaders by the Executive
- 4.1.7 Preparing the evaluation of the Head of School for the Board's review and approval;
- 4.1.8 Preparing a budget and monthly financial statements for the Board's review and approval;
- 4.1.9 Providing payroll and accounting services;
- 4.1.10 Assisting with the selection of an independent auditor to be retained by the Board;
- 4.1.11 Coordinating and implementing contracts with prior Board approval, consistent with the School's policies and procedures;
- 4.1.12 Preparing selection of benefits plans for Board approval for employees of the School governed by the Board;
- 4.1.13 Assisting with the maintenance of human resource files for employees of the School to the extent permitted under State and federal law;
- 4.1.14 Facilitating the purchase and procurement of all required School materials, equipment and services consistent with the School's Fiscal Policies and Procedures and in accordance with all applicable Rhode Island statutes and regulations. An employee of OSI will be designated as procurement officer.
- 4.1.15 Assisting School Leaders with the preparation of drafts of required government reports, including, but not limited to the annual report of the School for review and final approval by the Board;
- 4.1.16 Intentionally left blank.
- 4.1.17 Facilitating student recruitment through community based outreach, parent information sessions, direct mail, social media, and person to person conversation. Facilitating fundraising through the identification and submission of grants proposals;
- 4.1.18 Providing marketing and advocacy for the Academy under the direction of the Board;
- 4.1.19 Administration and oversight of information technology; and
- 4.1.20 Oversight of procurement of custodial, supplies and equipment for leased school facilities.

4.1.21 Providing resources to support RICA goals related to Diversity, Equity, Inclusion and Access (DEIA)

OSI may, but is not obligated to, provide additional services for additional compensation as approved by the Board. OSI may perform functions off-site, except as prohibited by law. OSI may utilize web-based systems to provide support and counsel to the School to the extent permitted by law. OSI shall, upon the request of the Board, provide an annual report indicating the services OSI has provided to the School, as contemplated by this Agreement.

4.2. **Curriculum.** OSI shall support the Board and School Leaders in implementing a school program and curriculum that is consistent with mission of the Charter, including advising on the development of the scope and sequence of educational programs, an assessment system, a daily schedule, and a variety of curriculum materials and related documents.

4.3. **Student Evaluation.** The School shall implement student performance evaluation systems, which permit evaluation of the educational progress of each student enrolled in the School in accordance with the goals set forth in the Charter, the Board's documented Accountability Plan, and any additional guidelines set forth by the Authorizer. The Board shall, with OSI's assistance, ensure that the students take all State required standardized tests in accordance with State laws and regulations. The Board, with OSI's assistance, shall maintain detailed statistical information on the performance of (i) the School, (ii) each individual student, and (iii) each grade. OSI and the Board shall cooperate in good faith to identify other measures of and goals for student and School' performance, including but not limited to parent, teacher, and student satisfaction.

4.4. **Annual Audit.** OSI shall cooperate and provide all reasonably requested information in order for an independent auditor to complete the annual audit; to the extent such information is in possession or under the control of OSI, OSI shall recommend accounting practices for the School for the Board to approve in accordance with Rhode Island requirements. The Board will select and retain the auditor.

4.5. **Budget and Financial Statements.** On or before June 1 of each year, OSI will work closely with the Board to provide the School with a proposed projected budget for the next fiscal year, for review and approval by the Board. The annual budget for the Board shall provide for payment of all operating expenses related to the operation the School, including, but not limited to: OSI's Service fee; compensation for all School employees, including salary and benefit costs; marketing and public relations costs; contract obligations negotiated on behalf of and approved by the Board; supplies; maintenance; staff development; curriculum materials; assessment materials and consulting fees; other third party consulting expenses; transportation and travel; printing and duplicating; postage; legal fees; and accounting fees. With the exception of payment of the service fee to OSI or any other payments to OSI, which shall remain under the sole control of the Board to disperse, OSI may act as the contracting and disbursement agent on behalf of the Board to timely pay all such agreed upon budget expenditures out of funds available therefore from the bank accounts of the School, from which the Board shall give OSI authority to remit payments. Payments may be made in arrears only, for goods delivered and services actually rendered, unless the Board has voted to authorize payments in advance. Under

no circumstances shall OSI have authority to make payments to itself pursuant to its management of the School's funds. The Board shall be the lawful owner of all real and personal property purchased with such funds, except for property covered by Section 8, which property shall be the sole and exclusive property of OSI, subject to the provisions of Section 8. OSI shall have no responsibility to make any purchases on behalf of the Board or to act as disbursement agent for the Board unless and until the funds for such expenditures are in the bank accounts to which OSI has the access, as authorized by the Board.

OSI will manage the financial matters of the School in accordance with the School's Fiscal Policies and Procedures as approved by the Board. All financial reports provided or prepared by OSI will follow generally accepted auditing principles and will also comply with RIDE's prescribed format for charter school reporting.

The budget shall grant certain levels of discretion to the Head of School, within parameters established by the Board.

OSI shall also:

4.5.1 prepare and provide unaudited monthly financial information, including balance sheet, profit and loss, and cash flow statements on an accrual basis in a timely manner;

4.5.2 record and track income and expenses related to all contracts and grants;

4.5.3 record all cash receipts and accounts payable invoices;

4.5.4 prepare vendor checks and present the same and supporting documentation to the School for signature as required by policy;

4.5.5 reconcile the checking accounts each month;

4.5.6 provide payroll service and maintain payroll records;

4.5.7 process all teacher pension filings;

4.5.8 interface with an outside accounting firm, as approved by the Board in accordance with Rhode Island laws and regulations, and prepare all schedules required for year-end audit work, providing information and assistance requested by the Board selected auditor in a timely fashion;

4.5.9 supervise and maintain temporary custody (for the joint benefit of the Board and OSI) of all files and records relating to the business operation of the School, as permitted by law. OSI acknowledges that all records, data, communications, and other property of the Board entrusted or loaned to OSI during the term of this Agreement are the Board's property and OSI agrees to return any such material to the Board immediately upon the termination of this Agreement; all files are to be held in the permanent custody of the Board, with files located on school premises as required by law.

4.6. **Head of School.** The accountability of OSI to the Board is an essential foundation of this relationship and the performance of the Head of School is critical to its success. Therefore, the Executive Director, as appointed by OSI, shall make recommendations to the Board, to the maximum extent consistent with State law, regarding the recruitment, hiring, supervision, and termination of the Head of School for Board review and approval. The Executive Director shall assist the Board in holding the Head of School accountable for the success of the School.

Subject to Board review and approval, OSI shall recommend initial selection criteria for the Head of School recommend final round candidates, make hiring recommendations to the Board, and present proposed terms of the Head of School's employment to the Board, including therein the duties and compensation of the Head of School. The Board shall interview the Head of School candidates recommended by OSI. The Board shall vote whether to approve hiring recommendations.

The Head of School shall be an employee of the School; the Head of School shall report to the Board and receive direct support from the Executive Director in performing their duties. The ED shall provide ongoing coaching and training for the Head of School. The Executive Director shall have the right to make the recommendation to the Board to terminate a Head of School's employment. The Board shall vote whether to approve OSI's recommendation to terminate employment.

OSI will draft for presentation to and vote by the Board an evaluation of the Head of School once per year, using a performance assessment consistent with documented policies of the Board.

4.7. **Teachers and Other School Personnel.** The Executive Director, as appointed by OSI, shall have the responsibility to recruit teachers and non-teaching administrators and personnel for the School. The Head of School shall have the final authority to hire such teachers and other personnel. All employees working at the School shall be employees of the School. The Head of School shall have the final authority to terminate School employees, consistent with documented policies of the Board. The ED may recommend to the Head of School the termination of a School employee.

The Head of School, with training and support from the ED as necessary, shall perform the following personnel functions:

4.7.1 determine staffing levels within the constraints of the annual budget;

4.7.2 determine staff responsibilities;

4.7.3 perform the evaluation and discipline of personnel;

4.7.4 ensure initial training in instructional methods, curriculum, program, and technology to all teaching personnel, subject to all relevant State and federal

guidelines including but not limited to special education and English language learners; and ongoing training as necessary; and

4.7.5 train all non-teaching personnel as necessary.

4.8. **Equipment and Information Technology.** OSI will facilitate the purchase, at the expense of the School, of furniture, equipment, library and media materials, and other similar materials and furnishings integral to the operation of a school in accordance with purchasing requirements in Rhode Island. OSI shall maintain an inventory and implement an inventory control system to keep track of and guard against theft and loss of such property of the School.

OSI will facilitate the School's purchase and procurement of information technology equipment and software in accordance with purchasing requirements in Rhode Island and as defined in the School's annual budget(s). All technology equipment and software will be paid for and maintained by the School.

4.9. **School Site Inspection.** OSI will conduct a thorough school site inspection and evaluation every two years, utilizing a recommended protocol approved by the Board; OSI will present findings of inspections to the Board.

4.10. **Fundraising.** OSI will conduct fundraising activities on behalf of the School. All fundraising on behalf of the school will be coordinated with OSI. Conditional gifts or donations shall be subject to acceptance by vote of the Board. Monies raised by OSI on behalf of the School will be deposited into School bank accounts and used and distributed as the Board deems appropriate or as indicated by the donor.

4.11. **Executive Director.** OSI shall appoint an Executive Director, subject to the Board's approval, who shall be primarily responsible for supervising and managing the business and operational services provided by OSI under this Agreement. In addition, the Executive Director will provide direct support to the Head of School for developing and implementing the educational program for the Board. The Executive Director shall attend and participate in all Board meetings.

The Executive Director, in conjunction with the Head of School, will regularly report the following to the Board:

- Curriculum and instruction
- Assessment
- Support for diverse learners
- Financial stability
- Quality of campus
- Family and community engagement
- Efficacy of faculty and staff

- Faculty development
- Progress against DEIA goals

In addition, the Board will receive periodic and expected reports providing data specific to accountability metrics as outlined in the Accountability Plan/the Charter.

If the Executive Director position is vacated at any time during the Term, the OSI CEO will appoint a new Executive Director subject to the Board's approval.

For the current Term of the agreement OSI has appointed _____, as the Executive Director. The Board's execution of this Agreement confirms approval of that appointment.

5. DUTIES AND OBLIGATIONS OF THE BOARD

The Board shall have the following duties and obligations:

5.1. **Provision of Suitable School Facilities.** The Board has responsibility to ensure suitable facilities for the School. As part of this Agreement OSI will provide the Board with support, subject to Rhode Island procurement regulations, to make this decision including but not limited to; architect feasibility, designs, and a school design consultant.

5.2. **Annual Audit.** The Board shall pay for an annual audit of the School to be conducted in compliance with State law and regulations. The annual audit shall be performed by an independent certified public accountant selected by the Board. OSI shall assist with the selection of an independent auditor to be selected and retained by the Board.

5.3. **Legal Services.** The Board shall arrange and pay for its own legal services.

5.4. **Accounting, Bookkeeping, Procurement, and other Financial Functions.** The Board shall be responsible and accountable for the following financial functions:

5.4.1 payment of expenditures of the School with School's funds;

5.4.2 maintenance of adequate cash balances to cover payroll and payments to vendors;

5.4.3 payroll, in accordance with Section 5.5;

5.4.4 transfer to OSI of all relevant financial information as needed for services provided under this contract to be performed; and

5.4.5 availability for consultation with OSI staff during normal business hours.

5.5. **Payroll, Employee Salaries and Benefits.** The Board shall be responsible and accountable for the funding of the salaries, fringe benefits, ERSRI payments, and

State and federal payroll taxes for all individuals employed at the School. All such payments shall be made by OSI with School funds, in accordance with all State and federal laws and regulations, including all tax requirements.

5.6. State and Federal Waivers. Subject to prior notice, the Board, with OSI's assistance, may timely apply for and support the waiver of any federal or State rules or regulations that interfere with OSI's performance of its services under this Agreement except as required for the ordinary operation of the governed Charter School.

5.7. Evaluation of OSI and Executive Director. The Board will offer an annual written evaluation of OSI's performance after the conclusion of each school year and no later than October 1 of the following school year. The evaluation will assess OSI's performance against the Board's accountability goals and operational support described herein, including, but not limited to: success of academic program; student achievement; organizational viability; faithfulness to Charter; financial management; human capital and professional development; fundraising; and compliance.

The Executive Director will also be evaluated by the Board annually as part of the evaluation of the OSI Management Agreement; using a performance assessment approved by the Board and OSI. The Executive Director's performance will be assessed on the following nine (9) factors:

1. Professional support to the Board of Trustees
2. Professional culture/staff supervision and guidance
3. Fundraising
4. Financial management
5. External relations; marketing
6. Instructional leadership
7. Family and community engagement
8. Qualities of leadership
9. Progress towards DEIA goals

The annual performance review of the Executive Director will also be provided to the Chair of the OSI Board of Trustees.

Based upon this annual review, OSI will recommend to the Board that a) the Executive Director continue in the role for another year or b) another Executive Director be appointed.

Should the School fail to materially meet the goals spelled out in the Accountability Plan or fail to materially meet any other agreed upon expectations of the Board, the Chair of the

Board may request in writing a meeting with the Chair of the OSI Board to discuss the failures and develop a plan for remediation/corrective action. Once such a written request is delivered to OSI, the meeting shall be held as soon as possible, and no later than ten (10) business days after the date of OSI's receipt of the request.

6. OPERATION OF THE SCHOOL

6.1. Intentionally Omitted.

6.2. **Recruitment and Admission.** OSI, the School, and the Board shall be jointly responsible for the recruitment and admission of students in accordance with applicable law.

Admission shall be open to all individuals who reside within the identified communities by lottery without regard to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, academic achievement, or any other basis that would be illegal. Admission and enrollment will be pursuant to the School's enrollment policies as approved in accordance with 603 CMR 1.00. The Board and OSI shall seek to recruit a diverse student body that reflects the racial, ethnic, academic, and economic diversity of the communities served and is in accordance with the recruitment and retention plans of the School. If there are more applications for enrollment in the School than there are spaces available, students shall be selected to attend using a lottery held in accordance with applicable law.

6.3. **School Year for Students.** The normal school year will consist of a minimum of 180 days of regular instruction for students, allowing an additional five days for possible closing due to snow days or other exigencies. The calendar of the School shall be developed annually by the School Leaders in consultation with OSI and in conformity with the School's Charter or subsequent amendments to the Charter approved by the Commissioner of Elementary and Secondary Education.

6.4. **School Policies.** The Board and OSI are committed to the success of the educational program set forth as part of the Charter, and which are incorporated by reference herein. Consequently, OSI shall make reasonable recommendations to the Board concerning calendar, policies, rules, regulations, procedures, personnel, and budget and the Board shall exercise good faith in considering OSI's recommendations for adoption.

6.5. **Due Process.** With regard to student disciplinary matters, the School shall act in accordance with State and federal law. The School shall provide students due process hearings in conformity with the requirements of State and federal law regarding discipline, special education, confidentiality, and access to records.

6.6. **Family Educational Rights and Privacy Act.** The School may, upon receipt of a written recommendation from the Executive Director, designate an employee of OSI to be an agent of the School upon a finding by the Board that the recommendation demonstrates that the named employee has a legitimate educational interest that permits them to access educational records under 20 U.S.C. §1232g, the Family Educational Rights and Privacy Act

("FERPA") and any Rhode Island Student Records regulations OSI, its officers and employees shall comply with FERPA and Rhode Island Student Records regulations at all times.

7. FINANCIAL ARRANGEMENTS

7.1. **Funding Eligibility.** The Board shall ensure that the Executive Director and the Head of School comply with applicable requirements for the purpose of receiving or maintaining the School's eligibility to receive from Rhode Island the per pupil allowance which the School is entitled under applicable law. The School shall apply for all State aid or other monies it is eligible to receive. Utilizing centralized accounting and public grant assurance, OSI shall provide such assistance to the School in the preparation or review of State aid applications and reports as the School may request. The Board shall permit OSI to review any such applications and reports prior to their submission, and OSI may assume control of the application and report process if and to the extent the Board reasonably deems it appropriate to do so. The Head of School is responsible for the data and narrative to support all applications for entitlement grants under the supervision of OSI.

7.2. **Donations and Grants.** The Board may solicit and receive grants and donations consistent with the mission of the Board and State law.

7.3. **Extracurricular Fees.** As allowed by law and consistent with local practice, the School may charge fees only to the extent permitted by State law.

7.4. **Service Fee.** For the period of this Agreement, the School shall pay OSI a Service Fee equal to 5.0% percent of all per pupil State and Local Aid payments the School receives in year one of School Operations. For each successive year the School will pay OSI a Service Fee equal to 9.0% percent of all per pupil State and Local Aid payments the School receives in that year..

The Service Fee shall be due and payable monthly. The June 30 payment to OSI shall include adjustments to correct any over- or under-payments. The service fee will cover all costs and expenses as enumerated as obligations of OSI in Section 4.

7.5. **OSI Not Required to Make Loans or Advances.** OSI shall have no obligation to advance or loan any funds to the Board.

8. PROPRIETARY INFORMATION AND CONFIDENTIAL INFORMATION

8.1. **Marks and Proprietary Information.** The Board agrees that to the extent permitted by law, regarding models for replication and best practices of Rhode Island public charter schools, OSI shall own all Marks and all Proprietary Information provided that the School shall have the non-exclusive, perpetual, and royalty-free license to use the Proprietary Information for the purpose of operating the School (the "License"). The Board shall own all intellectual property developed by it or its employees or developed for and paid by the School. OSI shall have the sole and exclusive right to license its exclusive materials for use by other school districts or customers or to modify and/or sell such material to other school districts and customers. During the Term, OSI may disclose its Proprietary Information, including that which

is currently in existence as well as that which may be created by OSI in the future outside of intellectual property created pursuant to this contract. The Board shall not disclose, publish, copy, transmit, modify, alter or utilize OSI's Proprietary Information during the Term or at any time after the expiration of this Agreement other than to the extent necessary for implementation of this Agreement, the operation of the School, Rhode Island regulations that require the dissemination of best practices by Charter School, or State or federal law. The Board shall use such efforts as may be reasonably requested by OSI to assure that personnel or agents disclose, publish, copy, transmit, modify, alter, or utilize OSI's Proprietary Information without OSI's prior written consent, except as required for the operation of the School or by State or federal law.

8.2. Treatment of Confidential Information.

8.2.1 Confidential Information. The Board acknowledges that prior to the Term, OSI may have disclosed, and during the Term OSI may disclose, Confidential Information to the Board. The Board agrees that it will not at any time or in any manner, directly or indirectly, use or disclose any trade secrets or other Confidential Information to anyone, and that the School will not use Confidential Information for any purpose other than those provided for herein for the operation of the School or information that must be released in accordance with public records law or as requested or required by the Authorizer.

8.2.2 Protection of Confidential Information. The Board shall preserve and take all reasonable precautions to prevent the disclosure of the Confidential Information to any persons, entities, and/or firms other than those authorized by OSI to receive such information, except in connection with the operation of the School or information that must be released in accordance with public records law or as requested or required by the Authorizer.

8.2.3 Use of Confidential Information. The Board agrees that the Confidential Information: (i) shall be used solely in furtherance of this Agreement or the operation of the School, and shall not otherwise be used for the material benefit of others; (ii) shall not be copied or reproduced by the Board without the express written permission of OSI, except for such copies as may be reasonably required for accomplishment of provisions of this Agreement or the operation of the School; and (iii) shall not be disclosed to any third party without the prior written consent of OSI, except in connection with the operation of the School or information that must be released in accordance with public records law, Rhode Island regulations that require the dissemination of best practices by an independent Charter School, or as requested or required by the Authorizer. The Board agrees that it will not knowingly infringe upon, or knowingly permit any of its employees or agents to infringe upon, any rights of any third party or knowingly violate the patent, copyright, trademark, trade secret, or other proprietary right of any third party in connection with the performance of this Agreement. If the Board becomes aware of any infringement or alleged instance of infringement, the Board agrees to notify OSI promptly in writing.

8.2.4 Return of Confidential Information. The Board will promptly deliver to OSI any and all Confidential Information, including all written and electronic copies, in the Board's possession or control upon termination or expiration of this Agreement or upon request by OSI, except in connection with the operation of the School or information that must

be released in accordance with public records law, Rhode Island regulations that require the dissemination of best practices by the Charter School, or as requested or required by the Authorizer.

8.2.5 Rights to Confidential Information. Except as required for the Parties' performance hereunder or the operation of the School or information that must be released in accordance with public records law, Rhode Island regulations that require the dissemination of best practices by the Charter School, or as requested or required by the Authorizer, nothing in this Agreement shall be construed to require OSI to provide, or to entitle the Board to obtain, any Confidential Information or any rights therein. The Board agrees that these confidentiality obligations shall survive the expiration or termination of this Agreement for five years.

8.2.6 Specific Performance. In addition to all of the remedies otherwise available to OSI, including, but not limited to, recovery of damages, OSI shall have the right to injunctive relief to restrain and enjoin any actual or threatened breach of the provisions of this Section 8. All of OSI's remedies for breach of this Section 8 shall be cumulative and the pursuit of one remedy shall not be deemed to exclude any other remedies. The Board acknowledges and agrees that OSI's rights under this Section 8 are special and unique and that any violation of this Section 8 by the Board would not be adequately compensated by money damages alone.

9. INDEMNIFICATION

9.1. **Survival of Representations and Warranties**. All representations and warranties hereunder shall be deemed to be material and relied upon by the Parties with or to whom the same were made, notwithstanding any investigation or inspection made by or on behalf of such Party or Parties. The representations and warranties covered in this Agreement will survive the termination or expiration of this Agreement.

9.2. **Indemnification of the School**. To the full extent permitted by law, OSI shall hold the School and its affiliates, and the trustees, directors, officers, successors, assigns, employees, agents and subcontractors of each of them (the "School Indemnified Persons") harmless and indemnify each of them from and against any and all claims, losses, damages, liabilities, penalties, fines, expenses or costs ("Claims"), plus reasonable attorneys' fees and expenses incurred in connection with Claims and/or enforcement of this Agreement, (collectively, the "Indemnified Claims"), incurred or to be incurred by any School Indemnified Person resulting from or arising out of, directly or indirectly, any breach or violation of OSI's representations, warranties, covenants, or agreements contained in this Agreement or any intentional, reckless or grossly negligent act or omission in performing its obligations hereunder.

9.3. **Limitation on Claims of the School**. Notwithstanding anything in this Agreement to the contrary, OSI shall have no liability for any Claim and OSI shall have no obligations or liabilities pursuant to Section 9 until the aggregate of the Claims suffered or incurred by the School exceeds Five Thousand Dollars (\$5,000); in excess of any insurance proceeds received by the Board or the School relating to any Claim (the "Deductible"). For the sake of clarity, once the aggregate amount of Claims exceed the Deductible, OSI shall only be liable for amount in excess of the Deductible.

9.4. **Indemnification of Third-Party Claims.** The obligations and liabilities of OSI to indemnify the School under this Section 9 with respect to a Claim relating to or arising from third parties (a “Third Party Claim”) shall be subject to the following terms and conditions:

9.4.1 Notice and Defense. The School (the “Indemnified Party”) will give OSI (the “Indemnifying Party”) prompt written notice of any such Claim, and the Indemnifying Party may undertake the defense thereof by representatives chosen by it. Failure to give notice shall not affect the Indemnifying Party’s duty or obligations under this Section 9, except to the extent the Indemnifying Party is prejudiced thereby. If the Indemnifying Party undertakes the defense of a Third Party Claim, then the Indemnifying Party shall be deemed to accept that it has an indemnification obligation under this Section 9 with respect to such Third Party Claim, unless it shall in writing reserve the right to contest its obligation to provide indemnity with respect to such Third Party Claim. So long as the Indemnifying Party is defending any such Third Party Claim actively and in good faith, the Indemnified Party shall not settle such Claim. The Indemnified Party shall make available to the Indemnifying Party or its representatives all records and other materials required by them and in the possession or under the control of the Indemnified Party, for the use of the Indemnifying Party and its representatives in defending any such Claim, and shall in other respects give reasonable cooperation in such defense.

9.4.2 Failure to Defend. If the Indemnifying Party, within thirty (30) days after notice of any such Claim, fails to defend such Claim actively and in good faith, then the Indemnified Party will (upon written notice to the Indemnifying Party) have the right to undertake the defense, compromise or settlement of such Claim or consent to the entry of a judgment with respect to such Claim, on behalf of and for the account and risk of the Indemnifying Party, and the Indemnifying Party shall thereafter have no right to challenge the Indemnified Party’s defense, compromise, settlement or consent to judgment therein.

(a) Indemnified Party’s Rights. Anything in this Section 9 to the contrary notwithstanding, (i) if there is a reasonable probability that a Claim may materially and adversely affect the Indemnified Party other than as a result of money damages or other money payments, the Indemnified Party shall have the right to defend, compromise or settle such Claim, subject to the consent of the Indemnifying Party which will not be unreasonably withheld or delayed and (ii) if the Indemnified Party gives notice to the Indemnifying Party that the claim may materially and adversely affect the Indemnified Party other than as a result of money damages or other money payments, the Indemnifying Party shall not, without the written consent of the Indemnified Party, settle or compromise any Claim or consent to the entry of any judgment which does not include as an unconditional term thereof the giving by the claimant or the plaintiff to the Indemnified Party of a release from all liability in respect of such Claim.

9.4.3 Payment. The Indemnifying Party shall promptly pay the Indemnified Party any amount due under this Section 9 as such amounts are due. Upon judgment, determination, settlement or compromise of any Third Party Claim, the Indemnifying Party shall pay promptly on behalf of the Indemnified Party, and/or to the Indemnified Party in reimbursement of any amount theretofore required to be paid by it, the amount so determined by judgment, determination, settlement or compromise and all other Claims of the Indemnified Party with respect thereto, unless in the case of a judgment an appeal is made from the judgment.

If the Indemnifying Party desires to appeal from an adverse judgment, then the Indemnifying Party shall post and pay the cost of the security or bond to stay execution of the judgment pending appeal. Upon the payment in full by the Indemnifying Party of such amounts, the Indemnifying Party shall succeed to the rights of such Indemnified Party, to the extent not waived in settlement, against the third party who made such third party claim.

9.5. **Adjustment of Liability.** In the event an Indemnifying Party is required to make any payment under this Section 9 in respect of any damages, liability, obligation, loss, claim, or other amount indemnified hereunder, such Indemnifying Party shall pay the Indemnified Party an amount which is equal to the sum of (i) the amount of such damages, liability, obligation, loss, claim or other amount, minus (ii) the amount of any insurance proceeds the Indemnified Party actually receives with respect thereto, minus (iii) any third party payments actually received by the Indemnified Party with respect to such damages, liability, obligation, loss, claim or other amount . The Indemnifying Party may make demand or notice to such third party (with the consent of the Indemnified Party which will not be unreasonably withheld or delayed).

9.6. **OSI Insurance.** OSI shall, within fifteen (15) days of the date of execution of this Agreement, maintain insurance consistent with applicable law, including:

- Commercial general liability insurance with limits of at least one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate with employee coverage;
- Professional liability insurance with limits of at least one million dollars (\$1,000,000);
- Workers compensation insurance for OSI employees; and
- Excess liability insurance with limits of five million dollars (\$5,000,000) (applicable to all of the coverages described above, except professional liability).

The School will be shown as an additional insured on all of the above insurance policies where it can be added at no cost to OSI with the exception of professional liability insurance and workers compensation insurance.

Certificates of insurance evidencing compliance with this Section will be furnished by OSI to the School.

9.7. **Board/School Insurance.** The Board shall, within fifteen (15) days of the date of execution of this Agreement, maintain insurance for the School consistent with applicable law, including:

- Commercial general liability insurance with limits of at least one million dollars (\$1,000,000) per occurrence and two million dollars (\$2,000,000) aggregate with employee coverage (which coverage shall include coverage for discrimination, employee misconduct and misconduct relating to children);

- Educator Legal Liability and Employment Practices Liability insurance, which shall include officers and directors liability insurance, with limits of three million dollars (\$3,000,000)
- Workers compensation insurance for School employees; and
- Excess liability insurance with limits of one million dollars (\$1,000,000) (applicable to all of the coverages described above).

OSI will be shown as an additional insured on all of the above insurance policies where it can be added at no cost to the School with the exception of workers compensation insurance and professional liability insurance.

Certificates of insurance evidencing compliance with this Section will be furnished by the School to OSI.

10. TERMINATION

10.1. Termination by the Board. The Board may terminate this Agreement in accordance with the following provisions:

10.1.1 Termination. Subject to the provisions of subparagraph (b) below, the Board may terminate this Agreement at any time during the Term for any of the following reasons:

(a) OSI becomes insolvent, enters into receivership, is the subject of a voluntary or involuntary bankruptcy proceeding, makes an assignment for the benefit of creditors, or does not have sufficient financial resources to perform its obligations under this Agreement in the ordinary course;

(b) a Regulatory Authority has revoked any license which may be required for OSI to carry on its business and perform its obligations and functions under the Agreement;

(c) OSI violates any material provision of law with respect to the Board from which the Board was not specifically exempted and which results in adverse consequences to the Board;

(d) OSI breaches any of the material terms and conditions of this Agreement, which results in adverse consequences to the Board;

(e) the School fails to make reasonable progress toward achievement of the goals documented by the Board in the Accountability Plan, after a period of at least one year from the Effective Date of this Agreement as documented in the annual evaluation of OSI;

(f) the performance of the Executive Director is deemed to be unsatisfactory by the Board, pursuant to a 2/3rds vote;

(g) the Authorizer notifies either Party of its intention to revoke the Charter or to place the School on probation or to impose conditions on the Charter or does so;

(h) the Authorizer declines to renew the Charter at the end of a five-year Charter term;

(i) the enactment, repeal, promulgation or withdrawal of any federal, State or local law, regulation, or court or administrative decision or order finding that this Agreement, the operation of the Board in conformity with this Agreement or the Board's Charter with the Authorizer violates the Board's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations; or

(j) the Board determines that OSI's services are failing to adhere to or failing to maintain compliance with the Board's obligations under the Charter or Rhode Island Charter School Laws.

10.1.2 OSI's Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 10.1(a), the Board shall give OSI written notice of its basis for terminating the Agreement (a "Termination Notice"). The Termination Notice shall specify the section of this Agreement upon which the Board is relying on for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, OSI shall have 90 business days to remedy the breach (or such longer period as shall be reasonably necessary to cure the breach as agreed upon by both parties). If the breach is not corrected within the cure period, the Board may immediately terminate the Agreement.

10.2. Termination by OSI. OSI may terminate this Agreement in accordance with the following provisions:

(a) Termination for Cause. Subject to the provisions of subparagraph (b) below, OSI may terminate this Agreement for cause at any time during the Term. For purposes of this Section 10.2 the term "for cause" shall mean that:

(i) the Board or the School materially breaches any of the material terms and conditions of this Agreement;

(ii) the Board or the School fails to comply with its Charter and such failure materially and adversely affects the ability of the School to operate as contemplated by this Agreement;

(iii) the Board or the School violates any material provision of law with respect to the Board from which the Board was not specifically exempted and which results in material adverse consequences to OSI or to the Board of Trustees;

(iv) the Board or the School takes any action which materially interferes with the ability of OSI to perform under this Agreement;

(v) the Authorizer notifies either Party of its intention to revoke the School's Charter, or does so subject, however to the provisions of Section 10.4, infra; or

(vi) the enactment, repeal, promulgation or withdrawal of any federal, State or local law, regulation, or court or administrative decision or order finding that this Agreement, the operation of the School in conformity with this Agreement or the Board's Charter with the Authorizer violates the School's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations

(b) **School Right to Cure.** Prior to exercising its right to terminate this Agreement pursuant to Section 10.2(a), OSI shall give the Board a Termination Notice specifying the section of this Agreement upon which OSI is relying on for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, the Board shall have 90 business days to remedy the breach (or such longer period as shall be reasonably necessary to cure the breach as agreed upon by both parties). If the breach is not corrected within the cure period, OSI may immediately terminate the Agreement.

10.3. Termination Upon Agreement of the Parties. This Agreement may be terminated upon written agreement of the Parties.

10.4. Avoidance of Disruptions to Students. Notwithstanding the foregoing provisions of this Section 10, each Party shall use its good faith best efforts to avoid a termination of the Agreement that becomes effective during the school year because of the disruption to the educational program and the students. Therefore, in the event this Agreement is terminated by either Party prior to the end of the Term, absent unusual and compelling circumstances which shall include a failure of the School to make timely payments of the Service Fee, the termination will not become effective until the end of the school year.

10.5. Payment of Service Fee. Upon termination of this Agreement, the Board shall pay OSI any previously unpaid portion of the Service Fee for services performed by OSI until the time of termination.

10.6. Assistance Following Termination by OSI. In the event of termination of this Agreement by OSI, OSI shall provide reasonable assistance to the Board for the shorter of the remainder of the current school year or 90 days after the effective date of termination of the Agreement (the "Termination Assistance Period"), to assist in the transition to another Board management plan. During the Termination Assistance Period, OSI will be entitled to receive and the Board shall continue to pay OSI's Service Fee.

10.7. Records upon Termination. Upon termination or expiration of this Agreement for any reason, OSI shall return to the Board as soon as practicably possible all originals and copies of student, fiscal, and other records that are the School's under this Agreement including but not limited to Sections 4.4 and 4.5.

10.8. Marks and Proprietary Information. Subject to the License and pursuant to powers of the Authorizer, upon termination or expiration of this Agreement, the

Board will not have any right to make any use whatsoever of the Marks. To the extent that the School's name includes any of the Marks, including but not limited to the Old Sturbridge Village name, and unless expressly agreed to in writing by OSI, the Board shall, to the extent legally available to it and subject any approvals required from the Authorizer, immediately change such name so that it does not include any of the Marks, or any portion of the Marks, following termination or expiration of this Agreement.

11. MISCELLANEOUS

11.1. Governing Law. This Agreement shall be governed by, construed, interpreted and enforced in accordance with the laws of Rhode Island. If any action is brought to enforce an arbitral award rendered pursuant to Section 11.2, venue for such action shall be in the courts of Rhode Island located in the Board's county or the courts of the United States serving Providence. The Parties hereby irrevocably waive any objection which either may now or hereafter have to the laying of venue of any actions or proceedings arising out of or in connection with this Agreement brought in the courts referred to in the preceding sentence and hereby further irrevocably waive and agree not to plead or claim in any such court that any such action or proceeding brought in any such court has been brought in an inconvenient forum.

11.2. Alternative Dispute Resolution.

11.2.1 Good Faith Negotiation of Disputes. The parties agree to cooperate in good faith in all actions relating to this Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes. If, nevertheless, a dispute should arise in connection with this Agreement, either Party may give notice to the other Party of intent to negotiate, and the parties agree to use good faith efforts to resolve such dispute in a fair and equitable manner. As an initial matter any dispute, claim, or controversy under this Agreement or the relationship arising out of this Agreement (each a "Dispute"), must first be addressed in a meeting between the Chairman of the Board and the Chair of the OSI Board of Trustees. In the event any Dispute except for a claim by OSI relating to its intellectual property rights (including under Section 8 of this Agreement), is unable to be resolved by the two Chairmen within twenty days from the notice of intent to negotiate, either Party may give written notice to the other that the Dispute shall be resolved in accordance with the following alternative dispute resolution procedure.

11.2.2 Mediation. Mediation will be the first step in any Dispute (other than a claim by OSI relating to its intellectual property rights (including Section 8 of this Agreement)) not resolved by the two Chairmen. A mediator will be selected by the two Chairmen within 10 days of the notice to commence mediation or failing an agreement by the two Chairmen [within 5 days after the lapse of the 10 day period by the Chairperson of the OSI Board of Overseers]. The costs of the mediation will be shared equally by the Parties and the Parties shall work with the mediator in good faith for at least 30 days from the date of the appointment of the mediator to resolve the Dispute.

11.2.3 If after the 30-day period (or any extension thereof agreed to by the Parties) the Dispute is not resolved, then either Party may pursue any and all remedies at law and/or equity available to it.

11.2.4 **Notices.** All notices, claims, responses, requests and documents will be sufficiently given or served if mailed or delivered in the manner described in the Notice provision of this Agreement.

11.3. **Breach and Waiver.** No failure on the part of any Party to enforce the provisions of this Agreement shall act as a waiver of the right to enforce any provision. Further, no waiver of any breach of this Agreement shall (a) be effective unless it is in writing and executed by the Party charged with the waiver, or (b) constitute a waiver of a subsequent breach, whether or not of the same nature. All waivers shall be strictly and narrowly construed. No delay in enforcing any right or remedy as a result of a breach of this Agreement shall constitute a waiver thereof. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

11.4. **No Third Party Beneficiary Rights.** With the exception of the Authorizer, no third party, whether a constituent of the Board, a member of the community, a student or parent of a student of the School or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, the Board or OSI in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

11.5. **Negligent, Wrongful or Unlawful Acts of a Party.** Nothing in this Agreement shall affect or alter in any way responsibility of either Party of this Agreement for the negligent, wrongful or unlawful act of that Party's employees, agents or contractors.

11.6. **Delegation of Authority.** Nothing in this Agreement shall be construed as delegating to OSI any of the powers or authority of the Board, which are not subject to delegation by the Board under applicable State law or under the Charter.

11.7. **Compliance with Laws.** Unless specifically waived by appropriate governmental authority, OSI shall comply with all applicable laws, rules, regulations, ordinances, orders or other requirements of Rhode Island and any governmental authority relating to its delivery of the goods or services specified in this Agreement.

11.8. **Incorporation of Recitals.** The recitals to this Agreement are hereby incorporated herein as an integral part of this Agreement.

11.9. **Inspection and Access to Records.** Upon reasonable notice, the Parties shall make available to each other and to the Authorizer for inspection and copying, all books, records, and documents relating to the Parties' obligations and performance under this Agreement.

12. NOTICES.

All notices, demands, consents or other communications ("notices") which either Party may be required or desire to give to the other Party shall be in writing and shall be deemed delivered when (a) personally delivered, (b) if mailed, five business days after deposit in the United States mail, postage prepaid, certified or registered mail, return receipt requested, (c) if delivered by a reputable overnight carrier, one business day after delivery to such carrier, or (d)

if delivered by facsimile on a business day during normal business hours, on the date the facsimile transmission is confirmed, provided that, on such date, a separate copy is also delivered pursuant to clause (b) or (c). Delivery by mail, overnight carrier or facsimile shall be addressed to the Parties as follows:

OSI: 1 Old Sturbridge Village Road, Sturbridge, MA 01566

The Board: _____

Any Party may change its address for notice by notice given in accordance with the foregoing provisions.

13. DEFINED TERMS AND USE OF TERMS.

All defined terms used in this Agreement shall be deemed to refer to the masculine, feminine, neuter, singular and/or plural, in each instance as the context and/or particular facts may require. Use of the terms “hereunder,” “herein,” “hereby,” and similar terms refer to this Agreement.

14. SECTION HEADINGS.

The headings in this Agreement are for the convenience of the parties only, and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.

15. EXHIBITS AND SCHEDULES.

Each exhibit and each schedule to this Agreement to which reference is made in this Agreement is hereby incorporated in this Agreement as an integral part thereof. In the event of a conflict between the terms and provisions of this Agreement and the terms and provisions of any exhibits or schedules, the terms and provisions of this Agreement shall control.

16. ENTIRE AGREEMENT.

This Agreement constitutes the entire agreement between the Parties with respect to the subject matter herein, as of the Effective Date, and there are no understandings of any kind except as expressly set forth herein. Further, any and all prior understandings and agreements between the Parties, expressed or implied, written or oral, are superseded hereby.

17. MODIFICATIONS AND AMENDMENTS; NO PAROL EVIDENCE.

This Agreement (including any exhibits and schedules to this Agreement) is the entire agreement between the Parties, and may be altered, changed, added to, deleted from or modified only by agreement in writing approved by the Board of Trustees and by OSI’s Board of Directors. Accordingly, no course of conduct or custom shall constitute an amendment or modification of this Agreement, and any attempt to amend or modify this Agreement orally, or in

a writing not so approved, shall be void. This Agreement may not be modified, supplemented, explained, or waived by parol evidence.

18. ASSIGNMENT.

This Agreement, including without limitation, the rights granted herein, may not be assigned, delegated, transferred, pledged, or hypothecated by either Party, whether voluntary or involuntary, without the prior written consent of the other Party. This Agreement shall inure to the benefit of and shall be binding upon the Parties and their successors and assigns, and the name of a Party appearing herein shall be deemed to include the name of such Party's successors and assigns to the extent necessary to carry out the intent of this Agreement.

19. COUNTERPARTS.

This Agreement may be executed in Counterparts, each of which shall be deemed to be an original and both together shall be deemed to be one and the same Agreement.

20. NO PARTNERSHIP.

This Agreement does not constitute, and shall not be construed as constituting, a partnership or joint venture between the Parties.

21. FURTHER ASSURANCES.

The Parties agree that they will execute and deliver or cause to be executed and delivered from time to time such other documents, including but not limited to a License in customary form, and will take such other actions as the other Party reasonably may require to more fully and efficiently carry out the terms of this Agreement.

22. SEVERABILITY.

In case any one or more of the provisions or parts of a provision contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other provision or part of a provision of this Agreement in such jurisdiction, but this Agreement shall be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein and such provision or part shall be reformed so that it would be valid, legal, and enforceable to the maximum extent permitted in such jurisdiction.

23. SURVIVAL.

The provisions of Sections 2, 8 and 9, Sections 3.3, 3.4, 10.6, 10.7, 10.8, 11.1, 11.2, 11.4, 11.5, 11.6, 11.8, 11.9, and any other sections or exhibits to this Agreement that by their nature extend beyond the expiration or termination of this Agreement shall survive any expiration or termination of this Agreement; provided that any provisions that is stated to extend for a specified period of time shall survive only for such specified period of time.

24. NEGOTIATED AGREEMENT.

The provisions of this Agreement were negotiated by the Parties and this Agreement shall be deemed to have been drafted by the Parties, notwithstanding any presumptions at law to the contrary.

[SIGNATURES ON THE FOLLOWING PAGE]

IN WITNESS WHEREOF, the Parties have executed and delivered this Agreement as of the date first written above.

THIS AGREEMENT CONTAINS A BINDING ARBITRATION PROVISION WHICH MAY BE ENFORCED BY THE PARTIES

OLD STURBRIDGE, INC.

By: _____

Name: James E. Donahue

Title: President and CEO

**THE BOARD OF TRUSTEES OF RHODE ISLAND CULTURAL ACADEMY
CHARTER PUBLIC SCHOOL**

By: _____

Name:

Title:

AS AUTHORIZED BY VOTE OF THE BOARD OF TRUSTEES ON _____, 202_

Rhode Island Cultural Academy Charter School

2025/26 School Year Calendar

August 2025						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	10^	11^	12^	13^	14^	16
17	17	18	19	20	21	23
24	25	26	27	28	29	30
31						

September 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2025						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2025						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2025						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2026						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2026						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2026						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2026						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16*	17*	18*	19	20
21	22*	23*	24	25	26	27
28	29	30				

July 2026						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

180 days of instruction

First Day of School: August 25, 2025

Last Day of School (if no additional snow days*): June 15, 2026

Trimester 1 ends December 5, 2025

Trimester 2 ends March 13, 2026

Trimester 3 ends June 15, 2026

Student-Led Conferences: October 9, 2025; April 16, 2026

Key:

First/ Last Day of School Year	* Additional days due to inclement weather	No School	Student -Led Conferences	Professional Development Day (no school)	^ PD new staff only
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STATE OF RHODE ISLAND CHARTER SCHOOL OPERATING BUDGET PROJECTIONS

Charter School: Rhode Island Cultural Academy Public Charter School

Implementation and Operations

	FY2026	FY2027	FY2028	FY2029	FY2030
MAJOR ASSUMPTIONS					
A Average local aid per pupil	5,872.00	5,872.00	5,872.00	5,872.00	5,872.00
B Average state aid per pupil	11,457.00	11,457.00	11,457.00	11,457.00	11,457.00
C Student Enrollment	288	360	432	504	576
D Gross Square Footage (GSF) of facility	50,000	50,000	50,000	85,000	85,000
E <i>Staffing</i>					
E1. School Principals/Asst Principals	1.0	1.0	1.0	1.0	1.0
E2. School Support Staff	3.0	3.0	3.0	3.0	3.0
E3. Executive Director/Superintendent	0.0	0.0	0.0	0.0	0.0
E4. Deputies/Administrators	0.0	0.0	0.0	0.0	0.0
E5. Program/Operations Support Staff	0.0	0.0	0.0	0.0	0.0
E6. Teachers	19.0	24.0	29.0	35.0	42.0
E7. Paraprofessionals	12.0	15.0	16.0	17.0	18.0
E8. Pupil Support	2.0	2.0	3.0	3.0	3.0
E9. Teacher Support	0.0	0.0	0.0	0.0	0.0
E10. Program Management	1.0	1.0	1.0	1.0	1.0
E11. Special Services	1.5	1.5	3.0	3.0	4.0
E12. Facilities Maintenance	1.0	1.0	1.0	1.0	1.0
F Staff FTE	40.5	48.5	57.0	64.0	73.0
Subtotal:					
OPERATING REVENUES					
1 Local Revenue	1,691,245.44	2,114,056.80	2,536,868.16	2,959,679.52	3,382,490.88
2 State Revenue	3,299,588.65	4,124,485.82	4,949,382.98	5,774,280.14	6,599,177.31
3 Grants - Charter Schools Program	0.00	0.00	0.00	0.00	0.00
4 Grants - Private	0.00	0.00	0.00	0.00	0.00
5 Federal formula funds (inc. Title I, III and IDEA)	230,400.00	288,000.00	345,600.00	403,200.00	460,800.00
6 Capital Projects Funds	0.00	0.00	0.00	0.00	0.00
7 Other:	128,013.14	163,881.81	198,716.65	227,582.33	283,046.11
8 TOTAL OPERATING REVENUES	5,349,247.23	6,690,424.43	8,030,567.79	9,364,741.99	10,725,514.30
OPERATING EXPENDITURES					
School Management					
9 Salaries: Principals and Assistant Principals	120,000.00	124,500.00	129,480.00	134,335.50	139,373.08
10 Salaries: Support Staff	154,520.00	160,314.50	166,727.08	172,979.35	179,466.07
11 School Office	15,000.00	15,750.00	16,537.50	17,364.38	18,232.59
12 Other:					
13 Subtotal:	289,520.00	300,564.50	312,744.58	324,679.22	337,071.75
Program/Operations Management					
14 Salaries: Executive Director or Superintendent	0.00	0.00	0.00	0.00	0.00
15 Salaries: Deputies and Administrators	0.00	0.00	0.00	0.00	0.00
16 Salaries: Support Staff	0.00	0.00	0.00	0.00	0.00
17 Legal	25,000.00	15,000.00	15,000.00	15,000.00	15,000.00
18 School Board	5,000.00	5,250.00	5,512.50	5,788.13	6,077.53
19 Business Operations	35,000.00	36,750.00	38,587.50	40,516.88	42,542.72
20 Information Management and Technology	40,500.00	97,000.00	114,000.00	103,000.00	111,000.00
21 Other:					
22 Subtotal:	105,500.00	154,000.00	173,100.00	164,305.00	174,620.25

		FY2026	FY2027	FY2028	FY2029	FY2030
Instruction						
23	Salaries: Teachers	1,282,650.00	1,677,136.39	2,111,941.81	2,639,816.84	3,298,625.18
24	Salaries: Paraprofessionals	415,800.00	539,240.63	598,197.60	659,419.39	724,391.59
25	Stipends and Bonuses	33,969.00	44,327.54	54,202.79	65,984.72	80,460.34
26	Pupil-Use Technology, Hardware, and Software	186,000.00	78,700.00	121,900.00	121,900.00	96,900.00
27	Instructional Materials Supplies	158,400.00	198,000.00	259,200.00	277,200.00	316,800.00
28	Other:					
29	Subtotal:	2,076,819.00	2,537,404.55	3,145,442.19	3,764,320.95	4,517,177.10
Instructional Support						
30	Salaries: Pupil Support	158,497.00	164,440.64	266,018.26	275,993.95	286,343.72
31	Salaries: Teacher Support	0.00	0.00	0.00	0.00	0.00
32	Salaries: Program Management	90,000.00	93,375.00	97,110.00	100,751.63	104,529.81
33	Salaries: Special Services	97,500.00	101,156.25	231,985.00	240,684.44	325,203.86
34	Guidance and Counseling					
35	Library and Media	2,500.00	7,500.00	10,000.00	12,000.00	15,000.00
36	Extracurricular		2,500.00	5,000.00	5,000.00	7,500.00
37	Student Services, Outreach, Recruitment	2,500.00	7,500.00	7,875.00	8,268.75	8,682.19
38	Student Health Services	5,000.00	5,250.00	5,512.50	5,788.13	6,077.53
39	Academic Interventions					
40	Curriculum Development					
41	In Service, Staff Development, and Support	10,125.00	16,975.00	19,950.00	19,200.00	21,900.00
42	Assessment	72,000.00	90,000.00	108,000.00	126,000.00	144,000.00
43	Other:	75,000.00	75,000.00	75,000.00	50,000.00	30,000.00
44	Subtotal:	513,122.00	563,696.89	826,450.76	843,686.89	949,237.11
Operations						
45	Salaries: Facilities Maintenance	65,000.00	67,437.50	70,135.00	72,765.06	75,493.75
46	Transportation	256,885.71	337,162.50	424,824.75	520,410.32	624,492.38
47	Food Services	256,026.27	327,763.63	397,433.30	455,164.66	566,092.22
48	Safety	75,000.00	78,750.00	82,687.50	86,821.88	91,162.97
49	Building Upkeep and Maintenance	92,213.18	100,134.75	121,696.36	97,444.93	69,720.63
50	Maintenance Contracts	75,000.00	78,750.00	82,687.50	86,821.88	91,162.97
51	Utilities	150,000.00	157,500.00	165,000.00	293,250.00	309,400.00
52	Lease	500,000.00	500,000.00	500,000.00	850,000.00	850,000.00
53	Debt Service	0.00	0.00	0.00	0.00	0.00
54	Capital Projects	0.00	0.00	0.00	0.00	0.00
55	Other:	0.00	0.00	0.00	0.00	0.00
56	Subtotal:	1,470,125.17	1,647,498.38	1,844,464.41	2,462,678.72	2,677,524.91
Other Obligations						
57	Fringe Benefits	357,595.05	439,140.14	550,739.21	515,609.54	616,011.25
58	Insurance (non-employee)	55,000.00	60,500.00	66,550.00	73,205.00	80,525.50
59	Retiree Benefits					
60	Purchased Management Services	249,541.70	561,468.84	673,762.60	786,056.37	898,350.14
61	Other:					
62	Subtotal:	662,136.75	1,061,108.97	1,291,051.82	1,374,870.91	1,594,886.88
Community Services						
63	Community Service Operations	1,000.00	1,500.00	2,500.00	3,000.00	3,000.00
64	Other:					
65	Subtotal:	1,000.00	1,500.00	2,500.00	3,000.00	3,000.00
66	Budgeted Contingencies	149,725.02	187,156.28	224,587.53	262,018.79	299,450.05
67	TOTAL OPERATING EXPENDITURES	5,267,947.94	6,452,929.56	7,820,341.29	9,199,560.47	10,552,968.05
68	SURPLUS/(DEFICIT)	81,299.29	237,494.87	210,226.49	165,181.53	172,546.25

Enrollment and Funding Estimates

** State share ratios and local rates are subject to change, thus treat these as estimates.

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

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

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

Table 3: Local Aid

The local aid table will autopopulate. The community names and enrollment percentages will auto-fill from Table 1. An average local per pupil will be calculated.										
Name of Community	FY2026		FY2027		FY2028		FY2029		FY2030	
	per-pupil \$	total \$	per-pupil \$	total \$	per-pupil \$	total \$	per-pupil \$	total \$	per-pupil \$	total \$
PROVIDENCE	\$4,434	\$638,496	\$4,434	\$798,120	\$4,434	\$957,744	\$4,434	\$1,117,368	\$4,434	\$1,276,992
CENTRAL FALLS	\$2,944	\$84,787	\$2,944	\$105,984	\$2,944	\$127,181	\$2,944	\$148,378	\$2,944	\$169,574
PAWTUCKET	\$2,955	\$110,635	\$2,955	\$138,294	\$2,955	\$165,953	\$2,955	\$193,612	\$2,955	\$221,270
WEST WARWICK	\$8,579	\$420,028	\$8,579	\$525,035	\$8,579	\$630,042	\$8,579	\$735,049	\$8,579	\$840,056
WARWICK	\$15,184	\$437,299	\$15,184	\$546,624	\$15,184	\$655,949	\$15,184	\$765,274	\$15,184	\$874,598
Average Local Per Pupil	\$5,872		\$5,872		\$5,872		\$5,872		\$5,872	
Total Local Aid		\$1,691,245		\$2,114,057		\$2,536,868		\$2,959,680		\$3,382,491

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:	\$12,335							
Name of Community	Core	SSF (0.4)	Share Ratio	# students	# FRL students	Total Core	Total SSF	Average PP	Total
Providence	\$12,335	\$4,934	85.4%	144	118	\$1,516,909	\$495,726	\$13,977	\$2,012,635
Central Falls	\$12,335	\$4,934	97.1%	29	27	\$344,946	\$131,493	\$16,543	\$476,439
Pawtucket	\$12,335	\$4,934	84.7%	37	21	\$391,164	\$88,559	\$12,813	\$479,723
West Warwick	\$12,335	\$4,934	19.1%	49	26	\$115,349	\$24,962	\$2,866	\$140,311
Warwick	\$12,335	\$4,934	47.2%	29	10	\$167,677	\$22,804	\$6,614	\$190,481
Average and total				288	203			\$11,457	\$3,299,589

Table 5: Total Aid

	FY2026	FY2027	FY2028	FY2029	FY2030
Total Local	\$1,691,245	\$2,114,057	\$2,536,868	\$2,959,680	\$3,382,491
Total State	\$3,299,589	\$4,124,486	\$4,949,383	\$5,774,280	\$6,599,177
	\$4,990,834	\$6,238,543	\$7,486,251	\$8,733,960	\$9,981,668



June 13, 2024

To Whom it May Concern:

I am writing to share my support and enthusiasm for the application to open the Rhode Island Cultural Academy Charter Public School. The RI school founding team has an amazing depth of experience spanning education leadership, teaching and charter school management. I have had the pleasure of witnessing students at Old Sturbridge Academy Charter Public School during their lessons at the museum, which were so engaging and covered a wide range of curriculum topics in their hands on activities. The RI school is based after this successful model exhibited in Sturbridge at the Worcester Cultural Academy Charter Public School.

Coggeshall Farm Museum as a partner organization for the RI Cultural Academy Charter Public School is committed to enriching the school curriculum classroom lessons with hands on farming lessons that will cover science, math, history and art grade span expectations. Our organization just celebrated its 50th year of providing interactive educational experiences for a wide range of audiences and a variety of different learning styles. Our organization is dedicated to providing the complete story of our farms history to include the tenant farmers, enslaved people and the native tribes of the region that were often left out of history books. The Rhode Island Cultural Academy Charter Public School will also provide high quality, equitable learning opportunities for their students

Please approve this new public charter school for our state to provide more school options for the active learners in our community.

Sincerely,

Shelli Costa
Executive Director
Coggeshall Farm Museum



Rhode Island Department of Education

June 17, 2024

EL Education
247 West 35th Street
Eighth Floor
New York, New York
10001
Eleducation.org

To Whom it May Concern:

As the EL Education Partnership Director, New England, I write in support of the application to open Rhode Island Cultural Academy Charter Public School (RICA). EL Education, and specifically the New England team, partners with Old Sturbridge Academy and Worcester Cultural Academy since their opening dates, and has watched how these school communities have blossomed, how the students have thrived, and how the staff crews have provided learning opportunities that challenge, engage and empower their students.



The Rhode Island Cultural Academy will offer high quality learning that results in equitable student outcomes in Mastery of Knowledge and Skills, Character and High Quality Work. This school will be a unique learning environment for students to engage with local cultural institutions, do hands-on project-based learning, and be in an academic environment that ensures every student feels belonging, purpose and agency. RICA Students will have a broad and rich learning palette leveraging the cultural institutions and museums in Rhode Island and will see themselves as owners of their own learning, connecting their classroom learning with their lives, their community's success and the world's growth.



Mirroring their Old Sturbridge Academy and Worcester Cultural Academy peers, RICA students will set individual goals, monitor their own progress, share their learning publicly, and hold shared ownership for the culture and community of their school. They will be part of EL Education's national network of schools, with opportunities to participate in the EL Education Student Advisory Team, present and facilitate at national events like our yearly National Conference, and contribute to the nation's widest collection of student work - [Models of Excellence](#).

I encourage you to approve this new public charter school and bring the students and families of Rhode Island this powerful opportunity to engage in active learning, critical thinking, and contributing to a greater world.



Thank you for your consideration.

Gretchen Bukowick
Partnership Director, New England
(413) 426-3096
gbukowick@eleducation.org





Tony Estrella, Artistic Director • Jason Cabral, Executive Director

1245 Jefferson Boulevard, Warwick, RI 02886 • 401.723.4266 • gammtheatre.org

June 24, 2024

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

Dear Members of the Review Committee,

On behalf of The Gamm Theatre, I am writing to express our enthusiastic support for the establishment of the Rhode Island Cultural Academy Charter Public School (RICACPS), slated to open in the 2025-26 school year. As a leading arts and cultural institution committed to using theatre to enrich the lives of our community, we are particularly excited about the potential partnership opportunities with RICACPS. This initiative aligns perfectly with the education components of our mission and allows us to expand our impact and reach within the state.

With over 60 years of combined educational leadership experience, we believe the team at RICACPS has a proven track record of success. Their innovative model, based on the effective partnerships seen at Old Sturbridge Academy and Worcester Cultural Academy, promises to bring a unique and enriching educational experience to Rhode Island students.

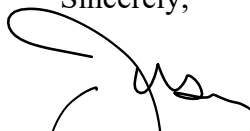
RICACPS's approach of integrating classroom learning with real-world experiences through local cultural institution partnerships is particularly compelling. This model will foster creativity, critical thinking, and a deeper appreciation for the arts, directly aligning with The Gamm Theatre's mission and goals of expanding our potential programming and reach.

Additionally, RICACPS's commitment to diversity, equity, and inclusion, along with robust support services for all students, ensures a holistic and supportive learning environment. We are eager to collaborate with RICACPS to bring theatre arts into the educational experience, benefiting both students and the broader community.

In conclusion, we strongly support the application for RICACPS. We look forward to a potential partnership that will enhance educational and cultural opportunities in our state.

Thank you for considering this letter of support. Please contact me for any further information.

Sincerely,



Jason Cabral
Executive Director
The Gamm Theatre



500 Greenwich Ave, Warwick RI 02886

To Whom It May Concern-

I am writing to express my support for the Rhode Island Cultural Academy Charter Public School application. As a long-time educator, public school choice advocate, and nonprofit leader, I am excited by the concept and approach to learning envisioned by the founders of Rhode Island Cultural Academy Charter Public School.

After many years as a leader at Highlander Charter School and Highlander Institute (now Throughline Learning), I saw firsthand the need for multiple learning models and structures to meet the diverse needs of our students. As a parent of four, I understand the importance of finding the right fit for each child based on individual learning needs. And as a community member and leader, I know that our small state is chock-full of high-quality cultural institutions with many assets and skills to share with our students.

At Girl Scouts, we believe in the power of experiential learning and collaborative community connections. Rhode Island Cultural Academy Charter Public School is built on this model, connecting learning beyond the walls of the classroom and into the rich history and opportunities our beautiful Ocean State offers. Rhode Island Cultural Academy Charter Public School is based on the success of Old Sturbridge Academy Charter Public School, located in Sturbridge, MA, where a successful school and museum partnership has flourished, and Worcester Cultural Academy Charter Public School, which has partnered with multiple cultural institutions in the Worcester area for specialized student programming. It is an incredible opportunity for RI students to benefit from the proven success this charter model has already provided to students in MA.

Thank you for your time. Please do not hesitate to reach out at dborrelli@gssne.org with any questions..

In service,

A handwritten signature in black ink, reading "D. Borrelli-Murray". The signature is fluid and cursive, with a large, stylized "D" and "M".

Dana Borrelli-Murray, CEO

Girl Scouts of Southeastern New England



June 14, 2024

To Whom It May Concern:

It is with pleasure that I write this letter in support of Sturbridge Village's application to open the Rhode Island Cultural Academy Charter School. Given the success that the two previous schools have achieved in Massachusetts, I am confident that this combination of hands-on learning with the unique content of local cultural institutions will prove to be equally dynamic and effective with a diverse range of students and learning styles.

I am excited to see how their school/museum partnership model will differentiate itself with access to the culturally-rich environment of Rhode Island. The Providence Children's Museum is looking forward to being a partner- not only to offer our expertise, but to learn from the founding team of experienced RI-based educators. I know from our own work with RIDE that when students can connect what they are learning in the classroom to what they experience when visiting or interacting with cultural institutions, it brings the curriculum to life and extends the teaching and learning beyond the four walls of the classroom.

If I can provide further assistance, please contact me at the number below

Sincerely,

A handwritten signature in black ink, which appears to read "Pauli Payson", is placed within a light gray rectangular box.

Executive Director
Providence Children's Museum
(917)838-5735



ALDRICH HOUSE ♦ JOHN BROWN HOUSE MUSEUM ♦ MUSEUM OF WORK AND CULTURE ♦ LIBRARY

June 11, 2024

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

To Whom It May Concern:

As the Executive Director of the Rhode Island Historical Society, and a great supporter of the work of Old Sturbridge Village, I am delighted to share our support and enthusiasm for the application to open the Rhode Island Cultural Academy Charter Public School in the 2025-26 school year and we stand ready to be a cultural partner in this endeavor.

The Rhode Island Historical Society (RIHS), through its Goff Center for Education & Public Programs, has decades of experience creating history-based educational resources and experiences for students, as well as professional development opportunities for educators across the state and nation. Additionally, the RIHS is proud to be the state affiliate of National History Day, running the RI History Day contest. We are also engaged at the State level in the development of the State's social studies standards, as well as the Civic Education Commission. Thus, it is with deep educational ties and experiences that I speak about how excited I am for Rhode Island students to have increased opportunities to engage with the local cultural institutions, develop hands-on, project-based learning, and to center a dedication to cultural connections within our communities—all of which will be central to the mission of this proposed school. At its core, the school will provide its students with high-quality, character-based instruction, and promote an equitable culture with antiracist policies and practices, which also dovetails with RIHS's core values.

My team has been to visit the Old Sturbridge Academy and has seen their process and values in action. While in Massachusetts, their founding team of RI-based education leaders has over 60 years' combined teaching and leadership experience, including founding Highlander Charter School in Providence and formerly leading Kingston Hill Academy Charter Public School in Saunderstown. The proposed Rhode Island Cultural Academy Charter Public School is based on the success of Old Sturbridge Academy Charter Public School, located in Sturbridge, MA, where a successful school and museum partnership has flourished, and the Worcester Cultural Academy Charter Public School, which has partnered with multiple cultural institutions in the Worcester area for specialized student programming.

I have seen this organization's first school in Sturbridge, and I have heard about the inspiring developments in the Worcester initiative. I have every reason to believe that the Rhode Island Cultural Academy Charter Public School will be not only equally successful, but also just as impressive.

Remember Interpret Honor Share

110 Benevolent Street ♦ Providence, RI 02906 ♦ Phone 401 331-8575 ♦ Fax 401 351-0127 ♦ rihs.org

I hope that you see fit to approve this new public charter school. It would be an exciting development in the Rhode Island educational landscape just as our districts prepare to roll our new standards in Social Studies, and as our nation commemorates its 250th anniversary.

Thank you for your consideration, and please do not hesitate to contact me with any questions about our partnership with this initiative.

Sincerely,

A handwritten signature in black ink, appearing to read "C. Morgan Grefe". The signature is fluid and cursive, with the first name "C." being small and the last name "Grefe" being larger and more prominent.

C. Morgan Grefe, Ph.D.
Executive Director

July 10, 2024

To Whom it May Concern:

As the Executive Director of the Rhode Island Philharmonic Orchestra & Music School, and a strong advocate for the thriving communities we serve, I support the application to open the Rhode Island Cultural Academy Charter Public School.

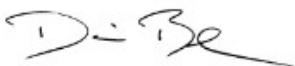
Modelled after the success of two charter schools in Massachusetts, this school will provide students in our own state with the opportunity to engage with local cultural institutions and facilitate hands-on, project-based learning daily. These valuable learning experiences will extend beyond the bounds of a typical classroom. Students in our community will benefit from the school's multilingual learner services, social-emotional learning practices, special education curriculum, and other tools helpful for their development and education.

Further, the RI Cultural Academy Charter Public School is committed to providing quality education to students across all races, ethnicities, socioeconomic status, language, and ability, and its recruitment process will foster an accurate representation of the communities in our state.

Please approve this new public charter school. I know our Rhode Island communities will benefit greatly from having this option available for students and families.

Thank you for your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "D. Beauchesne", with a stylized flourish at the end.

David Beauchesne
Executive Director

June 24, 2024

Re: Letter of Support for the Rhode Island Cultural Academy Charter Public School

To Whom It May Concern:

The Tomaquag Museum is pleased to offer our support for the application to open Rhode Island Cultural Academy Charter Public School in the 2025-26 school year. As the assistant director of the Tomaquag Museum, I am excited for an opportunity to discuss a potential partnership to provide a hands-on, project-based learning environment to Rhode Island students. It is an encouraging prospect that students may grow into cultural leaders if offered an educational environment that is nurturing, academically rigorous, and culturally responsive.

Established in 1958, the Tomaquag Museum is Rhode Island's only Indigenous-led history and culture museum. Our mission is to educate all of our relations (everyone) on Indigenous cultures of the Dawnland (focus on Southern New England) through engagement and shared dialogue to reconcile the past and empower present and future generations. We offer a wide array of educational programming that can be catered to fit any group's age, abilities, and size. We hope that through this sharing, all our relations will understand the history and culture of the Indigenous People of the Dawnland, recognize and understand the impact of conquest and colonization on Indigenous People today, and take action to create equity.

We are familiar with the success of their first school in Sturbridge, having had the opportunity to engage with students there in the past. Our museum supported the students in exploring tactics for decolonizing the Sturbridge Village museum space, creating more inclusion of diverse stories and perspectives. It was amazing that this project was conceived by the students themselves and we were delighted to see the school staff offering their full support. Additionally, the museum was able to host a group of students for a visit here at the Tomaquag Museum to deepen their learning. Tomaquag Museum has confidence that a school in Worcester will be of similar quality and welcomes discussions for partnering on more educational experiences in the future.

I am also aware of the success of the Kingston Hill Academy Charter Public School in Saundrestown that was formerly lead by the applicants. My niece was a student at the school and I used to visit annually to share traditional stories of the Narragansett Tribe with the students. It was empowering to have a school welcome the cultural contributions of our community so my niece and other Native students could experience meaningful inclusion in their learning environment. That experience aligns with their ongoing commitment to providing a diverse school community across race, ethnicity, socioeconomic status, language, and ability in both student and staff recruitment.



ENGAGE • EDUCATE • EXPERIENCE

390 A Summit Road
Exeter, RI, 02822
Phone/Fax: (401) 491-9063

www.tomaquagmuseum.org
facebook.com/tomaquagmuseum
twitter.com/tomaquagmuseum

We hope that you will consider this new public charter school application for approval. We believe the Rhode Island community will benefit greatly from having this option for students and families. Thank you for your consideration.

Sincerely,

Silvermoon LaRose
Assistant Director

Expression of Support for New RI Charter School: Rhode Island Cultural Academy

We believe that Rhode Island families and their students deserve the very best in public education. The children of our state cannot wait; there is urgency to our collective mission to ensure our students thrive academically, socially, and emotionally in school.

This is the perfect time to create a new charter public school option that will enable our students to become critical thinkers, skilled problem solvers, and leaders who care for themselves, those around them, and their community. **We are excited to apply to have our school become the next charter public school available to students in your community.**

Based on our founding team's years of experience successfully operating charter schools, including decades of combined experience teaching and leading schools in Rhode Island, we want to give your students the same experience of going to a brand new school that is unique in terms of its approach to education: **Our school will offer a rigorous, character-based education and partner with local museums and cultural institutions to augment and enrich the curriculum.** Our students will access the collections, experts, and resources of these cultural centers, pushing the boundaries of the four walls of the classroom and providing an unparalleled school experience for ALL students, regardless of their background or learning ability.

The children of Rhode Island and your community are counting on all of us to do whatever it takes to provide them with new and innovative high-quality public schools.

To make our school a reality, please express your support for our application and sign below, letting RIDE know that your student needs this new charter public school option.

Dear Rhode Island Department of Education, by completing this form and including my name below, I am expressing my support for this charter school application.

The respondent's email (allisonharper@hotmail.com) was recorded on submission of this form.

Email *

allisonharper@hotmail.com

Parent/guardian first and last name *

Allison Harper

City of residence *

West Warwick

Phone number

This form was created inside of OSV.

Google Forms

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Dear Rhode Island Department of Education, by completing this form and including my name below, I am expressing my support for this charter school application.

The respondent's email (aubreyaparm@verizon.net) was recorded on submission of this form.

Email *

aubreyaparm@verizon.net

Parent/guardian first and last name *

Aubrey A. Parmentier

City of residence *

West Warwick

Phone number

4019199514

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The respondent's email (tristasylvia4@gmail.com) was recorded on submission of this form.

Email *

tristasylvia4@gmail.com

Parent/guardian first and last name *

Trista Sylvia

City of residence *

West Warwick

Phone number

401-368-3390

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Google Forms

Expression of Support for New RI Charter School: Rhode Island Cultural Academy

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Dear Rhode Island Department of Education, by completing this form and including my name below, I am expressing my support for this charter school application.

The respondent's email (**rhiannonaubrey2014@gmail.com**) was recorded on submission of this form.

Email *

rhiannonaubrey2014@gmail.com

Parent/guardian first and last name *

Rhiannon Aubrey

City of residence *

West Warwick

Phone number

4015163311

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Google Forms

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The respondent's email (dj101309@gmail.com) was recorded on submission of this form.

Email *

dj101309@gmail.com

Parent/guardian first and last name *

Kayla estrela

City of residence *

West warwick

Phone number

401-516-8085

This form was created inside of OSV.

Google Forms

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Dear Rhode Island Department of Education, by completing this form and including my name below, I am expressing my support for this charter school application.

The respondent's email (ashleyyyyc07@gmail.com) was recorded on submission of this form.

Email *

ashleyyyyc07@gmail.com

Parent/guardian first and last name *

Ashley Thomas

City of residence *

West Warwick

Phone number

This form was created inside of OSV.

Google Forms

Expression of Support for New RI Charter School: Rhode Island Cultural Academy

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Dear Rhode Island Department of Education, by completing this form and including my name below, I am expressing my support for this charter school application.

The respondent's email (**mamaserpa3@gmail.com**) was recorded on submission of this form.

Email *

mamaserpa3@gmail.com

Parent/guardian first and last name *

Susan Serpa

City of residence *

West Warwick

Phone number

4012971080

This form was created inside of OSV.

Google Forms

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Dear Rhode Island Department of Education, by completing this form and including my name below, I am expressing my support for this charter school application.

The respondent's email (**kids48242@gmail.com**) was recorded on submission of this form.

Email *

kids48242@gmail.com

Parent/guardian first and last name *

Lindsay Scheer

City of residence *

West warwick

Phone number

4012867525

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Google Forms

Expression of Support for New RI Charter School: Rhode Island Cultural Academy

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The respondent's email (**ktads92589@gmail.com**) was recorded on submission of this form.

Email *

ktads92589@gmail.com

Parent/guardian first and last name *

Katie Tadlock

City of residence *

West Warwick

Phone number

4014734709

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The respondent's email (**charityward22@gmail.com**) was recorded on submission of this form.

Email *

charityward22@gmail.com

Parent/guardian first and last name *

Charity Ward

City of residence *

West Warwick

Phone number

401-500-3626

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The respondent's email (**swimmer5685@gmail.com**) was recorded on submission of this form.

Email *

swimmer5685@gmail.com

Parent/guardian first and last name *

Stephanie

City of residence *

Coventry

Phone number

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The respondent's email (**Freebird72@verizon.net**) was recorded on submission of this form.

Email *

Freebird72@verizon.net

Parent/guardian first and last name *

Eric Nelson II

City of residence *

West Warwick

Phone number

4017146079

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Google Forms

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The respondent's email (Lmasan820@gmail.com) was recorded on submission of this form.

Email *

Lmasan820@gmail.com

Parent/guardian first and last name *

Lindsey Asan

City of residence *

West Warwick

Phone number

401-215-0698

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Google Forms

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The respondent's email (**tararegnaiere76@yahoo.com**) was recorded on submission of this form.

Email *

tararegnaiere76@yahoo.com

Parent/guardian first and last name *

Tara

City of residence *

West warwick

Phone number

401-489-0107

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Google Forms

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The respondent's email (y~~h~~kim2382@gmail.com) was recorded on submission of this form.

Email *

y~~h~~kim2382@gmail.com

Parent/guardian first and last name *

Kim Holmes

City of residence *

West Warwick

Phone number

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Google Forms

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The respondent's email (**dpeach321@gmail.com**) was recorded on submission of this form.

Email *

dpeach321@gmail.com

Parent/guardian first and last name *

Danielle Peach

City of residence *

West Warwick

Phone number

401-640-1233

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The respondent's email (cmthompson612@gmail.com) was recorded on submission of this form.

Email *

cmthompson612@gmail.com

Parent/guardian first and last name *

Christine Thompson

City of residence *

West warwick

Phone number

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Google Forms

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The respondent's email (xodanikaox3@gmail.com) was recorded on submission of this form.

Email *

xodanikaox3@gmail.com

Parent/guardian first and last name *

Danika Holmes

City of residence *

West warwick

Phone number

401-771-0869

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Google Forms

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The respondent's email (**richardrego14@gmail.com**) was recorded on submission of this form.

Email *

richardrego14@gmail.com

Parent/guardian first and last name *

Richard rego

City of residence *

West warwick

Phone number

4015453635

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The respondent's email (cgnirke@gmail.com) was recorded on submission of this form.

Email *

cgnirke@gmail.com

Parent/guardian first and last name *

Carolyn Gnirke

City of residence *

West Warwick

Phone number

9412281204

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Google Forms

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The respondent's email (sarahfranco1980@gmail.com) was recorded on submission of this form.

Email *

sarahfranco1980@gmail.com

Parent/guardian first and last name *

Sarah franco

City of residence *

West Warwick

Phone number

413-519-6493

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Google Forms

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The respondent's email (alisharodriguez@aol.com) was recorded on submission of this form.

Email *

alisharodriguez@aol.com

Parent/guardian first and last name *

Alisha rodriguez

City of residence *

West Warwick

Phone number

7743210206

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The respondent's email (mchrisabbey@yahoo.com) was recorded on submission of this form.

Email *

mchrisabbey@yahoo.com

Parent/guardian first and last name *

Melissa correia

City of residence *

West warwick

Phone number

401-225-6687

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Google Forms

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The respondent's email (digregorioashley@yahoo.com) was recorded on submission of this form.

Email *

digregorioashley@yahoo.com

Parent/guardian first and last name *

Ashley DiGregorio

City of residence *

West Warwick

Phone number

401-241-6848

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Google Forms

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The respondent's email (jenniferjamie87@icloud.com) was recorded on submission of this form.

Email *

jenniferjamie87@icloud.com

Parent/guardian first and last name *

Jennifer Pratt

City of residence *

West Warwick

Phone number

4017122613

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Expression of Support for New RI Charter School: Rhode Island Cultural Academy

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Dear Rhode Island Department of Education, by completing this form and including my name below, I am expressing my support for this charter school application.

The respondent's email (shannonohara401@yahoo.com) was recorded on submission of this form.

Email *

shannonohara401@yahoo.com

Parent/guardian first and last name *

Shannon OHara

City of residence *

West Warwick

Phone number

4016609081

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Google Forms

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The respondent's email (catharinejarred1@aol.com) was recorded on submission of this form.

Email *

catharinejarred1@aol.com

Parent/guardian first and last name *

Catharine Weidemann

City of residence *

West Warwick

Phone number

4016015257

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The respondent's email (shannahliam@gmail.com) was recorded on submission of this form.

Email *

shannahliam@gmail.com

Parent/guardian first and last name *

Shannah Shea

City of residence *

West Warwick

Phone number

4019962806

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The respondent's email (**antoniae.perry1988@gmail.com**) was recorded on submission of this form.

Email *

antoniae.perry1988@gmail.com

Parent/guardian first and last name *

Antoniae Perry

City of residence *

West Warwick

Phone number

4015568855

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The respondent's email (alicia.l.mcnally@gmail.com) was recorded on submission of this form.

Email *

alicia.l.mcnally@gmail.com

Parent/guardian first and last name *

Alicia McNally

City of residence *

West Warwick

Phone number

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The respondent's email (jessicahassell64@gmail.com) was recorded on submission of this form.

Email *

jessicahassell64@gmail.com

Parent/guardian first and last name *

Jessica Hassell

City of residence *

West Warwick

Phone number

401-588-4424

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The respondent's email (vfreitas080@gmail.com) was recorded on submission of this form.

Email *

vfreitas080@gmail.com

Parent/guardian first and last name *

Vanessa Freitas

City of residence *

West Warwick

Phone number

401-595-2195

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The respondent's email (**kregnaiere22@gmail.com**) was recorded on submission of this form.

Email *

kregnaiere22@gmail.com

Parent/guardian first and last name *

Kayla Regnaiere

City of residence *

West Warwick

Phone number

4013183761

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The respondent's email (guindontalia@gmail.com) was recorded on submission of this form.

Email *

guindontalia@gmail.com

Parent/guardian first and last name *

Talia Hajjar

City of residence *

West Warwick

Phone number

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The respondent's email (**adeneas@gmail.com**) was recorded on submission of this form.

Email *

adeneas@gmail.com

Parent/guardian first and last name *

Alex Smith

City of residence *

West Warwick

Phone number

832-405-1967

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The respondent's email (**katiidean2016@gmail.com**) was recorded on submission of this form.

Email *

katiidean2016@gmail.com

Parent/guardian first and last name *

Kathryn Dean

City of residence *

West Warwick

Phone number

4014792209

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Google Forms

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The respondent's email (Ctina3574@gmail.com) was recorded on submission of this form.

Email *

Ctina3574@gmail.com

Parent/guardian first and last name *

Christina DiGiovanni

City of residence *

West Warwick

Phone number

401-649-0486

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The respondent's email (**katie42983@gmail.com**) was recorded on submission of this form.

Email *

katie42983@gmail.com

Parent/guardian first and last name *

Katie Paul

City of residence *

West Warwick

Phone number

401 465 4685

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Google Forms

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The respondent's email (ashleyvhamilton246@gmail.com) was recorded on submission of this form.

Email *

ashleyvhamilton246@gmail.com

Parent/guardian first and last name *

Ashley Hamilton

City of residence *

West Warwick

Phone number

7405007276

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Google Forms

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The respondent's email (**msmiguel7@verizon.net**) was recorded on submission of this form.

Email *

msmiguel7@verizon.net

Parent/guardian first and last name *

Melonie DiMartino

City of residence *

West Warwick

Phone number

4016400361

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Google Forms

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The respondent's email (**sprt50j@aol.com**) was recorded on submission of this form.

Email *

sprt50j@aol.com

Parent/guardian first and last name *

John Davidson

City of residence *

West Warwick

Phone number

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Google Forms

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The respondent's email (jennyapple3@gmail.com) was recorded on submission of this form.

Email *

jennyapple3@gmail.com

Parent/guardian first and last name *

Jennifer Gagnon

City of residence *

Coventry

Phone number

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Google Forms

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The respondent's email (barachiele@gmail.com) was recorded on submission of this form.

Email *

barachiele@gmail.com

Parent/guardian first and last name *

Brianna Silvia

City of residence *

West Warwick

Phone number

4015808391

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Google Forms

Expression of Support for New RI Charter School: Rhode Island Cultural Academy

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Dear Rhode Island Department of Education, by completing this form and including my name below, I am expressing my support for this charter school application.

The respondent's email (**courtneydanis33@gmail.com**) was recorded on submission of this form.

Email *

courtneydanis33@gmail.com

Parent/guardian first and last name *

Courtney Danis

City of residence *

West Warwick

Phone number

4014860521

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Google Forms

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The respondent's email (**tarakilcommons29@gmail.com**) was recorded on submission of this form.

Email *

tarakilcommons29@gmail.com

Parent/guardian first and last name *

Tara Kilcommons

City of residence *

West Warwick

Phone number

4012067025

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Google Forms

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The respondent's email (**kenos04@ymail.com**) was recorded on submission of this form.

Email *

kenos04@ymail.com

Parent/guardian first and last name *

Kristin enos

City of residence *

West warwick

Phone number

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The respondent's email (**Jenniferk1987@gmail.com**) was recorded on submission of this form.

Email *

Jenniferk1987@gmail.com

Parent/guardian first and last name *

Jennifer Stevens

City of residence *

West Warwick

Phone number

401 536 0348

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The respondent's email (**dimartinolisa@gmail.com**) was recorded on submission of this form.

Email *

dimartinolisa@gmail.com

Parent/guardian first and last name *

Lisa DiMartino

City of residence *

West Warwick

Phone number

401-368-1863

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The respondent's email (angelskitchenri@gmail.com) was recorded on submission of this form.

Email *

angelskitchenri@gmail.com

Parent/guardian first and last name *

John Martin

City of residence *

West Warwick

Phone number

401-419-6732

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Dear Rhode Island Department of Education, by completing this form and including my name below, I am expressing my support for this charter school application.

The respondent's email (gordonheather340@yahoo.com) was recorded on submission of this form.

Email *

gordonheather340@yahoo.com

Parent/guardian first and last name *

Heather Gordon

City of residence *

West Warwick

Phone number

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Google Forms

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The respondent's email (slw333@hotmail.com) was recorded on submission of this form.

Email *

slw333@hotmail.com

Parent/guardian first and last name *

Sarah Shaw

City of residence *

West Warwick

Phone number

617-947-8607

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The respondent's email (saralindstrom83@gmail.com) was recorded on submission of this form.

Email *

saralindstrom83@gmail.com

Parent/guardian first and last name *

Sara Lindstrom

City of residence *

West Warwick

Phone number

401-741-6076

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The respondent's email (costapicks@yahoo.com) was recorded on submission of this form.

Email *

costapicks@yahoo.com

Parent/guardian first and last name *

Cynthia Costa

City of residence *

West Warwick

Phone number

4015951226

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Google Forms

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The respondent's email (JSVenetsanakos@yahoo.com) was recorded on submission of this form.

Email *

JSVenetsanakos@yahoo.com

Parent/guardian first and last name *

Jacqueline Taylor

City of residence *

West Warwick

Phone number

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The respondent's email (**stacyg3018@cox.net**) was recorded on submission of this form.

Email *

stacyg3018@cox.net

Parent/guardian first and last name *

Stacy Gonsalves

City of residence *

West Warwick

Phone number

(401)206-1414

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The respondent's email (arianacosme18@gmail.com) was recorded on submission of this form.

Email *

arianacosme18@gmail.com

Parent/guardian first and last name *

Ariana Cosme

City of residence *

West Warwick

Phone number

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The respondent's email (jlfflood1986@gmail.com) was recorded on submission of this form.

Email *

jlfflood1986@gmail.com

Parent/guardian first and last name *

Jessica flood

City of residence *

West warwick

Phone number

2033148035

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Google Forms

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The respondent's email (katesmith627@gmail.com) was recorded on submission of this form.

Email *

katesmith627@gmail.com

Parent/guardian first and last name *

Kate Smith

City of residence *

West Warwick

Phone number

4016328976

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Google Forms

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The respondent's email (kaitlinritameda@gmail.com) was recorded on submission of this form.

Email *

kaitlinritameda@gmail.com

Parent/guardian first and last name *

Kaitlin Meda

City of residence *

West Warwick

Phone number

4014706265

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Google Forms

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The respondent's email (alleyjohnson86@gmail.com) was recorded on submission of this form.

Email *

alleyjohnson86@gmail.com

Parent/guardian first and last name *

Allison Johnson

City of residence *

West Warwick

Phone number

4012195157

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Google Forms

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The respondent's email (**ashley72386@gmail.com**) was recorded on submission of this form.

Email *

ashley72386@gmail.com

Parent/guardian first and last name *

Ashley Downey

City of residence *

West Warwick

Phone number

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Google Forms

Expression of Support for New RI Charter School: Rhode Island Cultural Academy

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The respondent's email (**bodypoweredbytacos@gmail.com**) was recorded on submission of this form.

Email *

bodypoweredbytacos@gmail.com

Parent/guardian first and last name *

Christine Blandino

City of residence *

West Warwick

Phone number

401-301-6408

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Google Forms

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The respondent's email (izablla2459@yahoo.com) was recorded on submission of this form.

Email *

izablla2459@yahoo.com

Parent/guardian first and last name *

Brianna Leitao

City of residence *

West warwick

Phone number

4015364380

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Google Forms

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The respondent's email (**sirenas215@gmail.com**) was recorded on submission of this form.

Email *

sirenas215@gmail.com

Parent/guardian first and last name *

Diana Leary

City of residence *

West Warwick

Phone number

860-941-1728

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Dear Rhode Island Department of Education, by completing this form and including my name below, I am expressing my support for this charter school application.

The respondent's email (2093chris@gmail.com) was recorded on submission of this form.

Email *

2093chris@gmail.com

Parent/guardian first and last name *

Christopher Pescatore

City of residence *

West Warwick

Phone number

4847645676

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Google Forms

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The respondent's email (mcglynn.elisha@icloud.com) was recorded on submission of this form.

Email *

mcglynn.elisha@icloud.com

Parent/guardian first and last name *

Elisha McGlynn

City of residence *

West Warwick

Phone number

4014927506

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The respondent's email (kelapierre19@gmail.com) was recorded on submission of this form.

Email *

kelapierre19@gmail.com

Parent/guardian first and last name *

Katie Lapierre

City of residence *

West Warwick

Phone number

4016597468

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The respondent's email (**meganv2017@yahoo.com**) was recorded on submission of this form.

Email *

meganv2017@yahoo.com

Parent/guardian first and last name *

Megan Valentine

City of residence *

West Warwick

Phone number

4016596238

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Google Forms

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The respondent's email (**gina1046@cox.net**) was recorded on submission of this form.

Email *

gina1046@cox.net

Parent/guardian first and last name *

Gina O'Donnell

City of residence *

West warwick

Phone number

4018284414

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The respondent's email (sasion0204@gmail.com) was recorded on submission of this form.

Email *

sasion0204@gmail.com

Parent/guardian first and last name *

Samantha Sion

City of residence *

West Warwick

Phone number

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The respondent's email (phlebgrrl@gmail.com) was recorded on submission of this form.

Email *

phlebgrrl@gmail.com

Parent/guardian first and last name *

Jasmyn Spinney

City of residence *

West Warwick

Phone number

4019547356

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The respondent's email (**zombiexo@me.com**) was recorded on submission of this form.

Email *

zombiexo@me.com

Parent/guardian first and last name *

Stephen Wallace

City of residence *

West Warwick

Phone number

4012199040

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Google Forms

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The respondent's email (**mimi8360@aol.com**) was recorded on submission of this form.

Email *

mimi8360@aol.com

Parent/guardian first and last name *

Parent

City of residence *

West Warwick

Phone number

401-439-0331

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Google Forms

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The respondent's email (meredith@heberglaw.com) was recorded on submission of this form.

Email *

meredith@heberglaw.com

Parent/guardian first and last name *

Meredith Lindenberg

City of residence *

West Warwick

Phone number

4012504768

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Google Forms

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The respondent's email (ryanmt6283@gmail.com) was recorded on submission of this form.

Email *

ryanmt6283@gmail.com

Parent/guardian first and last name *

Ryan Thomas

City of residence *

West Warwick

Phone number

401-516-0899

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Google Forms

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The respondent's email (**daniajimenez1990@gmail.com**) was recorded on submission of this form.

Email *

daniajimenez1990@gmail.com

Parent/guardian first and last name *

Dania Jimenez

City of residence *

West Warwick

Phone number

9783761579

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Google Forms

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The respondent's email (**sandraqv@msn.com**) was recorded on submission of this form.

Email *

sandraqv@msn.com

Parent/guardian first and last name *

Sandra Quintana

City of residence *

West warwick

Phone number

4014795753

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Google Forms

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The respondent's email (**jmmcl121@yahoo.com**) was recorded on submission of this form.

Email *

jmmcl121@yahoo.com

Parent/guardian first and last name *

Jaclyn McLeroy

City of residence *

West Warwick

Phone number

4018641336

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Google Forms

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The respondent's email (vaturcois@gmail.com) was recorded on submission of this form.

Email *

vaturcois@gmail.com

Parent/guardian first and last name *

Vanessa Turcios-Kerr

City of residence *

West Warwick

Phone number

401-365-0440

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Expression of Support for New RI Charter School: Rhode Island Cultural Academy

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The respondent's email (m_andreozzi@outlook.com) was recorded on submission of this form.

Email *

m_andreozzi@outlook.com

Parent/guardian first and last name *

Magdalena

City of residence *

WEST Warwick

Phone number

401.954.9163

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The respondent's email (alinayang@hotmail.com) was recorded on submission of this form.

Email *

alinayang@hotmail.com

Parent/guardian first and last name *

Kalia Vang

City of residence *

West Warwick

Phone number

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The respondent's email (nchristie3683@gmail.com) was recorded on submission of this form.

Email *

nchristie3683@gmail.com

Parent/guardian first and last name *

Nicole Christie

City of residence *

West Warwick

Phone number

4013908917

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The respondent's email (kathryn.mcnulty@gmail.com) was recorded on submission of this form.

Email *

kathryn.mcnulty@gmail.com

Parent/guardian first and last name *

Lindsay Belisle

City of residence *

West Warwick

Phone number

401-579-2434

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The respondent's email (pennydutra@yahoo.com) was recorded on submission of this form.

Email *

pennydutra@yahoo.com

Parent/guardian first and last name *

Penny Dutra Foreman

City of residence *

West Warwick

Phone number

4014890900

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The respondent's email (biankavcorniel@gmail.com) was recorded on submission of this form.

Email *

biankavcorniel@gmail.com

Parent/guardian first and last name *

Bianka Vega-Corniel

City of residence *

West Warwick

Phone number

5089825404

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The respondent's email (arya.honey306@gmail.com) was recorded on submission of this form.

Email *

arya.honey306@gmail.com

Parent/guardian first and last name *

Melissa Charles

City of residence *

West wat

Phone number

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The respondent's email (rodpau679@gmail.com) was recorded on submission of this form.

Email *

rodpau679@gmail.com

Parent/guardian first and last name *

Pauline Rodriguez

City of residence *

Providence

Phone number

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The respondent's email (josalinak@gmail.com) was recorded on submission of this form.

Email *

josalinak@gmail.com

Parent/guardian first and last name *

josalina khun

City of residence *

cranston

Phone number

8562639273

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The respondent's email (**jacvivek@gmail.com**) was recorded on submission of this form.

Email *

jacvivek@gmail.com

Parent/guardian first and last name *

Vivek Jacob

City of residence *

Warwick

Phone number

2016379019

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The respondent's email (**roophas@gmail.com**) was recorded on submission of this form.

Email *

roophas@gmail.com

Parent/guardian first and last name *

Roopha S

City of residence *

Warwick

Phone number

4012419753

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The respondent's email (agifkah@gmail.com) was recorded on submission of this form.

Email *

agifkah@gmail.com

Parent/guardian first and last name *

Agi Kah

City of residence *

Pawtucket

Phone number

4012829413

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The respondent's email (jimena@stopthewaitri.org) was recorded on submission of this form.

Email *

jimena@stopthewaitri.org

Parent/guardian first and last name *

Jimena Carmona

City of residence *

Pawtucket

Phone number

4019996241

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The respondent's email (**janie.segui@gmail.com**) was recorded on submission of this form.

Email *

janie.segui@gmail.com

Parent/guardian first and last name *

Janie Segui Rodriguez

City of residence *

Warwick

Phone number

4017873389

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Google Forms

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The respondent's email (**jmercado0411@gmail.com**) was recorded on submission of this form.

Email *

jmercado0411@gmail.com

Parent/guardian first and last name *

Jenny Mercado

City of residence *

Providence

Phone number

401-369-5741

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The respondent's email (c.tobar65@gmail.com) was recorded on submission of this form.

Email *

c.tobar65@gmail.com

Parent/guardian first and last name *

Celia Tobar

City of residence *

Providence

Phone number

4014816758

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The respondent's email (**ccortes9706@gmail.com**) was recorded on submission of this form.

Email *

ccortes9706@gmail.com

Parent/guardian first and last name *

Christina Cortes

City of residence *

Providence

Phone number

4012610220

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Google Forms

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The respondent's email (jmariecolon243@gmail.com) was recorded on submission of this form.

Email *

jmariecolon243@gmail.com

Parent/guardian first and last name *

Jailene Colon

City of residence *

Providence

Phone number

4013405332

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Google Forms

Expression of Support for New RI Charter School: Rhode Island Cultural Academy

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The respondent's email (genesis.tejada@outlook.com) was recorded on submission of this form.

Email *

genesis.tejada@outlook.com

Parent/guardian first and last name *

Genesis Tejada

City of residence *

Providence

Phone number

4019190372

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The respondent's email (anais.santiago27@gmail.com) was recorded on submission of this form.

Email *

anais.santiago27@gmail.com

Parent/guardian first and last name *

Anais Santiago

City of residence *

Pawtucket

Phone number

4012804779

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The respondent's email (**denisepacheco89@icloud.com**) was recorded on submission of this form.

Email *

denisepacheco89@icloud.com

Parent/guardian first and last name *

Denise Pacheco

City of residence *

Providence

Phone number

401-654-9088

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The respondent's email (rosie.depina@gmail.com) was recorded on submission of this form.

Email *

rosie.depina@gmail.com

Parent/guardian first and last name *

Rosemary Depina

City of residence *

North Providence

Phone number

4013384027

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The respondent's email (sptobar17@gmail.com) was recorded on submission of this form.

Email *

sptobar17@gmail.com

Parent/guardian first and last name *

Susan De Paz

City of residence *

Providence

Phone number

4014813895

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The respondent's email (**moulher@gmail.com**) was recorded on submission of this form.

Email *

moulher@gmail.com

Parent/guardian first and last name *

Moulher Ganfoud

City of residence *

Central Falls

Phone number

4016630938

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The respondent's email (yvelinnematossantanal@gmail.com) was recorded on submission of this form.

Email *

yvelinnematossantanal@gmail.com

Parent/guardian first and last name *

madre

City of residence *

providen ri

Phone number

6468426235

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Google Forms

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Estimado Departamento de Educación de Rhode Island, al completar este formulario e incluir mi nombre a continuación, expreso mi apoyo a esta solicitud de escuela autónoma.

The respondent's email (alba-r-u@hotmail.com) was recorded on submission of this form.

Email *

alba-r-u@hotmail.com

Nombre y apellido del padre/tutor *

Alba Urbaez

Ciudad de residencia *

Providence

Número de teléfono

646-420-6627

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Google Forms

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The respondent's email (**felizamalfi81@gmail.com**) was recorded on submission of this form.

Email *

felizamalfi81@gmail.com

Nombre y apellido del padre/tutor *

Amalfifeliz

Ciudad de residencia *

Providence

Número de teléfono

4016969188

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The respondent's email (**rebecammm88@gmail.com**) was recorded on submission of this form.

Email *

rebecammm88@gmail.com

Nombre y apellido del padre/tutor *

Rebeca moreno

Ciudad de residencia *

Providence

Número de teléfono

4013014320

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The respondent's email (ashleymartinez94@aol.com) was recorded on submission of this form.

Email *

ashleymartinez94@aol.com

Nombre y apellido del padre/tutor *

Martinez

Ciudad de residencia *

Providence

Número de teléfono

4012615186

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The respondent's email (**sebastianmady@gmail.com**) was recorded on submission of this form.

Email *

sebastianmady@gmail.com

Nombre y apellido del padre/tutor *

Marisol Villegas muñoz

Ciudad de residencia *

Providence

Número de teléfono

401-226-2180

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The respondent's email (Saydaarriaza@gmail.com) was recorded on submission of this form.

Email *

Saydaarriaza@gmail.com

Nombre y apellido del padre/tutor *

Sayda Arriaza

Ciudad de residencia *

Providence

Número de teléfono

4012192396

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Estimado Departamento de Educación de Rhode Island, al completar este formulario e incluir mi nombre a continuación, expreso mi apoyo a esta solicitud de escuela autónoma.

The respondent's email (yesicacallebarrientos@gmail.com) was recorded on submission of this form.

Email *

yesicacallebarrientos@gmail.com

Nombre y apellido del padre/tutor *

Yesica Calle

Ciudad de residencia *

Providence

Número de teléfono

4016887602

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Expresión de apoyo a la nueva escuela autónoma de RI: Rhode Island Cultural Academy

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The respondent's email (jessykajormy@hotmail.com) was recorded on submission of this form.

Email *

jessykajormy@hotmail.com

Nombre y apellido del padre/tutor *

Jessyka Benitez

Ciudad de residencia *

Providence

Número de teléfono

401 696-0950

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Expresión de apoyo a la nueva escuela autónoma de RI: Rhode Island Cultural Academy

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The respondent's email (lbinet1969@gmail.com) was recorded on submission of this form.

Email *

lbinet1969@gmail.com

Nombre y apellido del padre/tutor *

Lidia binet

Ciudad de residencia *

Providence

Número de teléfono

401 4815673

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The respondent's email (saskiaholguin@gmail.com) was recorded on submission of this form.

Email *

saskiaholguin@gmail.com

Nombre y apellido del padre/tutor *

Saskia Holguin

Ciudad de residencia *

Providence

Número de teléfono

4014992959

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Estimado Departamento de Educación de Rhode Island, al completar este formulario e incluir mi nombre a continuación, expreso mi apoyo a esta solicitud de escuela autónoma.

The respondent's email (yenni2717@gmail.con) was recorded on submission of this form.

Email *

yenni2717@gmail.con

Nombre y apellido del padre/tutor *

Agustina Escoto

Ciudad de residencia *

Providence

Número de teléfono

347-300-8493

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Expresión de apoyo a la nueva escuela autónoma de RI: Rhode Island Cultural Academy

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The respondent's email (selmena28@gmail.com) was recorded on submission of this form.

Email *

selmena28@gmail.com

Nombre y apellido del padre/tutor *

Mena

Ciudad de residencia *

Cranston

Número de teléfono

4014507309

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The respondent's email (natashacabreja@gmail.com) was recorded on submission of this form.

Email *

natashacabreja@gmail.com

Nombre y apellido del padre/tutor *

Natasha Cabreja

Ciudad de residencia *

Providence

Número de teléfono

4019990491

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Expresión de apoyo a la nueva escuela autónoma de RI: Rhode Island Cultural Academy

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The respondent's email (josefinapereyra950@gmail.com) was recorded on submission of this form.

Email *

josefinapereyra950@gmail.com

Nombre y apellido del padre/tutor *

Josefina pereyra

Ciudad de residencia *

Providence

Número de teléfono

4013323249

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Expresión de apoyo a la nueva escuela autónoma de RI: Rhode Island Cultural Academy

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Estimado Departamento de Educación de Rhode Island, al completar este formulario e incluir mi nombre a continuación, expreso mi apoyo a esta solicitud de escuela autónoma.

The respondent's email (**Karlamg1992@gmail.com**) was recorded on submission of this form.

Email *

Karlamg1992@gmail.com

Nombre y apellido del padre/tutor *

Karla Gonzalez

Ciudad de residencia *

Providence

Número de teléfono

401-536-3880

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Expresión de apoyo a la nueva escuela autónoma de RI: Rhode Island Cultural Academy

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Estimado Departamento de Educación de Rhode Island, al completar este formulario e incluir mi nombre a continuación, expreso mi apoyo a esta solicitud de escuela autónoma.

The respondent's email (rosannareyes05@hotmail.com) was recorded on submission of this form.

Email *

rosannareyes05@hotmail.com

Nombre y apellido del padre/tutor *

Rosanna Reyes

Ciudad de residencia *

Providence

Número de teléfono

4012612156

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The respondent's email (**Isantoss0516@gmail.com**) was recorded on submission of this form.

Email *

Isantoss0516@gmail.com

Nombre y apellido del padre/tutor *

Lianne santos

Ciudad de residencia *

Providence

Número de teléfono

401-263-1446

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Expresión de apoyo a la nueva escuela autónoma de RI: Rhode Island Cultural Academy

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Estimado Departamento de Educación de Rhode Island, al completar este formulario e incluir mi nombre a continuación, expreso mi apoyo a esta solicitud de escuela autónoma.

The respondent's email (emili.pichardo@gmail.com) was recorded on submission of this form.

Email *

emili.pichardo@gmail.com

Nombre y apellido del padre/tutor *

Emili pichardo

Ciudad de residencia *

Providence

Número de teléfono

4014419413

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The respondent's email (**wendygomez9527@gmail.com**) was recorded on submission of this form.

Email *

wendygomez9527@gmail.com

Nombre y apellido del padre/tutor *

Wendy Del Rosario De Gomez

Ciudad de residencia *

Providence

Número de teléfono

4012410233

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The respondent's email (karlabengoechea06@gmail.com) was recorded on submission of this form.

Email *

karlabengoechea06@gmail.com

Nombre y apellido del padre/tutor *

Karla Ugarte

Ciudad de residencia *

Providence

Número de teléfono

401 5166413

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The respondent's email (yasari.rg@gmail.com) was recorded on submission of this form.

Email *

yasari.rg@gmail.com

Nombre y apellido del padre/tutor *

Yasaira Rodriguez

Ciudad de residencia *

Providence

Número de teléfono

787-532-7856

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The respondent's email (guillenyenifer1@gmail.com) was recorded on submission of this form.

Email *

guillenyenifer1@gmail.com

Nombre y apellido del padre/tutor *

Yenifer guillen

Ciudad de residencia *

Cranston

Número de teléfono

4017120612

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The respondent's email (mngarcia0306@gmail.com) was recorded on submission of this form.

Email *

mngarcia0306@gmail.com

Nombre y apellido del padre/tutor *

Mayra García

Ciudad de residencia *

Providence

Número de teléfono

401 696 1687

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The respondent's email (yferreras22@gmail.com) was recorded on submission of this form.

Email *

yferreras22@gmail.com

Nombre y apellido del padre/tutor *

Sheyla Ferreras

Ciudad de residencia *

Providence

Número de teléfono

4015167557

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Alison J. Carr

315 Wolf Rock Road Exeter, RI 02822 • (401) 218-1869 • aliecarr22@icloud.com

OBJECTIVE

Passionate, data-driven educator dedicated to improving the quality of learning for all students by working creatively, reflectively and collaboratively with all stakeholders to create vital, innovative and caring places for powerful teaching and learning to take place.

ACHIEVEMENTS

- **Rhode Island Department of Education 2019-2020 Educator-Leader Award**
- **Starr Pass Teacher Award** | 2016 | The Holocaust Education & Resource Center of RI
- **RI District Teacher-of-the-Year** | 2015
- **National Board for Professional Teaching Standards Certified Teacher**
Middle Childhood Generalist Certificate | Nov 2012
- **Volunteer of the Year** | 2003 | Literacy Volunteers of South County

Active Leadership Roles

- Chief Administrator
- K-12 Title IX Team Leader
- Treasurer RI League of Charter Schools
- University of Rhode Island Collaborative Partner
- ALICE School Safety Certified Instructor

RECENT EXPERIENCE

VP for Education | August 2023 to Present

Old Sturbridge Village | 1 Old Sturbridge Village Rd, Sturbridge, MA 01566

Responsible for charter schools and Museum Education department.

Superintendent/Head of School | August 2018 to Present

Kingston Hill Academy | 850 Stony Fort Road Saunderstown, RI 02874

Implement the school board's vision by making day-to-day decisions about educational programs, spending, staff, and facilities. Hire, supervise, and manage all staff and administrators. In addition, assist in carrying out many of the roles of the building principal.

Lead Teacher & Assistant Building Administrator | August 2007 to August 2018; August 2015 to August 2018

Kingston Hill Academy | 850 Stony Fort Road Saunderstown, RI 02874

- Provide support and leadership in the key areas of curriculum, instruction, assessment, and professional development for all staff.
- Serve as an expert resource, mentor or coach for new and developing teachers and teacher assistants.
- Work with teachers, administrators, parents, and community organizations to improve student achievement.
- Member of the School Improvement Team.
- Co-leader of the upper grade level Response to Intervention Team.
- Work with the school social worker to develop/implement a school-wide social-emotional learning program.

Classroom Teacher | August 2006 to June 2018

Kingston Hill Academy (cont.)

- Inclusion classroom teacher grade 4 & 5, all subject areas

- Observe and assess student performance and keep thorough records of progress
- Work collaboratively with the upper grade level special needs instructional staff

University of Rhode Island Cooperating Teacher | August 2014 to June 2018

Title I Summer School Teacher | 2008 to 2011; 2014; 2017

ADULT EDUCATION EXPERIENCE

Interim Executive Director | Oct 2004 to Oct 2005

Literacy Volunteers of Rhode Island, Inc. | 200 West Exchange Street Providence, RI 02903

- Non-profit employee management, and training; budget development
- Grant writing, data collection, analysis and outcomes evaluation
- Annual reporting to the Rhode Island Department of Education
- Policy and program development and implementation with a compliance plan
- Board member recruitment and professional development

Training and Education Coordinator | Jan 2002 to Dec 2006

Literacy Volunteers of Rhode Island, Inc. (cont.)

- Advise and train regional trainers for all Literacy Volunteer affiliate organizations across the state
- Mentor state affiliate organizations in curriculum restructuring and development in adult education

EDUCATION & CERTIFICATIONS

(M.Ed.) Master of Education (May 2015)

Educational Leadership

(B.S.) Bachelor of Science in Elementary Education (1994)

Rhode Island College | Providence, RI

Language Arts; Modern Language

Superintendent of Schools Certificate | Rhode Island Department of Education

Building Level Administrator Certificate PK-12 | Rhode Island Department of Education

National Board for Professional Teaching Standards | *Middle Childhood Generalist* (2012)

Data Use Professional Development Certificate | RI Department of Education (2012-2013)

ESL Trainer | ProLiteracy America (May 2006 - May 2010)

Basic Literacy Trainer | ProLiteracy America (May 2006 - May 2010)

Training of Trainers for Experienced Facilitators National Certificate | Literacy New York (2005)

Principles for Effective Instruction Certificate (1999)

RI Department of Education School Certificate | *Teacher of Elementary Grades 01 – 06* (1994 – Present)

MEMBERSHIPS & AFFILIATIONS

(Aug 2015 – August 2018) **Education Committee Member** | The Holocaust Education & Resource Center of RI

(Dec 2010) **Steering Committee Member** | New England Common Assessment Program (NECAP)

Writing Grade 5; Standard Setting Team Member; 3-Day Analysis of Benchmark Writing for All Proficiency Levels

(Jun 2005 to Dec 2006) **Steering Committee Member & Author** | RI Health Literacy Project

Sponsored by Blue Cross/Blue Shield of RI; Co-author of the RI Health Literacy Curriculum for Adult Education

Developed and Implemented a Program that Improves Awareness and Education of the Health Care System

SHELLI J. COSTA

65 Faria Way, Tiverton, RI 02878

Phone: (401)-787-0750 Email: shellic16@gmail.com

WORK EXPERIENCE

Executive Director *January 2023-present Coggeshall Farm Museum, an Old Sturbridge Village Museum, Bristol, RI*

- Facilitated event planning to attract the general public to visit the farm
- Recruited and managed 2 full time staff and 4 part time staff members annually.
- Coordinated the school and homeschool programs for the site.
- Successfully developed grant applications for various projects to support the site and programs.
- Created a summer internship program and became an Americorps Service Site.
- Maintained 48 acres of open space, including environmental stewardship projects.

Education Director *October 2004-present Westport River Watershed Alliance Westport, MA*

- Coordinated the visitor exhibits for the opening of the River Center
- Created material for Watershed Education Booklet and Kids Shoreline Activity Book
- Planned and created a native pollinators garden around the River Center
- Successfully applied for grant funding to support education programs
- Developed curricula and led PreK-12 Watershed Education Program
- Recruited, trained and supervised education staff, interns and volunteers
- Designed and implemented marshland bird surveys and horseshoe crab census
- Maintained education portion of WRWA's website and events calendar using Wordpress

Teacher Naturalist II *September 2002-October 2004 Mass Audubon's Stony Brook Wildlife Sanctuary Norfolk, MA*

- Created and presented curricula for adult, family and school programs
- Developed and directed natural history day camp
- Hired and supervised day camp staff and interns
- Compiled survey methods to implement ecological management plan

Americorps Volunteer Leader *August 2000-July 2002 US Forest Service & Washington Dept. Fish & Wildlife Trout Lake, WA*

- Developed methodology and conducted woodpecker surveys
- Participated as a team member of a MAPPS bird banding program

Coordinated salmon habitat recovery and invasive weed removal projects
Assisted on several surveys: raptor, nighthawk & Breeding Bird Atlas

Environmental Educator *January 2000-June 2000 Nature's Classroom Becket, MA*

Developed ideas and materials for new lesson plans
Conducted classes on environmental awareness
Facilitated low ropes course initiatives

Agroforestry Peace Corps Volunteer Leader *July 1997-September 1999 Cameroon, West Africa*

Led classes on environmental education in three local schools
Trained farmers and MINAGRI staff on agroforestry techniques
Successfully initiated trial farms as models of agroforestry

EDUCATION

University of New Hampshire Durham, NH

Bachelor of Science: Wildlife Management 1993-1997

CERTIFICATIONS

Wilderness First Aid Certification 2002-2024
CPR/AED Certification 2002-2022

REFERENCES

Roberta Carvalho- Coworker since 2004 at Westport River Watershed Alliance
Contact: water@wrwa.com (401) 694-1202

Julie Morotti-Classroom teacher and collaborator for in class programs with WRWA
Contact: jmorotti@westportschools.org (508)-245-1535

Jen Wimmer- Former WRWA education staff that can describe my supervision style
Contact: jennifer.wimmer@gmail.com (860) 617-0139

JAMES E. DONAHUE

PROFESSIONAL EXPERIENCE

Old Sturbridge Village

2007 – present

President and Chief Executive Officer

- Serve as the CEO of the largest living history museum in New England and national cultural attraction.
- Report to 26 member Board of Trustees and coordinate work of all trustee committees.
- Oversee a staff of 200 on a campus of 200 acres distinguished by over 100 buildings and structures.
- Increased operating revenue while decreasing expenses through improved and expanded programs and more strategic spending.
- Rebuilt fund raising, marketing and public relations divisions.
- Reopened museum education center and increased school-group attendance for the first time in over a decade. Renamed it the Country Bank Education Center in 2012 as a result of a new philanthropic partnership.
- Reopened restaurant division and reversed operating losses.
- Reopened our 60-room lodging business after securing a seven-figure gift to renovate the facility.
- Increased overall annual attendance by 24% since taking over.
- Rebuilt curatorial department resulting in changing exhibitions every six months, first original research in over ten years and new and important acquisitions to the collection.
- Introduced museum-wide performance review system for all employees and instituted customer service initiative throughout the organization.
- Increased number of membership households by almost 20%.
- Oversaw grant-funded technology upgrade, software upgrade and website redesign.
- Replaced investment manager for the endowment resulting in improved performance, greater transparency and lower fees.
- Completed millions of dollars in deferred maintenance projects through donor and grant-funded initiatives.
- Secured six-figure partnership with the HBO network to use museum as a set for an upcoming television series.

Highlander K-12 Charter School and Highlander Institute

Providence, RI

2000 to 2007

Founder and Chief Executive Officer

In 1999, I was asked by the RI Department of Education to shepherd the launch of the state's first independent charter school. Working closely with the Commissioner's staff and members of the RI General Assembly, I was able to secure statutory funding for the school. My start-up responsibilities included the development of a curriculum, the recruitment of a faculty and a student body; the formation of a high-performing Board of Directors; and the oversight of site plan development and renovation of the school's first campus.

In 2005, I created the Highlander Institute to generate additional revenue for the school through the provision of supplemental education services under No Child Left Behind and the sale of teacher professional development programs. I also led the school through its first charter renewal process – akin to a review for accreditation.

I secured a \$2M philanthropic sponsorship from the CVS Charitable Trust for the school, and a \$300,000 annual sponsorship from the Hasbro Charitable Trust to support the work of the Institute. Additional fund raising resulted in the successful completion of two capital campaigns to fund the acquisition and renovation of Highlander’s north and south campuses. The school has since sold the campus in the north end and is expanding its footprint in south Providence.

Community Preparatory School

Providence, RI

1993 to 2000

Assistant Head of School

EDUCATION

Colby College

1984 - 1988 B.A. Economics

Harvard Business School

2006 Executive Development

Strategic Perspectives in Nonprofit Management

BOARD AND COMMUNITY AFFILIATIONS

Fellow, Massachusetts Historical Society	2014 - present
Member, American Antiquarian Society	2013- present
Chairman, Fung for Governor Campaign	2013-2014
Councilman At-Large, City of Cranston	2011-2013
Finance Committee	
Ordinance Committee	
Audit Committee	
Tri-County Chamber of Commerce	2007-present
Harrington Hospital	2009-present
Greater Worcester Convention and Visitors Bureau	2007-2008
RI Branch International Dyslexia Association	2005-2007
Providence City Arts for Youth	2005-2007
RI League of Charter Schools	2000-2007
Treasurer	2005-2007
Interim President	2004-2005
Wheeler School	2002-2004
Providence Summerbridge	2002-2004
Chair of the Board	2002-2004
City Year Rhode Island	2001-2005
Executive Committee At-Large	2003-2005
Saint Pius Church, Providence	1995-1999
Lector/Eucharistic Minister/Parish Councilor	

AWARDS AND RECOGNITIONS

Massachusetts Office of Travel and Tourism Larry Metcalf Award	2013
Worcester Business News Nonprofit Leader of the Year	2010

Paul Sherlock Award for Excellence in Educational Leadership	2005
Providence Business News Forty Under Forty	2005
City Year RI Moccasin Award for Outstanding Leadership	2004
RI Foundation Nonprofit Leadership Fellow	2003

LECTURES AND PRESENTATIONS

“Museums in Transition” Winterthur Museum, Garden & Library Spring Lecture	2011
“Navigating Through Challenging Financial Times” Greater Worcester Community Foundation	2011
“The Turnaround of Old Sturbridge Village” Turnaround Associates of New England	2010
“Saving Old Sturbridge Village” New England Museum Association	2010

JAMIE GREENTHAL

(518) 605-6265 • jlgreenthal@gmail.com

Innovative and agile leader with 21 years of experience in strategy, operations, marketing, communications, project management, business development, strategic partnerships, investment management, and board leadership. Demonstrated track record in creating and managing successful initiatives to drive growth and sustainability in the nonprofit and private sectors.

EXPERIENCE

2022 - Present

OLD STURBRIDGE VILLAGE

Sturbridge, MA

Director of Charter School Strategy and Planning

Co-Founder, Worcester Cultural Academy Charter Public School (Worcester, MA)

- Led the founding of the first new charter school in Massachusetts in five years and the only brand new public school in the state in the 2023-24 school year
- Guided Worcester Cultural Academy from application submission and approval by Board of Elementary and Secondary Education to opening in August 2023 with 137 elementary school students for inaugural year
- Created and executed the school startup strategy, from recruiting students and hiring teachers, to writing school policies and preparing the school facilities to open
- Manage Worcester Cultural Academy's marketing and communications, student recruitment and enrollment, state data reporting, and partnerships with community-based organizations
- Lead the strategic planning process for Old Sturbridge Academy Charter School and Worcester Cultural Academy Charter School in partnership with school leaders to manage their priorities, goals, and objectives

2012 - 2022

KIPP NYC PUBLIC CHARTER SCHOOLS

New York, NY

Senior Director of Marketing and Communications (2020-2022)

- Oversaw the strategy and implementation of comprehensive marketing, advertising, public relations, and brand awareness campaigns, as well as the public website and social media, to support the growth and success of KIPP NYC schools, which resulted in year-over-year website traffic up 301% and student applications up 10%
- Led internal and external teams consisting of web developers, video editors, design and ad agencies, and PR firm with an annual budget of \$250K
- Managed KIPP NYC's public relations by developing storylines, cultivating relationships with press, and writing op-ed's and press releases resulting in 182 stories published in outlets such as *The New York Times*, *NPR*, *USA Today*, *The Wall Street Journal*, *Telemundo*, and *Univision*

Director of Growth and Innovation (2018-2020)

- Managed KIPP NYC's growth plan from 13 to 18 schools (5,000 to 10,000 students), including applying for charters, developing new principals, supporting school operations directors, finding school facilities, and determining enrollment and staffing models
- Created and managed Innovation Program, selecting novel instructional programs to pilot, monitoring progress, and making data-informed decisions to scale innovations to more schools
- Led development of new office location for 100 colleagues. Responsibilities included: managing relationships with brokers and architects, negotiating lease, designing layout, and selecting furniture

Director of Strategic Initiatives (2012-2018)

- Developed KIPP NYC's first intranet to provide teachers and leaders with on-demand access to curriculum, professional development materials, and school operations resources
- Served as project manager for Special Education Initiative, which resulted in adding \$820K to invest in new programs and services for students with special needs
- Redesigned central team's performance review process by introducing 360° feedback, migrating reviews online, aligning with teacher evaluation model

2008 - 2012	ESPN, INC. Associate Director, Business Affairs and Business Development <ul style="list-style-type: none"> Structured, negotiated, and executed 58 digital media and technology strategic partnerships with companies including Amazon, Google, HP, Huffington Post, IBM, LG, and Skype Developed and executed deals that produced new business initiatives and products for ESPN, including an “open API” platform, premium mobile video alerts, mobile apps, and live streaming programs Created a user-generated video contest platform with YouTube, generating \$5M in ad revenue and breaking the record for video submissions for domestic YouTube contests 	New York, NY
2000 - 2006	GOLDMAN, SACHS & CO. Vice President (2005-2006); Associate (2003-2005); Analyst (2000-2003) Investment Management Division - U.S. Growth Team <ul style="list-style-type: none"> Developed sales and marketing strategies for the seven U.S. Growth strategy investment products as part of the Product Management team, which won 180 institutional mandates totaling \$14 billion 	New York, NY

EDUCATION

2006 - 2008	TUCK SCHOOL OF BUSINESS AT DARTMOUTH Master of Business Administration <ul style="list-style-type: none"> Received Tuck Centennial Award for “outstanding leadership” and “selflessness in everyday actions” Received Julia Stell Award for “leadership in school programs” and “extraordinary efforts to help fellow students” Education Pioneers Fellow at Kings Collegiate Charter School in Brooklyn, NY (Summer 2007) 	Hanover, NH
1996 - 2000	AMHERST COLLEGE Bachelor of Arts in Economics and French <ul style="list-style-type: none"> Studied abroad in Paris, France (Vassar-Wesleyan Program) 	Amherst, MA

VOLUNTEER SERVICE AND PERSONAL

- Board Chair of PAVE Academy Charter School. PAVE is a 465-student, K-8 charter school in Brooklyn whose mission is to prepare its students to thrive in competitive high schools and four-year colleges. Oversaw governance including setting priorities, monitoring budgets, hiring new Executive Director, recruiting new board members, and holding school leaders accountable for student achievement, staff retention, and school culture (2014-2022)
- Career Coach for KIPP NYC Alumni. Supported KIPP alumni (seven total) with career and academic advisory services through the Career Coaching employee volunteer program (2014-2022)
- Kiva Fellow. Served in the Philippines as a Fellow for Kiva Microfunds, a nonprofit organization that enables individuals to make loans online to entrepreneurs around the world (January-June 2012)
- Completed five consecutive New York City marathons

Kara McCormick

kara.mccormick@gmail.com ♦ (978) 609-1140

QUALIFICATION SUMMARY

- Successful experience in Human Resources includes:
 - Benefits Administration** **Employee Relations** **Recruitment**
 - Associate Counseling** **Policy Development** **Benefit Orientations**
 - Compensation Analysis** **Retirement Services** **Immigration Compliance**
- An action-oriented work ethic, strong interpersonal, organizational, analytical and multi-tasking skills
- Ability to communicate effectively with diverse employees and leaders at all levels
- Executive presence and relationship building skills
- Proficient with Google (Gmail, docs, sheets), Outlook, LinkedIn Recruitment, Indeed, PeopleMatter/Snagajob, Word, Excel, PowerPoint, Publisher, ADP Workforce Now, Salesforce, UltiPro, HR Perspective, Paychex Payroll, PeopleSoft and Employeease

RELEVANT EXPERIENCE

Old Sturbridge Village, Sturbridge, MA

2023 to Present

Sr. Director of People and Culture

Lead human resources and human capital management strategy in support of the overall business plan and strategic direction for Old Sturbridge Village, Old Sturbridge Academy Charter School, Worcester Cultural Academy Charter School and Coggeshall Farm Museum.

Earl Enterprises, Northborough, MA

2016 to 2023

4500+ team member based casual dining restaurant chains (Bertucci's, BRAVO Italian Kitchen and Brio Italian Grille) which consists of 100+ countrywide locations

Director of Human Resources

Direct Human Resources strategic initiatives including: organizational planning, talent acquisition, retention and development, compensation planning, benefits planning/administration, employee relations, performance management, risk & safety and employee communications

- Responsible for Employee Relations (ER) intake investigations of all risk level issues. Provide coaching and counseling to employees/managers to resolve performance and employee relations issues by identifying and clarifying problems; evaluating potential solutions; and, implementing selected solutions
- Guide management and employee actions by researching, developing, writing, and updating policies, procedures, methods, and guidelines; communicating and enforcing organization values
- Manage benefits administration and communication for all three brands for both salaried and hourly employees for new hires, ACA newly eligible and Open Enrollment.
- Responsible for Company Wide Leave of Absences, Safety Program, Workers' Compensation and General Liability Programs
- Partner with Finance for payroll and benefit administration items to ensure compliance with labor laws.
- Ensure policies and procedures throughout the employment process are compliant with Affordable Care Act/Health Care Reform, MA PFML, ERISA, EEO, ADAA, FMLA, HIPAA, GINA, WARN, COBRA and other employment laws to reduce legal liability
- Respond to various state and federal department related inquiries such as OSHA, Department of Labor, EEOC, MCAD and Attorney General offices in conjunction with legal
- Recipient of Top Corporate Performer Award for 2018 and 2021
- Manage and direct all other HR/Training/Office department personnel

MEVION MEDICAL SYSTEMS, Inc. (formerly Still River Systems, Inc.), Littleton, MA

2007 to 2016

175+ employee global startup proton beam particle accelerator medical device manufacturer

Human Resources/Payroll Manager

2009 to 2016

Manage Human Resources and Payroll functions within organization including: talent acquisition, , compensation planning, benefits planning, employee relations, performance management, and employee communications

- Responsible for Employee Relations (ER) intake investigations of all risk level issues. Provide coaching and counseling to employees to resolve performance and employee relations issues by identifying and clarifying problems; evaluating potential solutions; and, implementing selected solutions
- Oversee the management of Payroll ensuring timely processing, legal compliance
- Manage annual Health & Welfare benefits negotiations, plan design changes and open enrollment. Resulting in a negative or 0% rate renewal for three years straight
- Create and facilitate various HR related processes including New Hire On-boarding process, Annual Performance Review, Company Employee Appreciation Events, and Compensation Planning
- Oversee the execution of the recruitment process. Hired a total of 150+ employees over course of employment
- Partner with senior management with regards to corporate initiatives
- Manage a team of three direct reports

Senior Human Resources Generalist

2008 to 2009

- Managed recruitment process life cycle including Research/Sourcing & Identify, Job Posting/Description & Specification Design, Resume Review/Processing, Screening, Placement, Execution of Hire attribution
- Create and facilitate various HR related processes
- Collaborate with Finance team members to ensure proper allocation for current and future headcount costs
- Managed HR Coordinator activities and daily tasks

Human Resources Generalist

2007 to 2008

- Managed recruitment process life cycle including Research/Sourcing & Identify, Job Posting/Description & Specification Design, Resume Review/Processing, Screening, Placement, Execution of Hire attribution
- Draft and distribute Corporate and location-wide communications regarding HR updates.

THE RETEC GROUP, Inc. , Concord, MA

2004 to 2007

400+ employee nationwide provider of environmental consulting and engineering services, an AECOM Technology Corporation Company

Benefits Administrator

TWEETER HOME ENTERTAINMENT GROUP, INC., Canton, MA

2001 to 2004

4000+ associate nationwide retail leader in consumer electronics

Benefits/HRIS Specialist

5/2002 to 12/2004

Benefits/HRIS Service Representative

8/2001 to 5/2002

EDUCATION

BS, Business Administration, University of Massachusetts, Lowell, MA
Concentrations in Management and Management Information System

Board Table

Name	Position ¹
1. Dana Borelli-Murray	Trustee
2. Eddy Davis	Trustee
3. Daniel Friel	Trustee
4. Victor Mercurio, Ed.D.	Trustee
5. Kenneth Nimley	Trustee
6. Patrick Sweeney	Trustee
7. Vacant – to be filled	Trustee
Vacant	Family member
Vacant	Staff member

¹Officers will be elected at the first Board meeting.

Dana Borrelli-Murray

Dana is the CEO of the Girl Scouts of Southeastern New England, where she is laser focused on ensuring that Girl Scouts is the most relevant, engaging, and inclusive leadership development program available. In this role, Dana leads all strategy, creates systems and structures necessary to meet Council goals, and designs how youth discover their personal best and prepare for a positive future, connect with others in an increasingly diverse world, and take action to solve problems and improve their communities.

Previously, Dana spent nine years as the Executive Director for the Highlander Institute (now Throughline Learning), an education nonprofit organization that partners with communities to imagine and create more equitable, relevant, and effective schools. Under her leadership, the Institute grew exponentially and is seen as a national leader in driving instructional equity.

An anthropologist by training and nerd by heart, Dana is driven by the power of community, music-making, and social justice. She serves on several city, state, and national boards and committees, including RI's Commission for National and Community Service. As a foster parent, she founded the Foster Parent Advisory Council for the RI Department of Children, Youth, and Families. Dana served as Chair of the Board for Trinity Academy for Performing Arts (TAPA), a performing arts charter school in Providence, the Executive Committee for RI National Organization of Women, and the Prudential Committee for First Unitarian Church of Providence. She plays saxophone with the Extraordinary Rendition Band, creating raucous noise for social causes. A native Rhode Islander, Dana holds graduate degrees from the University of Massachusetts-Amherst and Brown and lives in Cranston with her spouse and four young children.

Edward “Eddy” Davis Jr.
Phone (401) 524-9479 E-mail: davis.eddy@gmail.com

EDUCATION:

Bachelor of Science: Public Relations, Business Management Minor
Utica College of Syracuse University, NY

KEY COMPETENCIES:

- Ability to negotiate contracts
- Skilled in recruiting and retaining staff
- Highly efficient at scheduling programming for after school programs, summer camps, and part time workers
- Ability to work in diverse settings
- Knowledgeable about multiple sports rules and regulations

PROFESSIONAL EXPERIENCE:

Breakthrough Providence, RI

July 2023- Present

Director of Breakthrough Providence/ Wheeler School Staff Advisor

- Lead reopening of Breakthrough Providence post Covid. Preventing summer learning loss for middle school students in public and charter schools in Providence.
- Implement year round programming for all of our Breakthrough families.
- Coordinate, schedule, 6 week summer program for students and staff.
- Hire staff, coordinate on campus and off campus site visits for students.
- Advisor to 10 grade students
- WHELS (Whole Life Seminar) Teacher
- Middle School Girls Basketball Coach

Duke School, Durham NC

July 2017- 2023

Director of Auxiliary Programs/Assistant Athletic Director

- Created and implemented a new after school program - “Primetime” for all Middle School students. A program that hosts up to 200 students per day exploring a range of activities.
- Designed and scheduled seasonal programming such as Makers, Model UN, Music Production, Outdoor Wilderness adventures, cooking club, arts and crafts and a student lounge designated for 8th grade students.
- Oversee “Prime Time” and Lower School After School program and extracurricular programming for grade preschool thru eighth grade.
- Serve as a liaison between Division Directors and all aspects of after school programming.
- Collect data and evaluate programming demand by students and parents for our after school and summer programs.
- Analyze student participation in activities and the Middle School program. (Participation rose from an average of 40 students daily to 125 students daily.)
- Oversee vacation and professional development “day camps” raising the number of students serviced by 50% over a three year period.
- Develop annual seven-week Summer Camp Program featuring over sixty camps and six-hundred campers.
- Hire, train and supervise staff for the After School program and summer camp.

- Schedule campus-wide space use throughout each summer in conjunction with facilities and academic teams.
- Serve as the main point of contact and subject matter expert for parents, students, faculty, staff, and contractors for all auxiliary programs.
- Negotiate contracts with external vendors and hire staff.
- Coordinate, market and manage the after school and summer programs.
- Develop employee handbooks for both part time and summer staff.
- Collect and process school fees and registered students for summer camp programs in conjunction with the school business office.
- Research and purchase equipment and retain outside vendor services.
- Mentoring Roles:
 - Created Students of Color Affinity Group. Lead group in biweekly gatherings to support students.
 - In partnership with Division Director and Guidance Counselor mentored socially at-risk students.
- Coaching
 - Middle School Boys Basketball Coach
 - Intramural Coach

The City of Providence, Providence, RI Healthy Communities Office and Recreation Department

May 2015- July 2017

Recreation Opportunities Coordinator

- Coordinated city wide recreation plan including strategy, implementation, evaluation and reporting
- Oversaw contracts required for implementation of recreation programming.
- Supported communications and outreach of recreation opportunities.
- Oversaw contracts required for the implementation of recreation programming.
- Prepared purchase requisitions for supplies and equipment.
- Prepared and oversaw the summer recreation program budget.
- Developed employee handbook for both full time and seasonal staff.
- Developed employee training programming for both full time and seasonal staff.
- Created internship description, interviewed, and hired interns for the Recreation Department.
- Developed emergency evacuation procedures, for all recreation centers, camps, and programs.
- Coordinated with local colleges to engage in programming recreation centers.
- Implemented the first ever Fall programming scheduled for each recreation center.

Game Time Training, Wellesley, MA

December 2013 - July 2017

Girls Programming Director

- Coordinated training camps for children ranging in age from Elementary School through High School.
- Worked as a liaison between parents and coaches regarding on court concerns, training, scheduling and special coaching needs.
- Secured and negotiated contracts for training facilities.
- Oversee the Game Time Training AAU program including hiring and training coaches, scheduling practice times, tournament coordination and developing specialized training programs to meet each specific team's needs.

Fulton Montgomery Community College (FMCC), Johnstown, NY

September 2011-2012

Wellness and Open Recreation Supervisor

- Maintained a safe environment for students to play sports during assigned hours.
- Supervised student workers and adjusted scheduling needs.

- Closed and opened both the gymnasium and fitness center.
- Maintained good rapport with Security and AD in case of emergencies.

Coaching Experience:

Nobles and Greenough, Dedham, MA

October 2014- March 2017

Middle School Head Coach - Assistant Varsity Girls Coach

- Set up a daily practice schedule.
- Developed and maintained a strong coaching relationship with parents and students.
- Coordinated schedules, with parents, coaches, school administration and officials.
- Maintained a healthy, strong relationship with faculty, staff, parents and administration.
- Coordinated schedules with parents, coaches, school officials
- Maintained a healthy working relationship with school administration, coaches and teachers
- Coordinate schedules with parents, coaches, school officials

Basketball Skills Coach, Myrtle Beach, SC

July 2009 - July 2013

Individual Basketball Trainer

- Tailored workout regimens for players based on their individual needs and weaknesses.
- Specialized in conditioning and individual skill development.
- Helped in the development of five Coastal Carolina University Alumni, who are currently playing professional basketball in the United States and overseas.

Fulton Montgomery Community College (FMCC), Johnstown, NY

September 2011-2012

Fulton Montgomery Community College (FMCC), Johnstown, NY

September 2011-2012

Assistant Men's Basketball Coach

- Coached a competitive basketball program in manner, which promoted sportsmanship among athletes, ensuring compliance with all NJCAA and institution rules and regulations.
- Assisted in recruiting qualified athletes by promoting FMCC academic and athletic potential to student athletes.
- Coordinated clinics for high school students, winter camps and an effective student athlete academic program, resulting in a long term study hall program for student athletes in need.

Fulton Montgomery Community College (FMCC), Johnstown, NY

September 2011-2012

Wellness and Open Recreation Supervisor

- Maintained a safe environment for students to play sports during assigned hours.
- Supervised student workers and adjusted scheduling needs.
- Closed and opened both the gymnasium and fitness center.
- Maintained good rapport with the Security Director and Athletic Director in case of emergencies.

Supplemental Coaching Experience:

- Assistant Boys' Varsity Coach; Loris High School, Loris, SC - 2010-2011
- Ratiopharm Ulm Assistant Basketball Coach; Ulm, Germany - 2007

- Men's Assistant Basketball Coach; Utica College, Utica, NY - 2006-2007

Professional Development and Conferences:

- **National Association of Independent Schools** | People of Color Conference
- **American Camp Association** | ACA National Directors Conference
- **SPARC Conference** | Summer Programs and Auxiliary Revenues Collaborative
- **Racial Equity Institute** | Phase 1 Workshop
- **Harvey Daniels and Sara Ahmed** | Upstanders
- **Tiffany Taylor Smith** | Increasing Cultural Awareness
- **Red Cross First Aid** | CPR and AED certified

Daniel Patrick Friel
(401) 601-0358
Danielfriel19@gmail.com

CAREER OBJECTIVE

To better any organization I should serve, I utilize my unique skill set and work ethic. My skills include organization, communication, program management, fundraising, event coordination, recruiting, and maintaining volunteer, board, and donor relations. These skills and my leadership and teamwork experience will allow me to excel in any high-level staff position.

ACCOMPLISHMENTS

- Successfully implemented and executed strategic fundraising initiatives resulting in doubling Bishop Hendricken's annual fund from fiscal year 2022-23 to fiscal year 2023-24
- Orchestrated and led the most successful "Day of Giving" in Bishop Hendricken fundraising history, resulting in unprecedented levels of donor participation and support for the institution.
- Led the installation and implementation of Blackbaud Raiser's Edge NXT, driving a significant increase in donor and alumni engagement through enhanced database management and targeted communication strategies.
- Directed the rebranding, marketing, and communications efforts for girls in Scouting at the Boy Scouts of America, resulting in increased visibility, engagement, and participation in Scouting programs for young women.
- Implemented strategic marketing and recruitment initiatives resulting in a significant increase in summer camp enrollment by 1,000 scouts over a three-year period for the Boy Scouts of America.

EMPLOYMENT HISTORY

Bishop Hendricken High School
The Flagship High School of the Diocese of Providence
Warwick, Rhode Island

September 2023 to Present

Director of Development

Overseeing and leading Bishop Hendricken High School's fundraising strategy and plan while cultivating and stewarding relations with donors, alums, community leaders, corporate sponsors, and partners.

- Develops and oversees implementation of Development Plan in consultation with leadership and advancement teams
- Manages a portfolio of donors and prospective major donors across the northeast by leading in cultivation, solicitation, and stewardship; maintains current documentation of activity
- Provides guidance to reports and tracks performance against development plan.
- Conducts and records outcome of measurable number of face-to-face-visits with donor prospects to solicit major and planned gifts.

Old Sturbridge Village
The Largest Living Museum in New England
Sturbridge, Massachusetts

September 2021 to January 2023

Director of Executive Office

Oversee all community relations, public relations, and government relations on behalf of the Executive Office of Old Sturbridge Village.

- Acted as Liaison between all four institutions (Old Sturbridge Village, Old Sturbridge Academy Charter Public School, Coggeshall Farm Museum, and the Worcester Cultural Academy) of Old Sturbridge Inc.
- Advised and briefed President and CEO for meetings, interviews, programs, and events.
- Met with community and sponsorship partners reactively and proactively to ensure strong relationships.
- Maintained relationships with board members and major donors resulting in sponsorships and major gifts.

September 2020 to September 2021

Director of Public and Government Relations

Oversee all public, media, and government relations, for Old Sturbridge Village, Old Sturbridge Academy Charter Public School, and Coggeshall Farm Museum.

- Worked with the news media on print and broadcast stories.
- Drafted speeches and letters for CEO and Leader Team.
- Maintained relationships with individuals and businesses, conducted public programs, planned meetings, and represented Old Sturbridge Village, Inc. at public forums.

Boy Scouts of America

Narragansett Council, East Providence, RI

Serving 10,000 youth and families throughout Southeastern New England

January 2018 to September 2020

Program and Communications Director

Direct Narragansett Council's Public Relations and Marketing communication efforts, including social media, publications, media, and marketing.

- Staff Advisor to Council Marketing Committee.
- Develop an annual promotion plan for Camp Yawgoog.
- Implement Marketing Campaigns to support membership.

Yawgoog Scout Reservation

Second oldest continuously run Scout Camp in the country overseeing 210 staff and 6,000 campers
Narragansett Council, East Providence, RI

June 2015 to September 2020

Assistant Reservation Director

- Oversee Operations of Yawgoog Scout Reservation's Three Camps
- Direct Program Development
- Direct Staff Training

- Develop annual promotion and marketing plan
- Direct staffing and hiring

City of Warwick

Second largest municipality in the State of Rhode Island

November 2014 to May 2018

Press Secretary/Social Media Consultant

- Work with the news media on print and broadcast stories.
- Draft speeches and letters
- Maintain relationships with individuals and businesses, conduct public programs, plan meetings, and represent a politician or government sector at public forums

EDUCATION

Roger Williams University
Community College of RI
Warwick Veterans Memorial High School

AWARDS AND COMMITTEES

- Eagle Scout: Camp Three Point Lifetime Achievement Award
- Board of Directors of Chamber of Central Massachusetts South
 - National Camp School Instructor

Victor D. Mercurio, Ed.D.

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Saunderstown, RI 02874
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Summary

University professor in education leadership doctoral program with experience in leading award winning, student-focused school systems and practitioner-scholar graduate students to high levels of success and achievement. K-12 and graduate-level educator with thirty-two years of overall experience and fifteen years of proven district level leadership in curriculum development, human resource and fiscal management, program evaluation, and policy implementation.

Experience

Associate Professor, Educational Leadership Doctoral Program
Johnson & Wales University
Providence, Rhode Island
January 2020-Present

Johnson & Wales University is a private, nonprofit, accredited institution with approximately 13,000 graduate, undergraduate and online students at its campuses in Providence, RI and Charlotte, NC.

Teach the “Leadership in Elementary and Secondary Education” (EDUC 8095) and “Organizational Theory, Behavior and Development in Elementary-Secondary Education” (EDUC 7032) 6 credit courses for doctoral students utilizing a professional weekend cohort hybrid model.

- Guide students in an action research and problem-based learning approach to conduct research on current leadership-related problems of practice while utilizing the university’s mission of blending academic and work-based learning.
- Serve as major advisor to students in the dissertation phase of the program
- Serve on student cohort member dissertation committees.
- Serve on the John Hazen White College of Arts & Sciences Curriculum Committee.

Adjunct Professor, Educational Leadership Doctoral Program
Johnson & Wales University
Providence, Rhode Island

August 2011–January 2020

Johnson & Wales University is a private, nonprofit, accredited institution with approximately 13,000 graduate, undergraduate and online students at its campuses in Providence, RI and Charlotte, NC.

- Taught the “Leadership in Elementary and Secondary Education” (EDUC 8095) 6 credit course for doctoral students utilizing a professional weekend cohort, hybrid model.
- Guided students in an action research and problem-based learning approach to conduct research on current leadership-related problems of practice while utilizing the university’s mission of blending academic and work-based learning.
- Served on student cohort member dissertation committees.

Superintendent of Schools

East Greenwich Public Schools

East Greenwich, Rhode Island

July 2009–January 2020

East Greenwich Public Schools is a locally, regionally, and nationally recognized suburban school district with a Blue-Ribbon High School and Middle School, 4 high performing elementary schools, and an enrollment of 2500+ students.

- Supervised and coordinated all human resource, fiscal, instructional, curricular, and student support service components of a high performing school district comprised of six schools (one high school, one middle school, and four elementary schools) with an enrollment of 2,500 students and 350 certified and non-certified staff across three union bargaining units.
- Partnered with Rhode Island Department of Education, Rhode Island Higher Education Authority, National Education Association, and New England Association of Schools and Colleges to address 21st century instructional needs.
- Partnered with district facilities committee and applicable stakeholders throughout implementation and completion of a 52 million dollar bond initiative that included the construction of a state-of-the-art middle school, high school library/media center upgrades, district technology infrastructure, and various school-based capital improvement projects throughout the district.
- Developed and implemented professional learning opportunities facilitated by nationally and internationally recognized education leaders such as Dr. Heidi Hayes Jacobs, Dr. Alan November, and Dr. Mark Edwards for the Rhode Island School Superintendents’ Association (R.I.S.S.A.)

- Investigated, designed, and launched a 1:1 Google Apps for Education (G.A.F.E.) and Chromebook technology program for East Greenwich High School.
- Monitored the district's responsibilities and duties associated with the Rhode Island Race to The Top Grant.

Director of Secondary Education

Warwick Public Schools

Warwick Rhode Island

May 2004 - July 2009

Warwick Public Schools is the third largest public school system in Rhode Island with a student population of 9,000 students. The school district is comprised of two high schools, a career and technical center, two middle schools, twelve elementary schools, and one early childhood learning center.

- Directed all human resource, fiscal, pedagogical, and student support service components of three middle schools, three comprehensive high schools, and one career and technical center that collectively serve the diverse needs of 5,466 students.
- Orchestrated the design, development and implementation of the district's response to Rhode Island Regents' Regulations for High School Reform, including advisory structure/curriculum development, common planning time, senior exhibition project development, and electronic portfolio development.
- Supervised and evaluated six principals, a career and technical center director, and nine assistant principals using a standards-based evaluation process.
- Instituted a K-12 professional development best leadership practices workshop series using text based discussions, asynchronous online communication, and group presentations for all forty-seven central office and building level administrators within the district.
- Partnered with Rhode Island Department of Education, Rhode Island Mentoring Partnership, Rhode Island High Education Authority, American Federation of Teachers, Rhode Island Skills Commission, and New England Association of Schools and Colleges to address 21st century instructional needs.

Principal

Pilgrim High School

Warwick Public Schools

Warwick, Rhode Island

February 2002-May 2004

- Monitored the fiscal, pedagogical, and student support service components of a 9-12 grade configuration comprehensive high school of 1,350 students and 153 faculty members.
- Awarded “High Performing” status by the Rhode Island Department of Education, 2003.
- Established a comprehensive professional learning community with 12-member department chair leadership team.

**Assistant Principal
Pilgrim High School
Warwick Public Schools
Warwick, Rhode Island
July 1996–February 2002**

- Implemented student discipline code of conduct consistently with faculty and support staff members.
- Completed successful 1998 New England Association of Schools & Colleges decennial visit.

**English/Language Arts Teacher, Grades 7-12
Warwick Public Schools
Warwick Rhode Island
September 1989–July 1996**

- Partnered with Community College of Rhode Island, Rhode Island College, Providence College, and Brown University students in various practicum and student teaching assignments to improve instructional practice.

Conference Presentations

“Teacher Workforce and Professional Development” Rhode Island Public Expenditure Council (2023)

“*From Equity Talk to Equity Walk* book talk presentation” Johnson & Wales University (2021)

“Understanding the Capital Planning and Implementation Process” Rhode Island School Superintendents’ Association (2018)

“Using Digital Applications to Support Differentiated Student Learning” East Greenwich Public Schools (2017)

“Implementing 1:1 in Public Schools” Google Summit, Providence, RI (2015)

“Using Google Apps in High Education” Johnson & Wales University (2015)

“Effective New Teacher Candidate Interview Strategies” Rhode Island College (2015)

“Revised Standards for Secondary Schools” Board of Trustees, New England Association of Schools & Colleges (2010)

“Creating More Socially Just Schools” Warwick Public Schools (2008)

“Using Fink and Hargreaves Text, Sustainable Leadership, to refocus K-12 Leadership Practices” Warwick Public Schools (2007)

“Using Bolman and Deal’s Text, Reframing Organizations, to Inform K-12 Principal Leadership Practices” Warwick Public Schools (2007)

“Establishing Best Practices for Visiting Team Chairs” New England Association of Schools and Colleges (2007)

“Conducting an Effective Teacher Interview Process” University of Rhode Island (1998-2007)

“Developing Best Leadership Practices for K-12 Administrators” Warwick Public Schools (2006)

“Discovering the Impact of the Standards for Public Secondary School Accreditation on Teachers and Students” New England Association of Schools and Colleges/Endicott College (2005)

“The Impact of Out-of-School Suspensions Student Success in Grades K-12” Brown University (2004)

“Connecting Rhode Island Regents Reform Regulations to Accreditation Standards” Warwick Public Schools (2004)

“Responding Proactively to the Diversity and Complexity of Student Needs” Rhode Island College (2003)

Publications

“A Case Study of the Effect of the Planning and Development of a Senior Exhibition Project on the Leadership Practice of a High School Principal” – Dissertation for the Boston College Lynch School of Education Educational Leadership Doctoral Program (2007)

Professional Development Activities

“Innovation and Education: Identifying and Working to Address Problems of Practice Embedded in a Variety of Organizational Settings” The Carnegie Project on the Education Doctorate (2023)

“Transforming the advanced preparation of educational professionals to lead through scholarly and equity-minded practice.” The Carnegie Project on the Education Doctorate (2022)

“Reimagining & Reconstructing the Dissertation Practice: Dismantling the hegemonic practices of establishing knowledge in the education profession” The Carnegie Project on the Education Doctorate (2020)

“Interaction & Activism in the Education Doctorate: Creating Lasting Impact” The Carnegie Project on the Education Doctorate (2019)

“Innovation for Rhode Island School Leaders” The Hassenfeld Institute for Public Leadership/Bryant University/Rhode Island School Superintendents’ Association (2017)

“Transitions to Advanced Leadership Series” CVS Corporation/Rhode Island Department of Education/Duke Corporate Education Partnership (2017)

“Responding in Crisis, A Leadership Development Session for School and Municipal Leaders” The Hassenfeld Institute for Public Leadership/Bryant University/Rhode Island School Superintendents’ Association (2016)

“Understanding the Complex Dynamics of a Negotiation among Multiple Parties Representing Various Constituencies” The Hassenfeld Institute for Public Leadership/Bryant University/Rhode Island School Superintendents’ Association (2015)

“Should Education Be a Constitutional Right?” The Hassenfeld Institute for Public Leadership/Bryant University (2013)

“A Primer on Rhode Island’s Education Funding Formula” The Hassenfeld Institute for Public Leadership/Bryant University (2013)

“Breaking Ranks Conference”, National Association of Secondary School Principals 2011 “Advanced Leadership Development Series” Rhode Island School Superintendents’ Association (2012)

“Cohort Model Doctoral Program Review” Lynch School of Education, Boston College (2010)

“Advanced Leadership Development Series” Rhode Island School Superintendents’ Association (2009–2011)

“Central Office Critical Friends Group” Rhode Island School Superintendents’ Association (2008)

“Professional Learning Communities at Work” Richard DuFour, Becky DuFour, Robert Eaker (2007)

“Leading and Learning: Reaching Each Learner” Northeast Association for Curriculum Supervision and Development (2006)

“Leading and Learning: Deep Lasting Improvement” Northeast Association for Curriculum Supervision and Development (2006)

“Using On-demand and Extended Assessment Tasks” Rhode Island Skills Commission (2006)

“Chairing International Accreditation Visiting Teams” Commission on American International Schools Abroad, New England Association of Schools and Colleges 2005

“Issues in Complex Urban Public School Settings” Brown University (2004)

“Defining Proficiency” Rhode Island Department of Education (2004)

“Schools That Learn” New York State Staff Development Council (2003)

“Developing a Senior Exhibition Project” Senior Project Network, Medford, Oregon (2003)

“Understanding The Global Economy with Dr. Lester Thurow” Massachusetts Institute of Technology (2003)

Professional Organizations

Carnegie Project on the Education Doctorate:

- Membership delegate

Rhode Island School Superintendent Association:

- Past President (2018–2019), Executive Board Member
- Strategic Planning Development Committee, Member
- Professional Development Program Committee, Co-chair

New England School Development Council (N.E.S.D.E.C.)

- Board of Directors, Member (2017–2019)

New England Association of Schools & Colleges, Commission on Public Secondary Schools:

- Commission on Public Secondary Schools, Chair
- Leadership Committee, Review Committee B, Chair
- NEASC Executive Director Interview Selection Committee, Member
- Decennial Visit Process Development Committee, Member
- Decennial Visit Committees
 - Smithfield High School, Smithfield, RI, Chair
 - Buckley High School, Hartford, CT Chair
 - Lawrence High School, Lawrence, MA, Chair
 - Woburn High School, Woburn, MA, Chair
 - K–12 Accelerated Learning Laboratory, Worcester, MA, Assistant Chair
 - B.M.C. Durfee High School, Fall River, Assistant Chair
 - Jeremiah Burke High School, Dorchester, MA, Assistant Chair
 - Hartford Public High School, Hartford, CT, Committee Member
 - Bethel High School, Bethel, CT, Committee Member
 - Hill House High School, New Haven, CT, Committee Member

AdvancED/Cognia

- Hillsborough County Public Schools, Tampa, FL, Committee Member

Rhode Island Interscholastic League, Principals' Committee on Athletics

- Committee Member
- Director, Boys' Soccer
- Boys' Basketball Realignment Committee, Member

Committees

Johnson & Wales University

- Arts & Sciences Curriculum Committee, Member
- IDEA Committee, Member
- Employee Recognition Committee, Member

East Greenwich Public Schools

- District Facilities/Building Committee
- District Curriculum Council Committee
- District Parent/Teacher Group (PTG)
- District Finance Committee
- District Transportation Committee
- District Personnel Committee
- District Professional Development Committee
- District Evaluation Committee
- District Homework Review Committee, Chair
- District Grade Reconfiguration Committee, Chair
- District All Day Kindergarten Feasibility Committee, Chair
- District Ad Hoc Committee for School Start Times, Chair
- District Ad Hoc Committee for Academic Calendar Review, Chair
- District Committee on Teacher Excellence, Chair

Warwick Public Schools

- District Strategic Planning Committee
- District Professional Development Fund Planning Committee
- District Graduation by Proficiency Committee, Chair
- Department Chair Interview Committee, Chair
- District Technology Committee
- District Curriculum Study Committee, Chair
- Senior Exhibition Project Handbook Committee, Chair
- Electronic Portfolio Committee, Chair
- Teacher Evaluation Instrument Development Committee, Co-chair
- Inclusion Model Redesign Committee, Chair
- Mentor/Mentee Professional Development Planning Committee, Co-chair

Pilgrim High School

- School Improvement Team, Chair
- School Accountability for Learning and Teaching (S.A.L.T.) Self-study Committee, Chair School
- Faculty Advisor Committee, Chair

- Technology Committee, Chair
- Parent Teacher Organization

Dissertation Committees, Johnson & Wales University

- “Superintendent and Principal Perceptions of Social Media for Brand Presence”
- “Principals’ Perceptions of School Autonomy”
- “Rethinking Equity and Teaching for English Language Learners: Evaluation of Implementation”
- “Principals’ Perceptions on Coaching, Supervision and Evaluation: An Effort to Develop Instructional Leaders in Southeastern Massachusetts”
- “Student Perceptions of Classroom Environment and Relationship with Disposition in Mathematics”
- “Secondary School Teacher Perceptions of Technology In Classroom Instruction”
- “Examining Teacher Trait Emotional Intelligence and Attitudes Toward the Social and Emotional Challenges of Students with ADHD: A Q-Methodology Study of Vital Teacher Disposition Elements”
- “New Teacher Induction and Culturally Relevant Classroom Management”

Education Certificates

- Rhode Island Superintendent of Schools
- Rhode Island K-12 Building Level Administrator
- Rhode Island Secondary English 7-12

Education

Doctorate of Educational Leadership

Lynch School of Education

Boston College

Chestnut Hill, Massachusetts

July 2004–May 2007

Master of Education Administration

Providence College

Providence, Rhode Island

May 1992–May 1995

Bachelor of Arts

Major: English

Minor: Secondary Education

Boston College

Chestnut Hill, Massachusetts

September 1985-May 1989

Kenneth Nimley

Kenneth Boyenah Dube Boute Nimley is a PhD candidate in the College of Computing and Informatics at Drexel University, specializing in Human Factors and Ergonomics. His research intersects human-computer interaction, information priority, and socio-technical systems design, covering all stages of the human factors process, from early user research to formal validation studies.

His dissertation extends theoretical and design principles for complex socio-technical systems used by professionals supporting trauma-exposed youth in child and adolescent services. Kenneth is committed to developing systems that promote equity and inclusivity for underrepresented populations and enhancing diversity and inclusion in education through technological innovation.

He also explores community-based STEM models outside traditional K-12 environments as innovative approaches to broadening STEM participation for youth.

Kenneth holds an MS in Computer Science from Boston University and a BS in Computer Science from Rhode Island College.

Patrick Sweeney

Patrick was born and raised in Rhode Island and has been involved in for-profits, non-profits, and government at nearly every level. An attorney by trade, he has a wealth of legal, advocacy, media, and crisis communications knowledge. He has advised Fortune 100 companies down to family businesses. He is one of the most sought-after strategists in the corporate and non-profit public affairs and crisis communication spaces.

In 2011, he founded Targeted Strategies, a high-stakes public strategy firm with a concentration in campaign management, media consulting, and strategic communications. Patrick advises multiple Fortune 500 companies, trade associations, for-profits, non-profits with regard to strategic planning, public affairs, crisis communications, grassroots organization, and research. He is one of the few professionals who understands the nexus between law, business, and politics.

Patrick works as in-house counsel to several companies. His practice focuses on solving clients' most difficult legal and regulatory challenges. He advises clients on a host of corporate matters including litigation, employee benefits and executive compensation, real estate, health care, private equity and venture capital, mergers and acquisitions, public finance, tax, and technology.

He helped lay the ground-work for the Old Sturbridge Academy in Sturbridge, Massachusetts in 2015-2016. OSA started as a K-3 school and now serves K-8. OSA partnered with EL Education (formerly known as Expeditionary Learning) for curriculum, granting students an opportunity to connect real-world applications through high-quality learning experiences.

Patrick is an Advisory Board Member of the Hope Strengthens Foundation, President of Cranston League for Cranston's Future Softball program, a Board Member for Cranston League for Cranston's Future, a Board Member for Cranston Western Little League, and an active member with the Hendricken Alumni Network. He is a youth softball, baseball, and soccer coach.

Patrick attended Bishop Hendricken, University of Maryland, Northeastern University, and the New England School of Law. He resides in Cranston, Rhode Island with his wife, Sara, his daughter, Serafina, and his sons, Cole and Julian.