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Helping people help themselves.

February 25, 2013

Dear Reader,

As an application, this document will set forth the educational philosophy and the basic programs for Southside Elementary Charter School, which we hope will open its doors to kindergarteners from Providence in September 2014.

Amos House is proud to sponsor Southside Elementary. The school will build its foundation on the 28 years of experience that Community Preparatory School has serving students from a broad range of backgrounds and Amos House's 36 years of experience serving Southside residents and the homeless. Both organizations want more Providence students to receive excellent educations and see the creation of this independent charter school as a way to help in this effort.

Amos House will be the fiduciary sponsor of Southside Elementary in its early years, but Southside Elementary will have its own 501c3 status and hold its own charter. Amos House will help the parents of Southside Elementary take advantage of programs offered at Amos House and with Community Prep will reach out to many neighbor agencies for similar help for the school's families. Partnership will be one of the cornerstones of Southside Elementary.

I want to make sure that the reader recognizes that this is not a conversion of a private school into a charter school. No Community Prep student will ever become a student at Southside Elementary. The grades will not overlap. Southside Elementary will end at 5th grade. Community Prep will begin at 6th grade. In addition, Southside Elementary graduates will not be guaranteed acceptance into Community Prep.

We know from experience that good schools learn from their experiences. Community Prep is a much better school now than it was 28 years ago, or even 5 years ago. Southside Elementary will be a school that knows how to get a little better every year, just like a good teacher. We firmly believe that this ability to learn and grow is the bedrock upon which Southside Elementary will be built as a learning institution. We know it is as true for the school as it is for the students and families that we will be serving.

Respectfully Submitted,


Eileen Hayes
Chief Executive Officer
Amos House

Founding Board Chair
Southside Elementary Charter School

COVER SHEET

CHARTER SCHOOL INFORMATION

Proposed Charter School Name: Southside Elementary Charter School

Proposed School Location (city/town): Providence

Contact person name: Dan Corley

District:

Mailing Address: 126 Somerset Street

City/State/Zip: Providence, RI 02907

Telephone: 401-521-9696

FAX: 401-521-9715

EMAIL: dcorley@communityprep.org

Indicate the grade level(s) of the proposed charter school: K - 5

For which type of charter are you applying? Complete the related information sheet that follows and see the list of Attachments for required letters of support.)

☐ District

☒ Independent Southside Elementary Charter School will be an independent charter.

Name of Sponsoring Agency: Amos House

Contact information: Eileen Hayes, 401-272-2137

☐ Mayoral Academy

Indicate if the proposed school will contract with an education service provider: No

PROJECTED STUDENT ENROLLMENT

MAXIMUM ENROLLMENT when fully enrolled: 144

Projected Student Enrollment 1st year: 24

Projected Student Enrollment 2nd year: 48

Projected Student Enrollment 3rd year: 72

Projected Student Enrollment 4th year: 96

Projected Student Enrollment 5th year: 120

Teacher/Student Ratio at full enrollment: 9/144

Identify the district(s) from which the school will draw students: Providence

Dan Corley
Signature of Contact Person

11/30/12
Date

Board member Southside Elementary Charter School
Affiliation

Head of Community Prep School

EXECUTIVE SUMMARY

Mission: Southside Elementary Charter School provides a diverse group of Providence kindergarten through fifth grade students with a solid step towards college and community leadership. Students will learn to read, write, think logically, and problem solve on grade level within a curriculum that emphasizes academic rigor, excellence, and community engagement in an extended school day and school year.

The founding group for Southside Elementary Charter School consists of educators and community members who have a broad degree of experience working with children and with organizations that serve South Providence. They include:

Dan Corley, head of Community Prep School
Antoinette Gomes, director of Rhode Island College Unity Center
Eileen Hayes, chief executive officer of Amos House
Lela Morgan, vice president of academic affairs at Community College of Rhode Island
Steve Olsen, head of school at Trinity Academy for the Performing Arts
Carmen Rodriguez, teacher in the Providence Public Schools
Delia Rodriguez-Masjoan, community advocate
Judith Ryan, director of education at Community Prep School
Francisco Velasquez, fourth grade teacher at Community Prep School

Amos House will sponsor Southside Elementary Charter School. Amos House has a 36-year history of helping residents of South Providence, especially the homeless. Amos House's mission ties in nicely with the need for Southside Elementary. Upper South Providence's levels of poverty and unemployment are higher than almost anywhere else in Rhode Island. Starting with kindergarten, Southside Elementary students will take a strong first step towards college. Also, South Providence is ripe with community-service organizations. Southside Elementary will provide a focal point for several of them to work together for the betterment of all.

The school will have an opportunity to grow to full size within the building owned and occupied by Community Preparatory School. It is a well-maintained building built in 1959. In addition, students from Southside Elementary will have access to the playground and gym at

Davey Lopes Recreation Center, located across the street from Community Prep. The potential lessor has plans to acquire land and build a field that connects Davey Lopes with Community Prep so that Southside Elementary and Community Prep children will not have to cross Somerset Street to get to the playground.

Southside Elementary will have an extended school day, from 7:45 a.m. to 4:15 p.m., and an extended school year, 190 days. Students will be in a book-rich environment and learn to love reading, expressing themselves, helping others, and problem solving. We believe students will thrive if we create a more personalized school experience for them with small group, individualized instruction that takes place in a small school setting where each student is known by all. Furthermore, we believe that teaching students to set goals, work hard, meet challenges, and help others will lead them to success in school and in life.

To build a strong foundation for college and community leadership, Southside Elementary Charter School will provide the building blocks via a rigorous curriculum based on the Common Core State Standards (CCSS) and also include:

1. High expectations for academic and social success
2. Safe, supportive environment in a small school setting
3. Aggressive parent outreach
4. Small group instruction combined with blended learning
5. Cooperative learning
6. Data driven instruction
7. More learning time
8. Intensive tutoring to remediate or enrich areas of need as indicated by data analysis
9. Service learning

To improve student achievement for all student populations, the school will follow the Response to Intervention strategies of universal screening and high quality differentiated instruction combined with interventions targeted at struggling students. Special education will be considered for students who don't respond to evidence-based interventions.

The school will use formative and summative assessments to track student progress toward attainment of the CCSS. Standardized test data from PARCC and DRA 2 will compare our students' progress to national norms and to themselves over time. Growth in relation to each standard will be tracked using State and online data warehousing systems.

By having the opportunity to rent space from Community Prep, Southside Elementary will be a step ahead of most beginning charters. The school has a viable, long-term home. Community Prep has the space to accommodate the following growth plan: September 2014: K; 2015: K-1; 2016: K-2; 2017: K-3; 2018: K-4; 2019: K-5. Financially, Community Prep has a remarkable record for meeting its financial goals each year. Over its first 28 years Community Prep was able to meet its financial goals, buy and renovate a building, and build an endowment. The sponsor, Amos House, also has an excellent record of financial sustainability.

No Community Prep student will ever become a Southside Elementary student. In September 2019 each school would be serving between 100 and 140 students. If pre-K classes become funded by the state and are eligible to feed into charter schools, then Southside Elementary would explore having a pre-K site in partnership with Ready to Learn Providence.

The school will manage its own finances as a 501c3 organization with oversight by a finance committee of its board of directors.

Southside Elementary will work with many community partners including:

Amos House - GED classes, job training, financial literacy support, food and shelter needs
Bradley Hospital – special education expertise
Brown University – summer program for elementary students, volunteer recruitment
Children's Friend – early childhood expertise, outreach
Community College of Rhode Island - adult education, volunteer recruitment
Community Preparatory School – facility needs, education support
Davey Lopes Recreation Center – recreation needs, neighborhood outreach
Providence Public Library - early childhood literacy, ESL classes for adults
Ready to Learn Providence – early childhood best practices, outreach
Southside Community Land Trust – gardening, hands-on science opportunities

SECTION I—MISSION STATEMENT

Southside Elementary Charter School provides a diverse group of Providence kindergarten through fifth grade students with a solid step towards college and community leadership. Students learn to read, write, think logically, and problem solve on grade level within a curriculum that emphasizes academic rigor, excellence, and community engagement in an extended school day and school year.

SECTION II—STATEMENT OF NEED

We see Southside Elementary Charter School as a strong step towards both college and towards a more respectful, peaceful community. The need to teach peace and community service is more and more evident as our South Providence neighborhood is impacted by violence, poverty, and high unemployment.

Providence schools are expecting an influx of kindergarten students in the near future. Southside Elementary will provide an opportunity for the City to meet increasing educational need. In addition, student standardized test scores are low in South Providence. The 2012 NECAP scores of students at three nearby South Providence elementary schools are dismal. Mary Fogarty - 32% proficient in reading, 22% in math; Bailey - 44% proficient in reading, 26% in math; Sgt Young & Charlotte Woods - 38% proficient in reading, 26% in math. Southside Elementary will work to ensure that 90% of its students are achieving at proficient or above.

Southside Elementary Charter School will be able to rent space at Community Preparatory School in South Providence, a neighborhood rich in community service opportunities. We will use Responsive Classroom techniques to help students learn to be good

community members within the school, and we will help students interact with the wider community through service learning projects in partnership with several service organizations throughout the neighborhood.

Since Southside Elementary will be located in Upper South Providence, we would expect many students in our neighborhood to enter the lottery. And, since Amos House is such a leader in serving the homeless of our community, we would hope that some of our students come from this community. We envision joining the Southside Elementary community as a way for a family to establish a home for itself through our many community partners. We will encourage all Southside Elementary parents to participate in programs offered by the school's community partners, for their own benefit and the benefit of their families.

Southside Elementary will be at a distinct advantage because of its partnership with Community Prep. Ninety percent of Community Prep's graduates go on to college prep high school programs, and over 80% are either in college or have college degrees. We see Southside Elementary Charter School as a very strong first step on the same road. We will emphasize these expectations from a child's first contact with us through fifth grade graduation. Our partnerships with local colleges will help students see college students on a regular basis, and visits to local campuses would be a regular part of their education. In addition, connections with local colleges and adult education organizations will help students' parents and guardians to learn and grow, setting very positive role models for their children.

Connecting with nearby community organizations will allow students and their families to see and participate in community leadership in myriad forms. They will see the faces and experience the delights of being community leaders.

SECTION III—ACCOUNTABILITY

ACADEMIC GOALS

Goal 1: Students grow academically in reading, writing, and math at a rate that ensures they are at or above grade level by third grade, and stay at or above grade level through fifth grade.

- *Measure:* Ninety percent of students at Southside Elementary Charter School are proficient on state standardized tests.
- *Measure:* Based on DRA 2 assessment given in September and May, on average, K-2 students demonstrate 1.5 years of growth in reading comprehension and decoding.
- *Measure:* All student demographic subgroups -- economically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and students with limited English proficiency -- make Adequate Yearly Progress on state assessments according to the standards established by the No Child Left Behind Act.

Goal 2: Each student in grades 1 through 5 will read at least 25 books during the school year.

- *Measure:* Students earn a passing score on a minimum of 25 Accelerated Reader quizzes.

Goal 3: At the beginning of each trimester, teachers work with parents and students to create a goals document and a student/parent/teacher contract to monitor that goals document over the course of the trimester. Teachers or learning partners connect with parents on a weekly basis and document those contacts each trimester.

- *Measure:* All parents attend the thrice-yearly goal conferences.
- *Measure:* Parent-contact logs for each student document weekly contact.

Goal 4: Each trimester classes plan community service and leadership involvement activities.

- *Measure:* Each class creates a report of its students' activities at the end of the trimester and submits it to the Education Director and the Board of Trustees.

ORGANIZATION GOALS

Goal 5: Southside Elementary sets up organizational partnerships with five or more service organizations in Providence. Each partnership could include participation on the Southside Elementary board of directors and will include student/family/teacher connections between Southside Elementary and that organization.

- *Measure:* Five partnerships are established.
- *Measure:* At least 10% of the Southside Elementary Charter School community avail themselves of the partnerships' services each trimester.

Goal 6: Southside Elementary demonstrates fiduciary and financial responsibility.

- *Measure:* The budget provides for 5% savings each year. This buffer fund will be used to help the school meet any financial surprises it encounters during its history. Once the fund grows to 50% of the cost of its budget, the expenses will be leveled off to meet the income projected. No further operating buffer will be budgeted.
- *Measure:* Annual budgets demonstrate effective allocation of financial resources as measured by balanced budgets submitted to RIDE. The budget will be reviewed quarterly by the Finance Committee of the Board.
- *Measure:* External, annual audit reports demonstrate that Southside Elementary meets or exceeds professional accounting standards.

Goal 7: Parents demonstrate high satisfaction with the academic program, the climate, and the clear, frequent, and open communication of Southside Elementary Charter School.

- *Measure:* Average parent satisfaction with the school, as measured by the annual Survey Works Parent Survey at the end of the school year, will exceed 95%.

SECTION IV—EDUCATIONAL PROGRAM

1. Educational Philosophy

We believe students will thrive if we create a more personalized school experience for them with small group, individualized instruction that takes place in a small school setting where each student is known by all. Furthermore, we believe that teaching students to set goals, work hard, meet challenges, and help others will lead them to success in school and in life.

Southside Elementary Charter School will provide students with a solid foundation for both college and community leadership. Students will learn to read, write, think logically, and problem solve within a curriculum that emphasizes academic rigor, community involvement and community service. If approved, the school will be open to all students, per the law, but marketing materials and outreach will target families in the school's South Providence neighborhood, where multi-generational families live in poverty. According to the most recent Providence Plan, unemployment and poverty are higher in Upper South Providence than almost anywhere else in Rhode Island. Since college success is the most likely way to escape this intergenerational poverty, Southside Elementary will provide a strong base of academic and social skills to ensure its students leave fifth grade on the track for college preparatory programs. The school will also create a community in the neighborhood that will build new ties and

strengthen existing ones in the South Providence area. Southside Elementary will become part of the fiber of the local community.

To build a strong foundation for college and community leadership, Southside Elementary Charter School will provide the building blocks via a rigorous curriculum based on the Common Core State Standards and include:

1. High expectations for academic and social success
2. Safe, supportive environment in a small school setting
3. Aggressive parent outreach
4. Small group differentiated instruction combined with blended learning
5. Cooperative learning
6. Data driven instruction
7. More learning time
8. Intensive tutoring
9. Service learning

1. High expectations:

From the beginning, students will understand that they are expected to work hard and behave in order to succeed and that their teachers will help them do so. Teachers will cultivate in their students the mindset that intelligence is developed through hard work and that sustained effort over time is the key to outstanding achievement. (Dweck 2006) At the beginning of each marking period, teachers, parents, and students will meet for goal conferences to help each student write individual goals and a plan for accomplishing them. Students will account for their goals weekly during a regularly scheduled time. “Students must be cognizant of their individual

goals and the steps needed to achieve them.” (Fryer 2012, p.15) Teachers will prepare goals for their classes and post these on the classroom walls.

2. Safe, supportive environment in a small school setting:

The student population will be small, with just one classroom per grade, so there is a coherent community small enough for each child to be known well by the adults in the school and for the children know each other. The literature strongly suggests that small schools are particularly beneficial for disadvantaged students and that primary and intermediate grade students are likely to benefit from smaller schools. (Slate 2005) This caring social structure will be reinforced through Responsive Classroom, a social-emotional learning program that aims to create a supportive classroom environment by helping children demonstrate caring and concerns for others and handle interpersonal situations effectively. (Rimm-Kauffman 2006) In a study of 26 Washington, D.C. public schools that used Responsive Classroom, the program produced gains in students’ academic competence and social skills and declines in their problem behaviors. (Elliott 1995)

Furthermore, the sense of community that develops in the school will transfer to the larger neighborhood community as children’s school friendships blossom and extend to out-of-school friendships among families. These connections will transfer to the neighborhood as families access the adult and family programs offered by the school and its many neighborhood partners -- GED classes, ESL classes, job training, early childhood literacy, recreation programs, and community gardens. The African proverb, “It takes a village to raise a child,” is the heart of Southside Elementary Charter School’s philosophy.

The school will be divided into three learning families -- K-1, 2-3, and 4-5. Teachers will work with the same students two years in a row. Each teacher becomes an expert in two grade

levels, and the two teachers of these grades become partners and resources for each other.

Students in the two grades can move between the grades for instruction; for example, a strong K reader may have reading with a first grade group during reading time. The two-year cycles give teachers more time to develop strong relationships with students and families and to understand and meet their students' educational needs. If the law allows charter schools to have pre-K programs, then Southside Elementary will partner with Ready to Learn Providence to create an additional grade.

3. Aggressive Parent outreach:

For many low-income and immigrant parents, school was not a good experience or a welcoming place. Southside Elementary Charter School will involve parents meaningfully and respectfully in their children's education. Southside Elementary will have parent orientation, goal-setting conferences at the start of each trimester, celebrations of student work, parent workshops on academic, behavioral, and social topics such as organization strategies, homework expectations, internet safety, developing a growth mindset, dealing with behavior issues, and other learning issues. Parents will have 24/7 on-line access to students' progress via electronic grade books that show their child's academic progress, progress toward any behavior issues, as well as their child's progress toward his/her individual goal. Parents will also receive a weekly phone call or email from the child's teacher, learning partner or tutor.

In addition, the school will extend its parent outreach to encourage families to take advantage of the adult development opportunities offered by its partners, eg. ESL classes, community college classes, etc. The more families participate and prosper in society, the more likely it is that their children will achieve success in college. (Saifer 2005)

4. Small group instruction with blended learning:

Southside Elementary Charter School's learning model is based on small group, differentiated instruction using classroom teachers, learning partners, tutors, and learning specialists. To insure an instructional ratio of 12:1 or smaller, teachers will use a variety of instructional groupings, including (depending on the subject) a rotation through computer-assisted instruction via a bank of computers and/or iPads in the classroom. Technology can provide the repetition necessary to master skills in an entertaining and motivating way. While some subjects, like art and physical education, might be taught to the entire class at once, no child will receive all of their instruction in a whole class environment. The combination of small group differentiated instruction combined with online data will give teachers with a more detailed picture of each student's learning and enable more customized intervention. (Tomlinson 2008) The school will use the Response to Intervention (RTI) model to help all students meet the standards.

5. Cooperative learning:

Cooperative learning can maximize learning through well-designed, intentional social interaction with others. It is one of the most theoretically grounded instructional strategies. Done right, cooperative learning can significantly boost the reading and math performance of low-, average-, and high-achieving students, as well as those with special needs. Over time, students also build relationships by working with each other and develop a sense of belonging with their groups, which lead to greater engagement and achievement. (Igel 2010)

Southside Elementary will use the Peer Assisted Learning Strategies (PALS), a class-wide peer-tutoring technique developed at Vanderbilt University in which children work in pairs, taking turns as teacher and learner, to learn a structured sequence of literacy and math skills.

PALS, which takes several 30-minute sessions per week, shows strong evidence of effectiveness for struggling students. (Slavin 2010)

6. Data driven instruction:

Southside Elementary will use data to track progress and ensure each student is achieving. Formative assessments will be used continually by teachers to differentiate and/or modify instruction to meet the needs of students. Benchmark assessments will be used in conjunction with standardized tests to analyze the summative results of instruction in order to plan future instruction and develop remediation plans for students in need. Southside Elementary will use the state Data Dashboard and other online data warehouse systems to provide teachers, parents, and students with real-time achievement data.

7. More learning time:

In order to have more time for learning, Southside Elementary Charter School will have a longer school day, from 7:45 to 4:15, and a longer school year - 190 days. The increase in instructional time will be tailored to students' needs so that students who struggle in math spend more time on math, and those who need more help in reading spend their extra time on reading. To help reduce summer learning loss, which is disproportionate and cumulative among low-income students, Southside Elementary will encourage students to participate in "Summer Prep," Brown University's three week summer program that takes place at Southside Elementary and offers learning and opportunities for enrichment.

8. *Intensive tutoring:*

To further personalize learning, the Southside Elementary Charter School will boost student learning by creating an intensive tutoring program. (Snow 2002) All students will receive tutoring, regardless of ability. This will allow all students to benefit by building upon academic strengths, remediating weaknesses, and provided customized instruction commensurate with ability, while removing any potential negative stigma attached to tutoring.

9. *Service learning:*

In line with the Southside Elementary's mission of developing community leaders within a curriculum that emphasizes community involvement and community service, the school will make service learning a key component of the curriculum. From kindergarten onwards, teachers will incorporate service-learning projects in order to:

- help the children become more aware of the needs of their neighbors and of an individual's civic responsibility
- teach the value of compassion and caring
- learn how to put ideas into action
- learn how one individual can be important to others. (RMC Research Corp. 2009)

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2. Curriculum and Instruction

Curriculum Development

The general curriculum is academically demanding and offers challenging educational activities that are developmentally appropriate. The scope and sequence are aligned with the Common Core State Standards in ELA and math, with the Rhode Island GLE's in science, and with the appropriate RI standards in other subjects. The education director is the instructional leader of the school and is responsible for ensuring that the curriculum helps meet the goals of the school and the needs of the students.

Literacy: A strong reading program is important for all students, but especially so for many disadvantaged children who depend on school to achieve success. Teachers who want to reach each child must differentiate reading instruction, and teaching in small groups with a well-planned literacy curriculum makes this more doable.

The school will adopt a basal readers series, either *Reading Street* or a similar program, that is aligned to the Common Core State Standards and that offers reading/writing/vocabulary curricula with multiple entry points. The school will use a program that includes instruction for strategic readers, those reading on grade level, and advanced readers, as well as an ELL intervention component. For students who are unable to read and comprehend grade-level materials and who are unable to benefit adequately from the strategic interventions that support their core classroom reading instruction, the school will use an intensive elementary reading intervention program, like *My Sidewalks*, that is aligned with the basal readers.

Tier 2 and 3 students will have an extra daily reading class using proven intervention programs such as *Earobics* and *SRA*. All students will benefit from the PALS program and the computer-assisted literacy programs.

Mathematics: The school will adopt the *Singapore Math: Math in Focus* series, which covers the skills and concepts outlined in the Common Core standards. Singapore math emphasizes concept mastery through a concrete–pictorial–abstract approach that uses model drawing to solve and justify problems. Singapore math devotes more time to fewer topics to ensure that children master the material through detailed instruction, questions, problem solving, and visual and hands-on aids like blocks, cards and bar charts. Ideally, students do not move on until they have thoroughly learned a topic. More time on fewer topics provides students with a solid foundation. The pace accelerates in fourth and fifth grades as students grasp complex problems more quickly.

Students who are struggling with math have additional math interventions and, along with all students, participate in PALS and computerized tutoring programs.

Cooperative Learning in Literacy and Math: Students also use the cooperative learning program PALS, Peer Assisted Learning Strategies, a class-wide peer-tutoring technique in which children work in pairs, taking turns as teacher and learner, to learn a structure sequence of literacy and math skills. The positive effects of cooperative learning on academic and socio-emotional outcomes are well documented. (Igel 2010) Research studies on the PALS program recommend it as having strong evidence of effectiveness (Slavin 2010)

Computer Assisted Instruction: The school will use a variety of online programs that help develop basic skills. Since on-line offerings are improving so rapidly and the number growing so quickly, the school will use those that research studies show are most adaptable and best aligned with the curricula. Technology-based tutoring programs show significant potential for positively impacting student outcomes by providing individualized student support feedback. (Akiba 2002; Cheung 2012) The USDOE “What Works Clearing House” will be used to choose those offerings that have the most positive effect as evidenced by research.

Science: The school fosters a love of science in its students by using a hands-on approach, like FOSS (Full Option Science System), in which students explore the natural world and actively construct ideas through their own inquiries, investigations, and analyses.

Spanish: Students study conversational Spanish. The overarching theme in the early grades will be that learning a new language, like Spanish, is fun and helps us communicate with our neighbors.

Other Subjects: Social studies, music, visual arts, engineering and technology instruction are aligned with the Rhode Island Grade Span Expectations. Health and physical education follow the RI Health Education Framework and the RI Physical Education Framework. Service learning projects are an important component of the curriculum.

The year before the school opens, FY2014, two educators will develop the school's K-5 curriculum and create a curriculum guide that delineates the goals, objectives, learning experiences, instructional resources and assessments for Southside Elementary Charter School. This guide will articulate what students should know and be able to do, establish a coherent and articulated progression from grade to grade, and outline a basic framework based on the CCSS for what to do, how to do it, when to do it and how to know if it has been achieved. They will create a curriculum that allows for flexibility, encourages experimentation and innovation within an overall structure, and promotes interdisciplinary approaches. The curriculum guide will also include methods of assessing the achievement of the program's goals and objectives.

Also during FY2014, these educators will create curriculum units for kindergarten and first grade using the *Understanding by Design* method of starting with the intended outcomes, i.e., student proficiency on the grade level standards, and working backward to create a rigorous and engaging curriculum. These units will be documented in depth on curriculum maps that include standards, content, skills, instructional resources, and assessments for each subject.

Going forward, the education director will work with each new teacher in August to create curriculum maps for the year.

All teachers will participate in an annual review of the curriculum, during which these curriculum maps will be used to document the operational curriculum, analyze the curriculum vertically and horizontally through all grade levels and subject areas, and systematically refine the curriculum to improve flow, continuity, and rigor of instruction. During this annual review, the staff will share samples of assessments, performance tasks, student work, lessons and instructional practices related to the curricula. They will review program strengths, weaknesses, needs, preferences for textbooks and other materials, and topics or objectives that do not seem to be working effectively. This information will be gathered from data that represents overall student performance that is linked closely to daily instruction.

Samples from the curriculum are included as Appendix 4.

Instruction

All classrooms are inclusive, and teachers modify content, instruction and assessment so that a student with a disability has the same access as any other student to the general education curriculum and to classmates. The school's learning model uses those curricular, instructional, and assessment practices that are proven to benefit all the students in the classroom in order to ensure successful inclusion.

The school's learning model is based on small group differentiated instruction (Tomlinson, 1999), combined with cooperative learning, intensive tutoring, and computer-assisted instruction in the classroom. This model creates high levels of student engagement and interaction with the teacher and with other students. It also offers a range of strategies to reduce student-to-teacher ratios and provides individualized supports, practices proven to help at-risk

students make academic gains. (Englert 2010) This blended learning rotational model of instruction is similar to that developed for KIPP Empower Academy, a Los Angeles K-4 charter school whose low-income students are achieving good results on standardized tests. (Bernatek 2012)

English Language Learners: The school will implement an English immersion program that follows the “Collaborative ESL and General Education” model as outlined in the *District ELL Program Description* worksheet from RIDE. Students with limited English proficiency receive language support services in the general education classroom. Classroom teachers and support personnel work together to provide instruction geared to the students’ proficiency levels. Each student has a personalized instructional plan that describes the instructional focus and specifies how it will be carried out. The high level of student engagement with the teacher and with other students that results from both small group instruction and cooperative learning are consistent with best practices of sheltered instruction. (Hill 2006; Echevarria 2004)

Special Education: The school offers programs and support services designed to develop student’s educational potential in the mainstream classrooms. For students with disabilities, the school’s instructional model of small-group instruction, cooperative learning, and tutoring has academic and social benefits for all children in an inclusive model. (Obiakor 2012) Regular classroom teachers and special education teachers work together to differentiate lessons based on students’ strengths and needs. Support includes differentiated classroom instruction, additional reading and math groups, cooperative learning, computer-assisted instruction, and if required, remedial instruction via one-on-one tutoring, speech and language therapy, counseling, physical and occupational therapy. Each student has an IEP that outlines the responsibilities shared by teachers, parents, and student for the plan’s objectives. Though the school endeavors to offer the aforementioned to applicable students, the school also adheres to any and all applicable, federal

and state laws and regulations regarding students with disabilities. Moreover, the school provides an appropriate education for its students, and tailors programs to meet individual needs when necessary.

Teacher Proficiency and Evaluation: Southside Elementary Charter School teachers are evaluated using the recommended state evaluation process. In addition, the education director sits in on classes regularly for short periods of time and offers feedback to the teachers. Teachers also do the same for each other. Since we see the education director in a teaching role, teachers also sit in on the education director's classes and reflect back what they see. Each reflection includes documentation.

Most importantly, teacher evaluation is centered on student achievement. Research is very clear that a student's success is based on the skills of the teacher. Students must be making solid strides in the Common Core Standards in order for a teacher to receive a good evaluation. It is a strong part of the philosophy of the school that only excellent teachers will receive tenure.

Professional Development: The faculty is trained in programs the school plans to use school-wide, such as Responsive Classroom and Singapore Math. Mentoring programs will provide critical support to new teachers. Ongoing professional development is rooted in the weaknesses revealed by student achievement data and tailored to better identify students' needs and adjust instructional practices. The principal's formal and informal observations combined with faculty input also inform professional development strategy. Opportunities for collaborative learning and planning time are included in the daily schedules.

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Discipline

The school has a proactive disciplinary policy that reflects its educational philosophy, i.e. students will thrive when they have a more personalized school experience. The classroom teachers handle most discipline problems, and the education director and social worker deal with more serious problems. The disciplinary policy consists of a school-wide, model of intervention based on the following:

- 1) Adapting instruction to promote high rates of student engagement and on-task behavior
- 2) Using Responsive Classroom techniques to establish caring and trusting relationships (teacher/student, student/student) and to build a caring community
- 3) Teaching clear and specific expectations for safe, respectful, and responsible behavior and for classroom routines at the beginning of the school year *and reviewing them often*.
- 4) Giving consistent consequences for problem behaviors, ranging from “take a break” to meeting with the parent, behavior plans, and counseling referrals
- 5) Developing students’ capacities to regulate their own behavior through the Collaborative Problem Solving approach developed by Ross W. Greene. (Greene, R. (2008). *Lost at school: Why our kids with behavioral challenges are falling through the cracks and how we can help them*. New York: Scribner.)
- 6) Having a social worker available to intervene and make referrals based on student behavioral needs identified by the school staff.

Disciplinary decisions handled by classroom decisions may be appealed to the school administrator with further right of appeal to the Board of Directors. The school also adheres to the guidelines set forth in the Rhode Island Department of Elementary and Secondary Education's "New RI Discipline Procedures and Requirements for All Students Under IDEA 2004 and RI Legislation (effective July 1, 2005).

3. Assessment System

The individuals with direct oversight of the assessment system are the education director and the IT coordinator.

In addition to the PARCC testing for students in grades 3 - 5, the school also administers the DRA 2 Assessment in kindergarten through second grade. The PARCC assessments provide specific levels of mastery at the end of each academic year in grades 3 - 5.

The school uses the *DIBELS Next* benchmark testing programs in reading and math to screen students and monitor their progress. Students are screened at least three times a year, at the beginning, middle, and end of the year. The September administration helps teachers diagnose students' instructional needs and plan for differentiation and interventions. Students identified as at risk and needing some supports will be tested one to two times a month on the measures assessing the skills targeted for intervention. Students identified as needing intensive intervention will be tested weekly on the measures assessing the skills targeted in the intervention.

Teachers assess students in reading and math through the unit tests and quizzes provided by the basal reader program and the Singapore math program. These assessments help them monitor students' progress and help them continue to differentiate and/or modify instruction to meet the needs of students. Any shortcomings trigger prompt, targeted corrective action.

The school uses an on-line grade book with a standards-based grading system. The grade book includes an on-line portal so parents can also monitor their child's progress. Every three to four weeks, families receive reports that outline their child's progress on specific learning objectives needed to meet the Common Core standards. Families also receive a trimester report card that details academic achievement, attendance, and behavior.

Each board meeting includes a description of how students are doing on appropriate evaluative assessments.

SECTION V – SCHOOL MANAGEMENT

1. School Development and Oversight

The Southside Elementary Board will hold the school's charter, not Amos House. Eileen Hayes from Amos House will be the first board chair. As sponsor of Southside Elementary Amos House, like other partner organizations, will have the opportunity annually to recommend potential board members to Southside Elementary's Governance Committee of the board. Amos House will also help Southside Elementary by helping to serve its homeless population.

The board will include at least one Southside Elementary parent, one representative from a partner organization, and one Southside resident. In addition to having a board of directors, we expect to have an active parent council and a neighborhood advisory committee. The parent council will meet at least three times a year and the neighborhood advisory committee will meet at least yearly. It will be an opportunity for partner organizations to make suggestions to the school and its board. Also, it will be a source of recruitment for potential board members.

If a parent or teacher wants to challenge a decision made by the school's management, they can appeal that decision to the Board of Directors. The directors would afford the parent or teacher a hearing, during which they can be represented by counsel and will present witnesses and evidence on their own behalf. When appropriate, this hearing will be recorded. After the hearing the board will render a written decision to the parent or teacher. A parent or teacher will be entitled to all due process and procedures entitled under Rhode Island law and regulation.

Southside Elementary will hire an auditor that has experience auditing schools. The bidding process has not taken place yet.

2. Board Development and Governance

The board is responsible for the entire care, control, and management of the school. Further, the board's job is to support management, oversee the hiring of all personnel, give guidance, and hire and evaluate the key administrator, who will be the education director. Since some board members will be educators and some will have strong connections to various nonprofits, we will expect their help in guiding the school towards successful partnerships. The education director and the director's administrative team would move the school forward and educate the board members on where they need help. The administrators will tend to be teachers as well as administrators.

The governing board will have strong roots in education and in nonprofits in Providence. They will help to make sure that the organizations they represent are available to help Southside Elementary Charter School students and their families. It is our hope that they will help with the recruitment process and provide a ready source for referrals when a child's parents or relatives need community support.

The board will have a Governance Committee whose job will be to recruit new board members and orient them to Southside Elementary's Board of Directors. Each year partner organizations will be allowed to nominate an individual for the Governance Committee to review. At least one of the 9 to 24 board members will be a parent, one will be from a partnering organization, and one will be from the neighborhood. Partnering organizations will be able to suggest directors to the board and the board will determine its size and who will join it. Directors can serve up to two three-year terms before taking a mandatory year off. The three-year terms of the founding directors will be staggered so that one-third are assigned to each year.

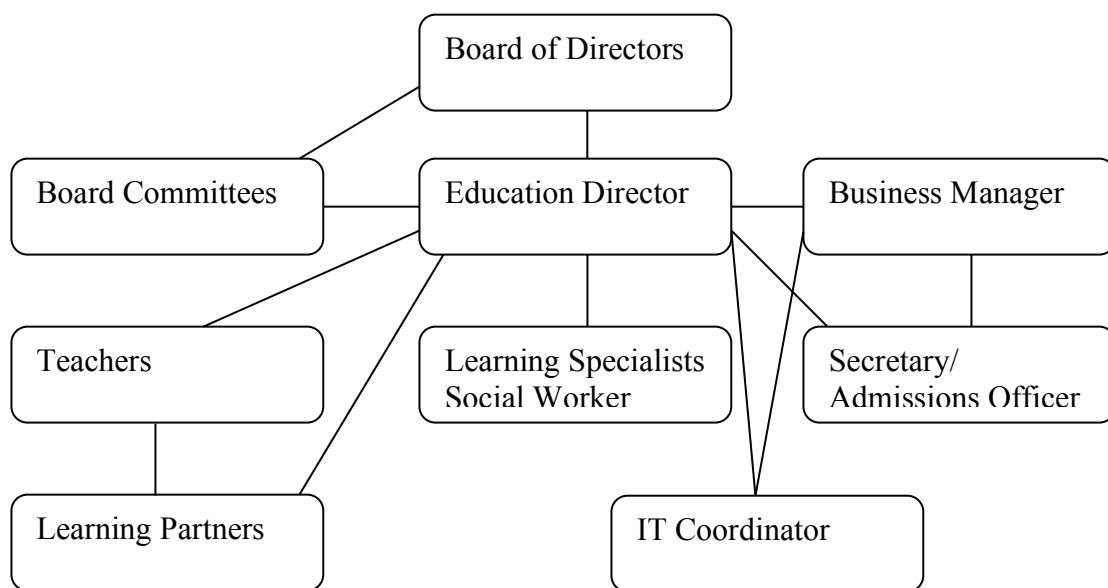
Orientation of new board members will include a visit to the school, review of the by-laws, and the assignment of a veteran board member to mentor the new member in his or her first term with the school.

Each board meeting will include a description of how students are doing on appropriate formative and evaluative assessments. Board members will be encouraged to visit the school on a regular basis to see the students and teachers in action. When a policy needs to be made, the administration will prepare a best practices report along with a recommendation. The board will review both and make a decision.

The board will evaluate its education director annually. Each year an evaluation committee will be chosen from among the board members. The committee will always include the board chair. First, the education director will be asked to write a self evaluation that includes both areas of strength and where (s)he would like to improve in relation to the job description and performance. The committee will also solicit input from other components of the school community, such as parents, faculty, and staff. The evaluation process will result in a goals document for the education director. The goals document and the job description will be the documents used to generate the self-evaluation at the next annual evaluation.

Every quarter the finance committee of the board will review the school's finances and present them to the board. Checks over \$1,000 will need to have two signatures. The school will have an annual audit. We anticipate that Southside Elementary will set aside 5% of its budget each year for future contingencies. The school will continue to budget in this manner until it has a 50% operating buffer. Once the buffer is reached then the school will keep its expenses even with its income.

3. Management Structure



The board will hire and evaluate the education director. With board approval, the education director will hire and oversee the evaluation of the business manager, the teachers, the learning partners, and any other individual that is working with our students. Often the education director will be the sole evaluator of the employee, but may delegate or share the task where appropriate. In order to evaluate the teachers, the education director will need to have appropriate certification or hire someone with that certification to undertake those evaluations. The business manager will oversee the finances and the

plant needs and will hire and evaluate employees or companies working in these areas accordingly.

4. Administrative Roles and Responsibilities

It is the founding directors' belief that the education director should be the lead educator and administrator for the school. As the lead administrator the education director will oversee with board permission the hiring of the business manager and all of the employees who deal with students. The education director's job description is in the appendix. We hope that many administrative duties will be shared by teachers, as appropriate. The administration of the school will be lean and efficient in its composition. In addition, the education director will also have some teaching duties that put him/her in daily contact with the students of the school.

As the lead administrator, the education director with board permission will oversee the hiring and evaluation of the business/plant manager and all of the employees who deal with students. We expect that teachers will share many administrative duties. We anticipate that the evaluation of a learning partner or tutor will be undertaken by the teachers with whom that partner or tutor is working and will be overseen by the education director. The business manager will hire and evaluate staff that does not work directly with students. Those evaluations will be shared with the education director, before being given to the staff.

Ultimately, student achievement is the responsibility of the education director working closely with teachers for the benefit of the students. In addition, the responsibility for the fiscal soundness of the school falls on the education director in partnership with the business manager. Business operations and personnel files are

overseen by the business manager. Evaluations are overseen by the education director. It will be up to the education director to keep the board of directors informed of the school's effectiveness in each of these areas.

5. Educational Leadership

Southside Elementary Charter School will use its students' progress against the Common Core State Standards as means for tracking the effectiveness of its curriculum and educational approach. If students are progressing against the benchmarks that are set, then all is well. If not, then changes and adjustments will be made. Since this progress will be readily viewed for each student by going on line, it should be clear for all parents, teachers, and students to see. Since we will have K-1, 2-3, and 4-5 classrooms, it will not be unusual for students to be in small learning groups based on standards that need to be learned by those students across grade levels. When a student is lagging behind in achievement of standards then additional learning times addressing those standards will be fit into enrichment and choice times. For instance, if a student is behind in reading, then that student may get two hours of reading instruction, while others are getting only an hour.

Each year we will assess the progress that students are making towards the Common Core State Standards, and we will hire staff and design our extended school day accordingly. From the beginning we will have a part-time IT coordinator, who will help our teachers and parents keep the assessments readily accessible on line.

6. Human Resources

Southside Elementary Charter School will begin its first year, FY 2015, with a full-time teacher. All of the other employees will be part-time. Part-timers will include an education director, business manager, IT coordinator, learning partners, learning specialists, tutors, a social worker, and a secretary. Learning specialist is a designation that stands for ELL teacher, special education teacher, occupational therapist, physical therapist, or speech therapist. Learning specialists will be certified in their areas, learning partners will not necessarily be certified, but will have college degrees. Though the education director and one of the learning partners will be part-time under regular school funding, it is hoped that they will be able to work on curriculum development under the Charter School Planning Grant for the other portion of their work in order to be full-time employees at Southside Elementary.

In FY 2016 the school will have two full-time teachers, a full-time learning partners, and a full-time education director. Part-timers will include a business manager, IT coordinator, learning specialists, learning partners, tutors, a social worker, and a secretary.

In FY 2017 the school will have three full-time teachers, an education director, and two learning partners. The part-timers will include the business manager, IT coordinator, learning specialists, learning partners, tutors, a social worker and a secretary.

In FY 2018 the school will have four full-time teachers, an education director, three learning partners, a learning specialist, and a secretary. Part-timers will include the business manager, IT coordinator, learning specialists, learning partners, tutors, and a social worker.

In FY 2019 the school will have five full-time teachers, an education director, four learning partners, two learning specialists, and a secretary. The school will have a

part-time business manager, IT coordinator, learning specialists, learning partners, tutors, and a social worker.

Each spring the board will ask the education director to prepare a staffing chart for the coming year based on the lottery results and the experiences of the current and previous years. The personnel committee of the board will review this chart with the principal and make a recommendation for board approval.

Ideal teachers at Southside Elementary Charter School will reflect the ethnic diversity of the students they serve and be dedicated to the achievement of all students. They will love children and be thoughtful about how to set up small groups in ways that will move instruction forward. They will take on administrative functions and have a strong sense of the school community and its needs. They will be team players who work hard and collaboratively to help students learn from each other and serve the community around them. They will use technology to record student progress and differentiate instruction. Lastly, they will establish strong connections with the families of the students and create a team approach among the parents and themselves to serve each child well.

Teachers will be hired after an extensive interview process that includes a teaching portfolio demonstration, an observation of them as teachers, and their response to feedback from that observation.

It is our hope that Southside Elementary Charter School will be very connected in the neighborhoods that we serve and with organizations that serve those neighborhoods. Through these connections, our partnerships with local colleges and universities, and online advertising, prospective teachers will hear of openings at the school and apply for positions. We would also expect some of our learning partners to develop into Southside

Elementary teachers over time. Since teachers will be encouraged to take on some administrative duties, we hope to keep the administration of the school relatively small. When there is an administrative opening, teachers will have the opportunity to apply for that position. In addition, perhaps our partnerships with local colleges and universities will allow our staff to take on roles as adjunct professors in education departments.

Southside Elementary Charter School will be located in Providence and will have a salary structure that is similar to that of other Providence public schools. We feel that this structure, combined with the ability to work at creating and sustaining a true learning community will attract very qualified and hard working staff.

Southside Elementary teachers will be evaluated using the recommended state evaluation process. In addition, the education director will sit in on classes regularly for short periods of time and reflect back to the teacher on what was seen. Teachers will also do the same for each other. Since we see the education director in a teaching role, teachers will also sit in on the education director's classes and reflect back what they see. Each reflection will include documentation. We like the standard of three plusses and a wish. Each plus highlights something that went well during the time observed and the wish would revolve around a possible area for improvement.

Most importantly, teacher evaluation will be centered on student achievement. We recognize that it takes a whole school to teach a child and no one teacher is entirely responsible for student improvement, but students must be making solid strides on their common core standards in order for a teacher to receive a good evaluation. It will be a strong part of the philosophy of the school that only excellent teachers will receive tenure. This means that we expect turnover after a teacher's third year at the school. We would expect that only half of our teachers who are eligible for tenure would get the

rating of “excellent” and be offered tenure. This is a very strong way of ensuring that the school is offering the best possible education for its college-bound students.

The education director will be responsible for overseeing the evaluation of all staff. When evaluating learning partners and tutors, the teachers will be an important part of the process. The process will be similar to the education director’s evaluation of the teachers.

The board will evaluate its education director annually. First, the education director will be asked to write a self evaluation that includes both areas of strength and where (s)he would like to improve in relation to the job description and performance. The evaluation process will result in a goals document for the education director. The goals document and the job description will be the documents used to generate the self-evaluation at the next annual evaluation.

When evaluating the social worker and the business manager, the education director will follow a process similar to his/her own evaluation. The secretary and IT coordinator will be evaluated by both the education director and the business manager using a similar process.

The evaluation process described above for the education director and non-instructional staff described above lends itself to goal setting. Since we are asking our students to set goals for themselves every trimester, we will be asking our employees to set goals for themselves at least annually. Part of the goal setting process will include the opportunities to participate in professional development. The employees will be encouraged to join people with similar job descriptions in groups that are designed for professional growth and exploration. For instance, the education director will be encouraged to meet regularly with the principals of other small schools, both public and

private. The same will be true for the business manager, technology specialist, and the social worker. Southside Elementary Charter School looks forward to being active with the League of Charter Schools and expects to find a strong network of peer support within the League locally and knows that other groups exist nationally.

Teachers at Southside Elementary Charter School will be expected to be at school a week before the beginning of school and a week after it ends. These two weeks will be for professional development and team planning. The teachers will be expected to be at school a half hour before the day begins for students and a half hour after the day ends for students. These are times for class preparation and connecting with other staff members.

In a typical day, all teachers will have time during the students' lunch and recess to eat lunch and connect with each other for planning purposes. We would want the lunch and recess time to extend for about an hour to allow for these connections to happen. Learning partners will be hired to cover the school during this mid-day break, allowing the teachers and education director vital time for team planning and class preparation. In addition, physical education activities will take place during this mid-day break. One day a week the time will be extended to two hours allowing for professional development activities.

In general, teachers will not have lunch duty or dismissal. They will greet students when they enter their room in the mornings and will be responsible for parent-teacher-student conferences for their homeroom. When a learning specialist or social worker is working with a student, then that specialist will be consulted before the goal-setting conference and may participate in it.

Each teacher will be expected to participate in the professional growth and development of other teachers, learning specialists, and learning professionals at

Southside Elementary Charter School. Each will also be expected to be part of a school-wide committee. Committees will center on professional development, discipline, and community connections. The education director will be on each committee along with several faculty and staff. These committees will be responsible for leading various staff meetings during the course of the year.

The education director will be responsible for making sure that the staff is informed of board policies and for connecting the staff and the board during the course of the year.

Teachers will be responsible for making sure that parents are contacted on a weekly basis. This connection will be documented and could take the form of a phone call, email, or personal conversation. It is hoped that these connections will be weighted towards positive learning experiences that the child had during the week and ways that the adults can continue to work together for benefit of the children.

SECTION VI—VARIANCES AND WAIVERS

We would like to give two entries for each homeless child in our lottery. Amos House is the sponsor of the charter and has expertise in dealing with the issues of the homeless. This relates to regulation C-5-2 regarding enrollment lotteries for charter schools.

SECTION VII—SCHOOL CALENDAR

The school day will run from 7:45 a.m. until 4:15 p.m. The year will be 190 days. Teachers will be expected to be at school a half hour before it begins and a half hour after it ends

daily. They will work 203 days, coming to school a week prior to school beginning and a week after it ends. This includes 3 parent-teacher-student conference days and one professional development day.

A typical school day will include breakfast in the community room, Responsive Classroom morning meetings, and many opportunities for small group learning. The mornings will tend to be very heavy on basic reading, writing, mathematics, and social studies classes. Afternoons will provide time for hands-on science, arts activities, community service, enrichment, and additional academic support activities.

The middle of each day will include an hour-long lunch/recess/physical education block for students. Learning partners hired specifically for this purpose will monitor this block of time. During this midday time, teachers, tutors, and other learning partners are provided with time for common planning and professional development. Once a week the hour will be extended to a two-hour block for these purposes. In addition, each teacher will have an individual planning period daily.

Professional development will take place during the week before school begins and the week after it ends each year. In addition, staff will be encouraged to take two professional days each year to visit other schools and learn from them.

If students need after school care until 5:30 each day, that program will be offered by additional staff for a childcare fee. Since our school day is so long, we will not emphasize the relatively short after school program.

We see the afternoon tutorials, before the end of the school day, as ideal opportunities to individualize instruction and meet students' needs. If it becomes necessary to offer additional time after school for a student, then we will extend the day for that student and not charge for the

childcare. We will use federal title monies to help meet these academic needs with people hired just for that purpose.

SECTION VIII—SPECIAL STUDENT POPULATIONS

Southside Elementary Charter School teachers will be prepared to educate and care for all its students within a full inclusion setting by using differentiated classroom instruction, special education and literacy specialists, counselors, tutors, family engagement, and outside agencies. Instruction will follow a three-tiered RTI model. All students will receive instruction in the core curriculum. Struggling students will receive supplemental interventions, and students with marked learning difficulties will receive intensive interventions. The learning skills will be taught in small groups and those learning groups will not be class-based, but will be skills based. This means that it would be possible in the third year of the school to have kindergarteners, first graders, and second graders in the same learning group focused on a specific objective. Once that objective is mastered, then the group will be reorganized around another objective. The new objective may have some of the same students, but generally would not be the same group.

Literacy will be emphasized. Personal Literacy Plans (PLP) will be developed for children who are behind in reading. The PLP goals will be worked on during an extra hour of reading each day until the students catch up to where they need to be. This second hour will occur during an enrichment period, when a variety of activities would be happening.

Such a set up, combined with frequent assessment information available on-line, will allow for individualization of student programs around student needs. This flexibility should serve both ELL and special education learners well.

Though the school endeavors to offer the aforementioned to applicable students, the school will also adhere to any and all applicable, federal and state laws and regulations regarding students with disabilities and ELL students. Moreover, the school will provide an appropriate education for its students, and will tailor programs to meet individual needs when necessary.

The school will follow the *English Language Learner Identification Procedure* recommended by RIDE as soon as possible after the children are picked from the lottery. The school will implement an English immersion program that follows the “Collaborative ESL and General Education” model, as outlined in the *District ELL Program Description Worksheet* from RIDE. Under this model, an ESL teacher works with the classroom teacher to collaboratively plan instruction using effective ESL strategies. Students are not scheduled for pull-out ESL classes. Children who enter in kindergarten will grow quickly in an English immersion classroom supported by the classroom teacher, an ESL teacher, a learning partner, and tutors. Bilingual staff, as well as student peers, will help students as needed. For very limited and non-English speaking students who enter in later grades, we intend to have bilingual staff teach an ESL curriculum, likely *Avenues*, in two-hour pull-out sessions daily.

In addition to participating in the various assessment programs in which all students participate, the English proficiency of ELLs will be assessed annually with ACCESS for ELLs. We expect students who need ELL services will need extra literacy help, and they will have an extra hour of reading each day until they catch up. When they catch up and maintain that level of skill for two months, then they will not need the extra classes. However, the ESL teacher will still monitor the students and collaborate with the classroom teacher until the students reach Level 5 on the WIDA framework of English language proficiency levels.

The school will work with interpretation services when a staff member is unable to connect with a parent because of language issues. The meetings of the school’s parent

organization will include translation services, as will school events that parents are likely to attend.

The school will provide specialized instructions and accommodations to identified students within a full inclusion setting. The school's instructional model of small-group instruction, cooperative learning, and tutoring has academic and social benefits for all children in an inclusive model.

The school will also adhere to any and all applicable, federal and state laws and regulations regarding students with disabilities. Moreover, the school will provide an appropriate education for its students, and will tailor programs to meet individual needs when necessary.

The school's goal is to accurately identify needs as early as possible and then implement strategies to prevent gaps from widening. For students not previously identified as at risk prior to entering Southside Elementary Charter School, we will use a three-tiered Response to Intervention (RTI) system. Students in Tier 2 who are not making adequate progress will receive increasing intensive instruction, primarily through classroom regrouping, extra daily reading and/or math instruction, tutoring, and computer-assisted instruction.

Students who do not make significant progress after receiving Tier 2 interventions will be referred to special education services in Tier 3. At this point, students will be assessed through educational and/or psychological testing as required by IDEA. When this testing is complete, the results will be reviewed at an IEP meeting where a plan for support services will be outlined. Tier 3 students will receive individualized, intensive interventions to remediate existing problems and to prevent these problems from intensifying. Learning support specialists, including consultants, will provide specially designed instruction and further inform the work of the classroom teachers. This may include modified content that targets the student's skill

deficits, direct and explicit instruction with opportunities for re-teaching, intensive instruction to address missing content, or drill on missed concepts. Goals and objectives will be assessed on a trimester schedule to go along with the trimester report cards, and an annual IEP meeting will take place to review progress and reassess the planned strategies.

The school has arranged for Bradley Hospital to test students with learning and behavioral issues and will partner with Bradley to meet the needs of its Tier 3 students. Those who are diagnosed will be worked with according to the suggestions of Bradley and the recommendations of the IEP team.

We will contract with Bradley Hospital for educational and psychological testing, speech/languages services, OT and PT services, and a special education administrator. Testing will take place within two weeks of a referral and reported within two weeks of the testing.

For the first three years, when the school has one, two, and then three classes, we will have a part-time special education teacher who can help plan interventions for struggling students, work with students who need more intensive interventions, and identify students who may need extra services, like occupational therapy or psychological counseling. In the fourth year, we plan on hiring either a full-time special education teacher or ELL teacher, depending on the needs of our students. By the fifth year that we have students there will be a full time special education teacher and a full-time ELL teacher.

Like every other parent at the school, the parents of special education students should have a weekly contact from the educators primarily involved in the education of their students. These contacts will be weighted towards positive connection and ways that the teachers and parents can work together for the benefit of the student. The school will have a Special Education Parent Advisory Board.

The time in the middle of the day is a time for communication among teachers, learning partners, and learning specialists. In addition to these daily and weekly times, there will be days set aside before the school year begins and after it ends for professional development. We will have semi-monthly trainings during the two-hour block that occurs once a week that will allow the teachers, learning partners, and specialists to enhance their skills for second language learning and teaching; teaching reading and writing to ELLs; differentiation; blended learning; assessment of speaking and listening; best practices for inclusion of students with special needs; and best practices for teaching gifted students. Often these trainings will involve one of our experts to help her/his peers. Whenever educators participate in an off-site professional training, they will present to the staff members who were unable to attend. We will also bring in experts to talk with our staff during these semi-monthly professional development opportunities in the middle of the day. In addition, experts will help us during the days we plan before and after the school year.

Since a strong part of Southside Elementary Charter School's mission is community outreach and our sponsor is Amos House, we should have very strong partnerships with the local community. We intend to encourage our parents to participate in programs offered by our community partners for their own benefit and the benefit of their families. A sampling of these programs would include:

1. A GED program offered by Amos House.
2. ESL programs offered by the Providence Public Library and CCRI.
3. Job training programs offered by Amos House, CCRI, and Ready to Learn Providence.
4. Family literacy programs offered by the Providence Public Library and Ready to Learn Providence.

5. Community outreach activities offered by Davey Lopes Recreation Center and Southside Community Land Trust.
6. Family services offered by Lifespan, Amos House, and Children's Friend and Service.
7. Application to pre-kindergarten classes offered by Children's Friend and Ready to Learn Providence.
8. Help for the homeless offered by Amos House and Tanner House.
9. Summer academic enrichment activities for first through sixth graders offered by Brown University Elementary Master of Arts in Education candidates.
10. Student teachers, tutors, and interns who come from various colleges to help Southside Elementary students succeed.
11. Access to the Amos House Financial Opportunity Center, which has a resource specialist, job developer, and financial coach.

SECTION IX—SUPPORT SERVICES

Busing will be provided by Providence in the same terms and conditions it is provided to other charter schools in the city. CBS Therapies will provide occupational and physical therapies when necessary for an hourly rate. Bradley Hospital will work with Southside Elementary to provide special education support services as needed. The budget for these services was reviewed by Bradley administrators who felt that they could work with Southside Elementary within the budgeted numbers.

SECTION X—HEALTH, SAFETY AND NUTRITION

Response to Emergencies

The school's first responsibility is to the safety and welfare of its students. Its next responsibility is to faculty, staff, and other adults in the school community. Southside Elementary will establish a Crisis Response Team, overseen by the education director, to determine who in the school community needs to be informed and what roles, if any, individual faculty and staff members will play in emergency situations. This team will follow the recommendations of the School Emergency Planning Guide developed by the RI School Safety Steering Committee when reviewing response procedures. The school will practice the drills and follow the Protocols for the "Six Universal Emergency Procedures" and "Bomb Threats" stipulated in RIGL 16-21-4 and 16-21-5.

All teaching staff will be certified in first aid and child CPR. The school will use the general first aid procedures outlined below:

- Survey the scene and the victim to determine if it is safe to approach the child.
- Do not move the child.
- Tap the child and shout if s/he is not responsive.
- If in doubt, call 911.
- Open the student's airway if necessary. Look for an obstruction in the mouth or throat.
- If the student is not breathing, give two full breaths.
- Check the child's pulse and check for presence of other life-threatening conditions.
- Keep the victim lying down, warm, comfortable, and reassured until help arrives.

Following are the school's responses to other emergencies (in alphabetical order):

❑ Accident/Injury/Illness

The teacher or staff member will:

- Call 911 if appropriate
- Notify the School Nurse or First Aid Contact
- Provide first aid
- Instruct other students to leave the immediate area
- Notify the education director
- Notify parents if so instructed by education director

- Complete an Accident/Illness Report Form if necessary
- ❑ Assault/Fight
- The teacher or staff member will:
- Ensure safety of students/staff
 - Attempt to diffuse situation if possible
 - Provide appropriate first aid
 - Notify the education director
 - Instruct students who are not involved to leave area
 - Determine who witnessed incident to facilitate investigations
 - Complete an Accident/Illness Report Form if necessary
- The education director or designee will:
- Call 911 if necessary
 - Conduct preliminary investigation to determine if the Police should be involved
 - Notify the parents of concerned students
- ❑ Blood Borne Pathogens/Bodily Fluid Exposure
- The teacher or staff member will:
- keep students away from the area
 - immediately report incident to the education director
 - avoid physical contact with body fluids by wearing gloves if possible
 - notify the Business Manager to clean area using Universal Precautions and appropriate disinfectant
 - fill out an Accident/Illness Report if necessary
 - If there has been physical contact with body fluids, wash the affected area with soap and water followed by Betadine.
- The education director or designee will:
- Provide follow-up or assistance with required forms
 - Notify parents/guardians if necessary
 - Notify faculty/staff and the Board President as necessary
- ❑ Field Trip Incident
- The field trip coordinator will:
- call 911 if appropriate
 - provide first aid if needed
 - contact the education director or designee
 - provide timely updates to the education director or designee
 - complete an Accident/Illness Report Form upon return to school if necessary
- If only one teacher is present, s/he will remain with the class and another adult will accompany the child to the hospital if necessary.
- ❑ Missing Child
- The person who suspects that a child is missing will:
- notify the education director or designee, describing child's clothing and other identifying information
- The education director or designee will:

- notify police
 - assign staff to search the building and grounds, if during school hours
 - determine the presence of strangers around the area where child was last seen
 - notify student's parent/guardian
 - notify Board President if necessary
- ❑ Sexual Assault
- The person who witnesses an assault or is told of an alleged assault will:
- immediately notify the education director or designee
 - accompany victim to school office
- The education director or designee will:
- if school nurse is available, have victim assessed for emergency medical treatment
 - contact the parent/guardian unless that person is the alleged perpetrator
 - contact the school Social Worker
 - notify police if appropriate
 - notify Department of Human Services if appropriate
 - complete and file an incident report within 24 hours
- ❑ Sudden Death
- The person making the discovery will:
- Call 911
 - Notify the education director or designee
 - Secure the area (disturb as little as possible, limit access until police arrive)
 - Instruct students to leave the area in the company of another adult
 - Remain on the scene
- The education director or designee will:
- Secure the building and instruct students and staff to remain in designated areas until further notice
 - Identify all witnesses and move them to the school office (if possible, it is preferable that witnesses not discuss the incident with each other or other persons pending the investigation)
 - Document all statements made by witnesses but will not conduct interviews
 - Institute post-crisis intervention
 - Notify school community and Board president
- If death occurred outside of school, the education director or designee will:
- Confirm the accuracy of the report with family and law enforcement
 - Notify staff before normal operating hours
 - Determine best method for notifying school community as soon as possible
 - Institute post-crisis intervention
- ❑ Suicide Intent/Attempt
- The person who learns of the suicide intent/attempt will:
- Ensure that the student is NOT left alone
 - Accompany the student to the Head of School
- The education director or designee will:
- Notify School Social Worker

- Notify the parent/guardian
- Refer the student to the appropriate resources for follow-up services

The person who becomes aware of a suicide attempt DURING SCHOOL will:

- Verify information
- Call 911 if the person requires medical attention, has a weapon or needs to be restrained
- Administer first aid if necessary
- Attempt to calm suicidal person, trying to isolate individual from other students
- Notify the education director or designee immediately
- Remain with student. Student must NOT be left alone.

The education director or designee will:

- Notify School Social Worker
- Secure appropriate suicide intervention
- Notify students' parent/guardian
- Ensure that distraught students/witnesses receive immediate support
- Determine what post-crisis interventions are necessary
- Ensure that all staff are notified of incident before the next day's start of school
- Notify Board President

Additional Information:

The person who attempted suicide must present written authorization from a mental health professional indicating that it is safe for that person to return to school

❑ Utilities Malfunction (gas, water, electricity, heating)

The person discovering the malfunction will:

- remove students from area if dangerous
- immediately report malfunction to the business manager and the education director designee

The business manager, the education director designee will:

- survey the situation and secure the area if it can be accomplished safely
- evacuate portions of school or entire building if necessary
- notify utility companies and call 911 if necessary

❑ Weapons

The faculty or staff member who suspects a weapon has been brought to school will:

- Immediately inform the education director or designee, indicating:
 - The name of the suspected person who brought the weapon
 - Where the weapon is located
 - If the suspected person has threatened anyone (including self)
 - Any other details that may prevent use of weapon
- If teacher suspects that a weapon is in the classroom, s/he should confidentially notify a neighboring teacher. The teacher should not leave the classroom

The education director or designee will:

- Call police if a weapon is suspected, as viewed by a reasonable person, to be in school
- Ask another administrator to join in questioning suspected student or staff member

- If feasible, accompany suspect to private office to wait for police
- Isolate suspect/area, if necessary, until police arrive
- Avoid confrontation; do not try to disarm an upset suspect
- Assign a person to keep detailed notes of event and search
- Notify the parent/guardian of students involved

Health Services

The school will have a part-time certified school nurse-teacher who will process student health records and arrange required vision and hearing screenings. All students will be screened for speech and language impairments. All teaching staff will be certified in first aid and child/adult CPR. Dental screenings for students who have not received dental care will be provided. Occupational and physical therapy will be performed by CBS Therapies. Psychological and behavioral testing and counseling will be provided by Bradley Hospital, as will evaluations for learning disabilities.

Promote Student Health

The school's health education curriculum will be based on the health education standards of the Rhode Island Health Education Framework and will include the mandated health instruction outlined therein. Students will have at least two hours of physical education each week, and the physical education curriculum will be aligned with the Rhode Island physical education standards of the Rhode Island Physical Education Framework.

Nutrition Program

Southside Elementary Charter School will provide breakfast and lunch in accordance with state health and safety standards and RIGL 16-810-10.1 and applicable federal law, and will participate in the free and reduced lunch program. The school will contract with Sodexo, the

food service provider for the Providence public schools, to provide breakfast and lunch for its students. The school will provide healthy snacks for its students.

SECTION XI—BUILDING

Community Preparatory School will lease space to Southside Elementary Charter School. It is an existing school building that recently had a sprinkler system installed. It meets all school codes. The building was built in 1959 and has three floors. Southside Elementary will eventually grow to fill all the classrooms on the middle floor and one of the classrooms on the bottom floor. Community Prep will use two of the classrooms on the bottom floor and the entire top floor. Southside Elementary and Community Prep will split the offices and will share the school's community room/cafeteria.

Community Prep will staff the front desk in the mornings and Southside Elementary will staff it in the afternoons. There will be separate computer and phone systems. The rent that Southside pays to Community Prep will cover all heat, utilities, and cleaning of the space. Southside Elementary will be responsible for furnishings, rugs, curtains, and painting. Community Prep will be responsible for all other maintenance issues.

Community Prep and Southside Elementary will both use space at the Davey Lopes Recreation Center for recess and physical education activities. It is Community Prep's hope to build a field over the first block of Somerset Street. This will allow the students to walk to the recreation center without crossing a road.

SECTION XII – STUDENT ENROLLMENT AND DEMAND

Southside Elementary will grow one classroom at a time. We will start with 24 students. We will add new students to replace those that move during kindergarten and the first grade, but do not foresee adding students to the mix when some of our students move out of Providence or choose another educational option after first grade. Though full enrollment would be 144 students, we expect to have closer to 130 students when the school is in its sixth year. We would have additional students if the pre-kindergarten program can be added onto the plan.

Southside Elementary has modest growth expectations. We believe in the value of small schools, where students are known by every faculty and staff member. Such communities build in many opportunities for students and adults to communicate effectively and make up for the resources that larger schools are able to purchase.

Providence is experiencing a demographic surge with a large bubble of elementary students expected at just the time that Southside will be opening its doors to them.

The school will post fliers in grocery stores, community centers, organizations and businesses around Providence with a special emphasis on South Providence. We are certain that Spanish radio stations will help us to publicize our lottery. In addition, Community Preparatory School has an excellent reputation for producing college bound scholars. Since Southside Elementary will be located at Community Prep, it is expected that some of that reputation will rub off and parents will be eager to get their kindergarteners in the school.

We will have parents sign up for the lottery by visiting the school and giving us their names and contact information. Parents will have an opportunity to ask founding board members about the school, before and after they submit their names. In addition, we will try to connect with all applicants to encourage them to read to their students and help them to take

advantage of early literacy programs offered by the Providence Public Library and Ready to Learn Providence as soon as possible.

The State sets a date for the lottery to be held. It will be held in public and students' names will be drawn accordingly. Only Providence children will be enrolled. Children who are brothers or sisters of current Southside Elementary students and children of Southside employees with teaching certificates will be given slots before the lottery is drawn. We would also enroll the children of founders. Founders include the people who are listed as founding directors and board members who join the school before it opens and any employee who works for Southside Elementary Charter School in its first two years of existence. If a child's name is drawn during the lottery and that child has a brother or sister who is also entered in the lottery for a grade in which there are names to be picked, then that brother or sister will be enrolled at the same time. Lastly, we would like to weight the lottery selection to favor homeless children. We would like to give each homeless child two slips of paper in the lottery, instead of one.

SECTION XIII – SCHOOL COMMUNITY

Southside Elementary Charter School is a product of several community partnerships. Amos House has helped Southside residents for 36 years. It is a highly respected organization that has deep roots in our community. Community Prep has worked with students for 28 years. Together they have recruited a beginning list of partners that includes Davey Lopes Recreation Center, Southside Community Land Trust, CCRI, the Providence Public Library, Ready to Learn Providence, Lifespan, Brown University, and Children's Friend. This is a beginning list. We are sure that others will be involved with our students, their families, and our faculty.

Southside Elementary's founders will accept recommendations for membership for our board of directors from each partnership that is developed to aid the school. Amos House, as Southside Elementary's sponsor, will definitely have a seat on the board. A Southside resident and a Southside Elementary parent will also sit on the board.

Community stakeholders will help Southside Elementary publicize its lottery, support its open house, and work with faculty and staff to help provide community service opportunities for Southside Elementary students.

Southside Elementary students and faculty will work with community leaders, organizations, and businesses to help the neighborhood. Since teachers and learning partners will be responsible for doing a community service project with their students each trimester, we expect that the neighborhood connections will abound. For instance, writing letters to patients at one of the hospitals or nursing homes, collecting canned goods for a food pantry, and interviewing neighborhood residents to write a community history would all be projects that encourage neighborhood involvement and community unity. We want to create an abiding sense of peace, justice, and caring with our school and neighborhood.

Several of our partners offer family education programs. Southside Elementary Charter School will invite those partners to do just that in our learning spaces and will encourage our families, even just our lottery applicants, to take advantage of those programs at our partner institutions. Amos House will provide a multitude of connections on the Southside and opportunities for the adults connected with Southside Elementary children to receive GED classes, job training, financial literacy support, and basic food and shelter needs. The Providence Public Library will help our families to meet the literacy needs of early childhood and also offers

ESL classes for adults. CCRI will help to educate our parents who need additional skills and provide a ready source of interns and volunteers for Southside Elementary students.

Ready to Learn Providence has established connections and helps educate early childhood workers. We will use that experience to reach out to potential families and base our earliest grades on the research-based methods that Ready to Learn has implemented with excellent success. Children's Friend will be a group that we work with to help provide for the needs of our kindergarten students and will be an important resource in our student recruitment efforts. Bradley Hospital will test students with learning and behavioral issues and work with Southside Elementary to meet the needs of its Tier 3 students.

Southside Community Land Trust will work with our teachers to provide gardening and hands-on science opportunities. The Davey Lopes Recreation Center will provide space for our children and valuable outreach into the local community. Brown University will provide a July summer program opportunity for Southside Elementary's rising first through sixth graders as well as other Providence students. It will also be a source of student teachers, tutors, learning partners, and volunteers for the school.

Southside Elementary Charter School will have a parent organization that meets several times each year to talk about how they can support the school and each other. This organization will be a way in which the principal and teachers get feedback on what is working at the school and where improvements can happen. In addition, it will provide parents with the opportunity to connect with other parents to talk about their children and how to best help them. In addition, parents will have at least one representative on the school's Board of Directors. This representative will give regular reports to the parents about things that the Board is discussing.

Parents will also be encouraged, but not required to volunteer at the school. Perhaps the most important way that parents will be involved is through the weekly contacts that they will have with one of their children's teachers. These contacts are going to be what enables parents to see the school as clearly on their side and working with them to help their children succeed.

Parent and student satisfaction will be measured informally through the many weekly contacts that faculty have with their students' parents. Parent and student satisfaction will be measured formally through the annual Survey Works Parent Survey at the end of the school year. Each June, the education director, faculty, and staff will review the surveys and plan changes accordingly.

SECTION XIV—TIMETABLE

If Southside Elementary is approved to open its doors for August 2014, then we will submit a Charter School Planning Grant within a few weeks of that initial approval. We would begin the process of identifying the school's education director. Using the money provided by the grant, this individual would work to write the curriculum and skills tracking documents for Southside Elementary. An office will be rented at Community Prep, a phone system installed, and computers purchased for this purpose. In addition, the director would oversee the hiring process for teachers, learning partners, and tutors, as well as the recruitment process for students for the coming academic year. We would expect have over 100 students in the lottery pool by March 1 and to have the teachers hired by May.

Either the education director, a prospective teacher, or learning partner will visit families after they have been drawn by the lottery to help the parents establish a culture of reading in their homes between March and the beginning of school. Additionally, this visit will be used to assess students' learning skills, if an assessment has not already been done through their preschool. When necessary, the student will be invited into the offices used by Southside Elementary at Community Prep to do the initial computerized literacy assessment.

We will use these home visits to develop a format that can be tested again in the following spring and summer of 2015. By working on and testing this format with the first two classes of students picked through the lottery, we will have developed a welcoming routine that sets the stage for strong, initial academic success.

The teacher who is hired in the spring of 2014 will work with the education director to continue to refine and develop the curriculum for its first year. Similarly, we will hire a teacher during the school year to help with curriculum development for future years. The Charter School Planning Grant will provide the money for these individuals to work on our curriculum and skills tracking system.

Books, curriculum materials, furniture, student computers, and a computer server with appropriate links and connections will be ordered during the spring of 2014 and installed over the summer.

Southside Elementary will submit its application for 501c3 tax-exempt status as soon as the approval process allows for that submission.

SECTION XV—REPLICATION

The school is not a replication of an existing charter school by an educational service provider.

SECTION XVI—OPERATING BUDGET AND FINANCIAL PLAN

The budget projection form is in the appendix. The following narrative explains the budget and our spending of the Charter School Planning Grant that we would expect to receive.

In the year before the school opens, FY 2014, and in the first year of the school, FY 2015, we will use funds from the Charter School Planning Grant to hire educators to develop the curriculum, prepare lessons that tutors and learning partners can implement, and train these paraprofessionals. It is our intention that the educators hired to do this work in FY 2014 will transition into the roles of classroom teacher and part-time education director in FY 2015. Those we hire in FY 2015 will transition into working with the students in other roles in FY 2016. The cost of the educators doing this curriculum work and laying the solid foundation for skills tracking will be \$110,000 in FY 2014 and \$90,000 in FY 2015. It is budgeted under curriculum development.

During its first year Southside Elementary Charter School will hire a full-time K-1 teacher. We will make sure that this teacher is also certified in special education or ELL. We will add one full-time teacher each year. In FY 2017 a half-time special education and a half-time ELL teacher will be employed. By FY 2018 one will be full time and by FY 2019 both will be full time. These teachers are budgeted under academic interventions.

We will use the Charter School Planning Grant in FY 2015 to provide the server, connections, computers, and tablets necessary to provide a robust network for the school. We estimate spending about \$80,000 during those two years. Classroom materials will total \$40,000

and come from the same grant. Starting in FY 2017, we will spend \$10,000 per class of students for materials, trips, and supplies.

We will spend \$40,000 for the classroom libraries from the Charter School Planning Grant. In the later we will spend \$10,000 per year for classroom library renewal.

Student health services include the funds for a part-time nurse. Academic interventions include help from Bradley School and CBS therapists. \$10,000 of that amount will be for training for our staff that will take place in the first two years and come from the Charter School Planning Grant. The line item for academic interventions also includes the cost of a part-time social worker, which may grow to a full time job by FY 2020.

We will spend \$10,000 per year on furniture and painting for the Southside classrooms. The rest of the facilities' budget is for rent, which comes to less than 10% of Southside's state and local income per year. The rent will pay for all space, utilities, and maintenance costs.

Southside will employ a part-time business manager. The business manager may work under the direction of Sue Craddock. Sue performs that oversight function for several charter schools. We will use the Charter School Planning Grant to purchase the software and hardware necessary to meet UCOA specifications.

The school's education director will work part time in that position for FY 2014 and FY 2015. All of his/her salary will come from the Charter School Planning Grant in FY 2014. A portion of the salary will come from that same grant in FY 2015. The person will be using 60% of his/her time to work on curriculum and skills tracking. The other 40% of the FY 2015 salary will be for his/her work as educational leader of the school.

Southside will have a half-time receptionist/secretary, who will cover the front desk for half the day, while the front desk is covered by in-kind support by a Community Prep receptionist/secretary. The Southside receptionist will also handle questions from prospective

Southside parents and oversee the lottery recruitment. Over time, the Southside receptionist will increase hours and duties.

Southside will have a part-time IT coordinator in the first few years and that position will grow to a half-time position by FY 2018. That salary is budgeted in program/ operation management.

We feel that it will not be difficult to recruit people such as an IT coordinator, business manager, or nurse for part-time roles, since we will be working with other schools to share their services. Since the business manager will not need to address building issues, we feel that it will be easily managed in a part-time role. Much of the time of many charter school business managers is swallowed up by addressing building and maintenance concerns.

REQUIRED ATTACHMENTS

The following attachments must be submitted with the Application:

1. Resumes of initial governing body and founding group (appendix 1)
2. School's By-Laws (draft) (appendix 2)
3. Curriculum Sample (appendix 3)
4. School daily schedule and annual calendar (draft) (appendix 4)
5. School Development Timetable (appendix 5)
6. Budget Projection (appendix 6) and Narrative (in body of proposal)
7. Sponsoring agency's most recent audit (appendix 7)
8. Letter of support – (cover letter from Amos House) and signatures (appendix 8)
 - Minimum Requirement*
 - District charter—letter from district superintendent with signature.
 - Independent charter—letter from sponsoring non-profit or university indicating the nature of their support with signature of executive director and/or chair of the board of directors.
 - Mayoral academy—letter from sponsoring mayor with signature.
9. ESP draft contract (if applicable) –not included
10. ESP Annual Report (if applicable) –not included
11. School leader job description. (appendix 9)

Dan Corley

Work Experience

1984 – Present **Community Preparatory School** **Providence, RI**
Co-Founder, Teacher, Head of School

- Independent, inner-city middle school for grades 3 – 8
- Supervise staff of 27
- Work with 49-member Board of Trustees
- Fundraiser

1978 – 1983 **Ocean Tides School** **Narragansett, RI**
Teacher

Taught math and science to juvenile delinquent boys ages 13 – 17

1976 – 1977 **St. Thomas School** **Providence, RI**
Teacher

Taught 6th and 7th graders

Education

Graduate studies in Education: Dartmouth College, NH; Providence College, RI;
Rhode Island College, RI

1976 **Brown University** **Providence, RI**
B.A., Education

Volunteer Experience

2012	Kidney Donor
2009 – Present	Board Member, Trinity Academy for the Performing Arts
2007 - Present	President, Rhode Island Scholarship Alliance
2005 – Present	Board Member, The Fund for the Urban Collaborative Accelerated Program
1995 – Present	Co-founder, Small Schools Network of R.I.
1996 – 2007	Board Member, Southside Community Land Trust
1999 – 2003	Trustee, WKBJ Foundation; funding innovative charter and independent schools
1995 – 1997	Board Member, R.I. Commission for Nat'l. and Community Service
1997 – 2003	Board Member, Association of Independent Schools of New England
1998 – 2000	President, Independent Schools Association of R.I.
1994 – 1995	Coordinated charter school legislation, Rhode Island State House
1991 – 1993	Board Member, R.I. Commission for National and Community Service
1977 – 1978	Founding Manager, Advent House, a shelter for the homeless
1977 – 1978	VISTA, focused on parent involvement in Providence public schools at the lowest-scoring middle school in RI
1973 – 1974	Catholic Worker Soup Kitchen, New York, NY
1972 – 1973	CYO basketball coach

Awards & Recognitions

2011	Brown University's <i>John Hope Award</i>
2007	Bank of America <i>Neighborhood Initiatives - Local Hero Award</i>
2007	Blue Cross/Blue Shield of R.I. <i>Community Hero Award</i>
2003	John Hope Settlement House Community Service Award
2001	Inductee in Bishop Hendricken High School Hall of Fame
1998	Klingenstein Fellow

Professional with extensive management experience designing and directing operations and managing people toward common objectives. Strengths include increasing productivity through goal setting, project development, leadership and execution. Professional skills encompass strategic planning, data analysis, communications and mediation.

Professional Experience

Rhode Island College Student Affairs

- ***Unity Center Director***

2010-present

Direct the daily operations of the center including scheduling and supervising work-study staff. Ensure that the mission of the center to support student success and raise awareness of diversity and inclusion is met. Implement the objectives of the department. Manage department budget of approximately \$70,000. Work collaboratively with students, faculty, administration and the community to coordinate and implement social and educational programs that raise the awareness and understanding of diversity. Act as an advocate for students and advisor to student organizations. Participate in admission and orientation events to help recruit and retain students from underrepresented groups. Serve as co-chair of the Dialogue on Diversity committee. Maintain a working knowledge of campus software systems. Successfully augmented department budget via grant-writing and programming initiatives; facilitated the implementation of the Preferred Names Policy.

- ***Unity Center Coordinator (Interim)***

2008-2010

Worked in a part-time capacity directing the daily operations of the multicultural center including supervision of 8-12 work-study students.

Mt. Pleasant Hardware, Inc.

- ***Proprietor/Assistant Manager***

2001-2009

Responsibilities include: personnel management and supervision, policy development, payroll administration, distribution of health and retirement benefits. Daily duties involve merchandising an extensive inventory, coordinating work schedules, facilitating staff meetings, oversight of corporate communications and customer services. Implemented cost controls resulting in an 18% savings in expenses.

Rhode Island College Student Affairs

- ***Director of Student Life (Interim)***

1997-2000

Recruited by the Vice President of Student Affairs to manage the daily operations of the Office of Student Life. Responsibilities included resolution of disciplinary issues, oversight of auxiliary programs such as Disability Services and the Office of Health Promotion as well as revising the Student Handbook. Successfully negotiated the purchase and installation of equipment and software for the establishment of the Technology Lab for students with disabilities. Collaborated with department directors to provide effective student services across divisional lines.

- ***Student Support Services Counselor***

1990-96

Identified students for participation in Title IV educational programs by delivering recruitment presentations, conducting interviews and making recommendations for college admission. Counseled high school and college students in summer residential programs. Provided academic and financial aid advisement to matriculating students and their families. Established the RI College Student Support Services Nursing Club. Continuously managed a caseload of more than 50 clients.

ANTOINETTE L. GOMES

▪ *Upward Bound Program Counselor*

1987-90

Identified and recruited first generation, low-income high school students aspiring to college for application to an intensive academic, residential summer program on the college campus. Successfully motivated, counseled and managed a caseload of 30+ students throughout the academic year. Collaborated with students, educators and families to facilitate college admissions processes. Traveled to school sites in the performance of duties. Successfully negotiated with the Connecticut College administration to consider program graduates for admission.

Junior Achievement of Rhode Island

▪ *Program Manager*

1986-87

Enlisted and trained both students and professionals for participation in voluntary business education programs. Partnered with education and business professionals to effectively integrate Junior Achievement programs into school curricula and company operations respectively. Coordinated special events with 200+ guests.

Freedom WLNE-TV Channel 6

▪ *Account Executive*

1983-85

Sold broadcast airtime and advertising production services for the local CBS television affiliate. Maintained and serviced existing accounts while canvassing and developing new accounts to attain sales goals ranging from \$25,000 to 65,000 per month and worked cooperatively with company owners, managers and advertising executives.

Education

University of Rhode Island

Rhode Island College

Graduate Studies – Counseling & Educational Psychology

Providence, Rhode Island

1988, 1989

Boston College - School of Management

Bachelor of Science – Marketing

Boston, Massachusetts

1982

Computer competence with Microsoft Word, PowerPoint, Outlook

Boards and Professional Affiliations

Multicultural College Administrators Association/RI – Secretary

2009-present

Community Preparatory School Board of Trustees – Executive Committee

2000-2003/2007-2010

Volunteer Center of RI – Special Events Fundraising

1989-1990

References available upon request

60 Sefton Drive
Cranston, RI 02905

(401) 461-3938 home
(401) 226-2296 cell

**Eileen Hayes, MSW
605 Hope Street
Providence, RI 02903
(401) 338-2610 cell**

SUMMARY:

Skilled in Program Administration, Program Development, Staff Supervision and Training, National Consultant, Trainer, and Group Facilitator

EMPLOYMENT HISTORY:

Amos House

1/00 – Present: President/CEO

Responsible for the day-to-day operation of Amos House, a soup kitchen and social service agency for the poor and homeless in Rhode Island. Supervise staff, oversee budget, represent Amos House on various social service agencies and committees devoted to advocacy efforts on behalf of homeless men, women, and families in Rhode Island. Designed and implemented Amos House Works, three social enterprises including a catering company, a café and a home improvement business.

Private Practice

1/96-9/00: Co-Director and Founder of the Angell Street Wellness Collaborative

Responsible for the conceptualization, design and implementation of holistic wellness center with 25 independent practitioners offering traditional and complementary services including psychotherapy, acupuncture, massage, Rolfing, Yoga, and meditation. Developed and maintained a thriving psychotherapy practice.

4/92- 1/96: Psychotherapy Practice

Provided individual and group psychotherapy to adolescents and adults. Strong focus on working with clients dealing with issues related to trauma, abuse, eating disorders, and other destructive behaviors.

YWCA of the City of New York:

8/89- 6/91: Director, Services for Adolescents and Young Families

Responsible for the administration and supervision of YWCA Community Service Programs for women, children and families. Provided supervision in a multi-disciplinary staff including social workers, interns, child care and educational staff, Conceptualized program expansion needs and developed strategies to add components. Provided individual and group treatment for adolescent and young adult women, as well as coordinated and facilitated in-service training for clinical staff. Served as liason for all YWCA Community Service Programs throughout New York City.

New York City Board of Education

9/91-6/95: Consultant

Provide staff development and in-service training for two New York City Board of Education Programs: Project Return and BabyGram.

Manhattan Teen Pregnancy Network

1/84-10/84: Chairwoman

Established and chaired a network of over 125 individual agencies working with sexually active, pregnant and parenting teens throughout New York City. Developed advocacy agenda to improve services for adolescents as well as facilitated monthly networking meetings. Secured funding to institutionalize network and joined Board of Directors, serving as Chair from June 1986-1988.

Advisory Committee on Adolescent Pregnancy & Parenting Services

1987-1989:

Served on Advisory Committee of the New York Board of Education Office of Adolescent Pregnancy & Parenting Services, appointed by NYC Chancellor Green.

Task Force in Adolescent Pregnancy

1978-1990

Member of the New York City Comptroller's Task Force on Adolescent Pregnancy.

PUBLICATIONS:

- 1986 Co-author of Manhattan Teen Pregnancy Network "Resource Guide for Young Adults".
- 1989 Principal author of New York City Department of Health Bureau of Maternity Services, "Helping Young People Parent", a curriculum for parent educators.
- 1989 Co-author of "New York City Parent Education Programs", Mayor's Office of Adolescent Pregnancy & Parenting Services.
- 2000 Co-author of "Responsible Fatherhood": A Curriculum Developed for the Parents Fair Share Demonstration Project, MDRC and Public/ Private Ventures.

EDUCATION AND TRAINING:

- May 1989 New York University School of Social Work
Ph.D. Program in Clinical Work with Children & Adolescents
Accumulated 12 credits toward degree.

June 1987 Post Graduate Center for Mental Health N.Y.C.
Completed 150 educational hours toward a Certificate in Alcoholism
Counseling.

June 1984 M.S.W., New York University School of Social Work

June 1980 BA, Hunter College of the City University of New York

REFERENCES: Available on Request

Lela M. Morgan, MA, CLS, NCA

EDUCATION

Central Michigan University, Mt. Pleasant, MI
M.A. Degree, Health Care Education - June, 1979

Rhode Island College, Providence, RI
Graduate Courses, Adult Education

Briar Cliff College, Sioux City, IA
B.S. Degree, Medical Technology - June, 1960

St. Joseph Hospital, Flint, MI
Graduate School of Medical Technology - July, 1960

PROFESSIONAL CERTIFICATIONS/LICENSURE:

- American Society of Clinical Pathologists - Member, 1960-present (#041633 - MT)
 - American Society of Clinical Pathologists - Associate Member, 1960-present (#444159 - MMT)
 - National Certification Agency for Clinical Laboratory Personnel (NAACLS), Inc.
 - Clinical Laboratory Scientist License (#10658)
 - American Society for Clinical Laboratory Science (#013123)
 - Clinical Laboratory Scientist Society of Central New England (#013123)
 - Certified Notary
-

AREAS OF SPECIALIZATION

- | | |
|--|--------------------------------------|
| ▪ Academic Faculty and Administration (38+ years) | ▪ Academic, Socio-cultural Support |
| ▪ Academic Accreditation, Coordinator, Auditor, Site Visit Administrator and Facilitator | ▪ Historian |
| ▪ Strategic Planning | ▪ Senior Administrator Mentor |
| ▪ Supervise, Faculty, Staff, and Para-professionals | ▪ Resource Clearinghouse Development |
| ▪ Finance and Budgeting | ▪ Speaker/Lecturer |
| ▪ Outcomes Assessment and Reporting | ▪ Curriculum Development |
| ▪ Crisis Prevention and Risk Management | ▪ Organizational Leadership |
| ▪ Program Coordination, Consultant and Advisor | ▪ Clinical Partnership Development |
| ▪ Event Planning | ▪ Student Outreach and Recruitment |
-

EMPLOYMENT HISTORY:

May 2007-Present -Vice President for Academic Affairs

Senior management position reporting directly to the president. Steward over the Office of Academic Affairs division which includes the following responsibilities: administering, growing, guiding, empowering, recognizing and communicating with more than twenty-two departments and over 300 full-time faculty and approximately 400 adjunct faculty. Responsible for enhancing the quality and responsiveness of all academic programs for CCRI's 4 campuses and 2 satellite campuses. Serve as educational leader, working with students, faculty, administration and staff in support of the Community College's mission

Sample accomplishments:

- Established a climate of trust and cooperation within the academic community
- Built a respectful communication protocol among faculty and staff members
- Implemented the first-ever Academic Affairs web site of resources and information
- Created a mission statement for the division
- Developed and implemented college-wide objectives with desired outcomes within the division
- Supported the successful implementation of creating student-learning outcomes for each program
- Served as resource in creating effective Academic Program Review process
- Served as a resource in assisting faculty develop a new General Education Core Curriculum
- Co-chaired the development of educational components of CCRI's new strategic plan
- Implemented a management tracking system for curriculum and personnel changes
- Reviewed and implemented institutional goals and promoted open collegial dialogue with the college community by presiding over the following college councils: Department Chairpersons Council, Academic Advisory Committee, and Vice President's Council consisting of the four Academic Deans as well as the Arts, Humanities and Social Sciences Departmental meetings
- Monitored and reviewed budget requests for the academic division
- Instituted a department chairs retreat to foster stronger communication and promote professional development
- Supervised promotion and tenure awards; implemented a position description for department chairs
- Provided ongoing mentoring and advising with department chairs and faculty members
- Assumed the duties and responsibilities of the vacated position of Academic Dean of Arts, Humanities and Social Sciences to include drafting the academic calendar and implementing course schedules for the next academic year
- Reviewed and recommended faculty for performance based bonuses, promotion and tenure
- Served as a member of the team to develop the fifth-year Interim report for NEASC
- Spearhead ongoing new initiatives to strengthen the quality of CCRI's educational programming

Teaching Experience

Department Chair, Program Director and Director of Clinical Education and Professor February 1980-March 2006

Allied Health Department Community College of Rhode Island, Warwick, RI

(Received promotion to Full Professor in 1983)

General Duties and Responsibilities

- Oversee the general operation of the Allied Health Programs
- Prepare Allied Health Programs for site visits and accreditation
- Supervise and evaluate faculty and staff for programs located in the Allied Health Department
- Administer the Clinical Laboratory Technology Program/Director of Clinical Education
- Coordinate and supervise clinical education at hospitals and enrichment sites
- Academic advisor for all students interested in health care programs
- Oversee and review the budget process for all Allied Health Programs
- Oversee the preparation, development and revision of program curriculum

Accreditation Experience

- Conducted and wrote self study for accreditation
- Planning and preparation for accreditation reviews - CCRI Allied Health Program has received the maximum accreditation level since the program's inception
- Conducted over 25 site visits for NAACLS programs seeking approval or re-accreditation. Presently serve as a member of the clinical laboratory program review committee
- Prepared programs for accreditation and site visits. Evaluated and recruited and maintained contracts for clinical sites utilized for clinical training
- Site visit administrator, facilitator and coordination for accreditation teams
- Served on NEAC accreditation teams

Budgeting

- Managed multi-campus programs
- Monitored the budget process for all 7 Allied Health programs. Ordered supplies for CLT/PHLE programs
- Budget development and planning - Allied Health Programs
- Managed budget for non-profit organization

Curriculum & Program Development

- Curriculum development, outcome assessments and resource development Community outreach and partnership development for all Allied Health programs
- Structured curriculum to accommodate different learning modalities and instruction
- Assisted in the development of the MRI, DSMD and Renal Dialysis Program
- Instrumental in the development of the curriculum and prepared for submission to Board of Governors for approval
- Academic and socio-cultural support services
- Reviewed and evaluated full- time and part-time faculty and para-professionals in the department
- Taught technical courses in the CLT program (1st and 2nd year) and placed students for clinical training
- Developed web based courses and on-line testing utilized in the CLT program and DMSD
- Advised students in the Allied Health programs as well as other programs at the college
- Worked to coordinate the health record process
- Relocated PHLE program to the Liston Campus
- Instrumental in the development of the evening programs in Renal Dialysis certificate, MRI and Diagnostic Medical Sonography (ultra sound program)
- Involved in the development of the curriculum for the Dental Hygiene, Dental Assistant, PTA, OTA and Massage Therapy programs prior to the creation of each department
- Served on the advisory committee for all the programs under my department
- Was instrumental in the development and implementation of licensure for Clinical Laboratory Professional in the State of RI

March 2006- May 2007- ***Interim Vice President for Academic Affairs, March 2006 - May 2007***
Warwick, RI 02886

Academic Affairs Division, Community College of Rhode Island, Warwick, RI

September 1967- **Community College of Rhode Island**
Louisquisset Pike, Lincoln, RI 02865

Chairperson, Allied Health Department

Director of Clinical Education, Clinical Laboratory Technology Program
Professor of Clinical Laboratory Technology

- Oversee the general operation of the Allied Health Programs
- Revise and Develop curriculum to submit for approval to the academic student advisory committee
- Supervise faculty and staff of the Allied Health Department
- Was instrumental in the development of the curriculum for the Dental Hygiene, Dental Assistant, PTA, OTA and Massage Therapy program before they became departments on their own, Help to develop the clinic.
- Served on the advisory committee for all the programs under my department.
- Instrumental in the development of the Renal Dialysis certificate program. MRI and Ultra sonography program
- Administer the Clinical Laboratory Technology Program
- Coordinate and supervise clinical education at hospitals and enrichment sites
- Prepare Allied Health Programs for site visits and accreditation
- Academic advisor for all students interested in health care programs
- Oversee and review the budget process for all Allied Health Programs
- Oversee the preparation, development and revision of program curriculum
- Site visited over 25 community college for accreditation for NCA which is the premier peer-established agency providing practice driven credentials for laboratory professionals. Prepared Self-Study Reports which are important documents for programs. Often, along with the Paper Review and Site Visit Reports and their respective responses, provided a model for self-study at the next review as well as a way to identify best practices that can be utilized in their programs.

January 1963-
August, 1967

Miriam Hospital

164 Summit Avenue, Providence, RI 02906

Supervisor, Hematology and Bacteriology

- Supervision and instruction of staff and students
- Procurement of all supplies and maintenance of equipment
- Developed standards and maintained high level of quality

July 1961-

September 1963

Allen Memorial Hospital

Waterloo, IA 50703

Hematology and Chemistry Labs

- Supervision of staff
- Bench-level instruction of medical technology students
- Procurement of all supplies and maintenance of equipment
- Maintain high level of quality control

July 1960-

April 1961

St. Joseph Hospital

Flint, Michigan

Generalist Medical Technologist

- Supervision of staff
- Bench-level instruction of medical technology students
- Procurement of all supplies and maintenance of equipment
- Maintain high level of quality control

PRESENTATIONS:

- Guest Speaker J&W Graduate Program 2007 and 2012
- Senior Graduation Keynote Address, Providence College 2004
- College Board Regional Meeting, “Wining at all Cost”
- Biomedical Science Careers Program, Advisor/mentor workshop 3/2000
- Bias and Sensitivity Committee (RIDE), Assessment Review 11/2000
- Best Practices in Professional and Technical Education ASCP-AMS 6/2000
- Gender Equity Handbook (RICW) 5/2000

COMMUNITY ORGANIZATIONS/ACTIVITIES:

- Biomedical Science Careers Project - Mentor - Harvard Medical School
- Clinical Laboratory Science Central New England (CLSCNE) - Member
- Community College of Rhode Island Faculty Association - Executive Committee
- Dorcas Place – Member
- Festival Ballet Providence – Board of Trustees
- John Hope Settlement House - Past President – Board Member
- National Association of Minority Health Educators - Member
- National Network of Deans and Directors for Allied Health Professions - Member
- Providence Alumnae - Delta Sigma Theta Sorority, Inc. - Chaplin
- Providence Shelter for Colored Children - Board Member
- Rhode Island Commission on Women – Commissioner, Chair Education Committee
- Rhode Island Education Association - Member
- Rhode Island Lung Association - Member
- RI Department of Health HIV Advisory Committee - Member
- Urban League Guild of RI – Past President – Board Member

HONORS AND AWARDS:

- Martin Luther King Lifetime Achieve Award (Living the Dream Award)– 2011
 - Deborah Thompson Sustaining Spirit Award-2009
 - Excellence in Leadership and Teaching National Institute for Staff and Organizational Development (NISOD) 2006
 - Joseph LeCount Award – NAACP- 2006
 - Women of Substance Award- Urban League-2006
 - Biomedical Science Careers (BACP) - 2000
 - Leadership Award - New England Board of Higher Education - 1994, 1995
 - Urban League of RI - Adolescent Parenting Program - 1994
 - Woman of the Year in Academics (City of Providence - 1993)
 - Citizen of the Year, Omega Psi Phi - 1993
 - Clinical Laboratory Science Practice Act - 1992
 - Outstanding Public Service, Urban Educational Center - 1983
 - Outstanding Educator of the Year- 1972
 - National Association of Medical Minority Educators Award (K-12)
 - Rosa Parks Award-NAACP- 2012
 - Women of the Year in Education- Omega Psi Phi Fraternity- 2012
 - National Professional Women of the Year- 2012-2103
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STEVEN E. OLSEN

EDUCATOR & ARTIST

HOME

136 SOUTH ANGELL ST
PROVIDENCE, RI 02906

PHONE

401-484-2630

EMAIL

tapadirector@gmail.com

WEB

www.steveolsenart.weebly.com

WEB LINKS OF INTEREST

Visual Art Portfolio

www.steveolsenart.weebly.com

TAPA youtube channel

www.youtube.com/user/tapastars

TAPA promotional video

<http://www.youtube.com/watch?v=ii8zKkvVoMI&feature=plcp>

Performance of original song

<http://www.youtube.com/watch?v=OHkgZ60K-bs&feature=plcp>

Experience

HEAD OF SCHOOL, TRINITY ACADEMY FOR THE PERFORMING ARTS; PROVIDENCE, RI - 5/10 TO PRESENT

Hired to create all required educational plans and acquire necessary approvals in order to open a new Charter School in the state of Rhode Island. I was charged by the Board to transform a two page proposal into a functioning and successful school. I created a school that utilizes an Arts Integration approach to learning in a low poverty area. Within the first year, When the first cohort of artist-scholars arrived at TAPA they were struggling academically: only 47% scored proficient in Reading on their 2010 NECAP. Their demographics, like their scores, mirrored their sending Providence schools: 90% live in poverty, all are minorities, and 80% speak a different language at home. During this cohort's one year at TAPA, there has been an intense focus on reading skills. This focus has paid dividends: student proficiency on the NECAP soared from 47% to 69%, a percent increase of almost 47%. Just as exciting, disaggregation of the data on "below proficient" students show that 15% are borderline, scoring only 1-3 points away from proficiency. So, at TAPA, at least 84% of our students are poised to be proficient in Reading next year. We are closing the achievement gap! Additionally, I was able to create a culture of respect and importance that yielded a year with no fights, no graffiti, and with a total daily attendance well above other area schools. I work closely with the Board of Directors to produce pertinent policy, manage and oversee the budget. In addition, I am focusing my efforts this year on growing the boards fund development plan and providing the structure for implementation. Other innovative practices I instituted include; developing a professional learning community that consists of daily planning time with Artists in Residence to ensure high level of integration, a comprehensive curriculum based on the Common Core Standards including diagnostic assessments, formative assessment, and summative assessments that guide remediation and enrichment, an objective based progress report that allows students, parents and staff to pinpoint student needs and provide the proper instruction accordingly, individual learning plans for every student based on assessment results, a rich and effective advisory program, and an hour long multiage remediation period providing small group tutoring in areas of need demonstrated through data. For more information including an overview video visit www.tapaprovidence.org

PRINCIPAL, FOGARTY ELEMENTARY SCHOOL, PROVIDENCE, RI - 8/07 TO 5/10

Transformed the culture into one of productivity and student empowerment through the utilization of the PBIS model and consistent teacher observation/feedback. Utilized positive strategies to increase parent attendance rates at monthly PTO meetings from 5 to 65. Implemented a data analysis protocol for literacy, which lead to a significant improvement in state assessment results. Provided consistent educational leadership.

EDUCATOR QUALITY AND CERTIFICATION SPECIALIST, RHODE ISLAND DEPARTMENT OF EDUCATION, PROVIDENCE, RI - 6/04 TO 8/07

Managed and monitored Title IIa and Title V federal funds for all Rhode Island districts. Facilitated the revision of the Rhode Island quality Professional Development Standards. Amended state Article 31 funds for professional development to mirror National Professional Development Standards. Trained district Assistant Superintendents of effective Professional Development and monitored their plans and implementation for effectiveness and best practices. Managed the state subsidy program for RI National Board for Professional Teaching Standards, increasing participation rate by 100% over the span of 3 years. Lead and participated in state initiatives regarding educator quality including recruitment, retention and support of Highly Qualified staff.



HOME

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401-484-2630

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tapadirector@gmail.com

CURRICULUM AND ASSESSMENT COORDINATOR K-8, KAMEHAMEHA SCHOOLS, HILO, HI - 8/03 TO 6/04

Coordinated the WASC/HAIS accreditation process, which led to full accreditation. Developed and implemented Critical Friends groups to enhance instruction. Worked with staff to develop, amend and implement with rigor and fidelity high quality curriculum.

MIDDLE SCHOOL PRINCIPAL, CURTIS CORNER MIDDLE SCHOOL, SOUTH KINGSTOWN RI 7/00 TO 6/03

Lead School Improvement Team to designate our school as a "Turning Points School". Facilitated the use of Critical Friends groups, effective teaming, collaborative protocols, and other research based practices. Chaired all IEP meetings and ensured proper programming for success. Through modeling and systems change, I fostered collaborative, site-based managed educational community.

CLASSROOM TEACHER, GRADES 4, 5 AND 6 1/95 TO 7/00

Education

University Of Massachusetts , Amherst, MA

MA, Elementary Education Administration, 2000, 4.0 GPA

University of Massachusetts, Amherst, MA

Post BA Teacher Certification Program, 1994, 4.0 GPA

Keene State College, Keene, NH

BA, Psychology: Clinical/Counseling, 1991, Junior/Senior 3.5 GPA, Departmental Honors In Psychology

Honors Thesis: The Effects of Parental and Peer Attachment on College Adjustment

Psi Chi, National Honor Society in Psych.: Chapter Vice President

Coursework, Professional Development, and Other Experience

National Board For Professional Teaching Standards Certified Teacher: Middle Childhood Generalist (1999-2009) * Beginning Reading Instruction, 2010 * Data Based Instruction, 2010 * Dana Center: Curriculum Development, 2010 * Leadership Rhode Island Graduate: Beta II class 2006 * Instructor: RIC National Board for Professional Teaching Standards Candidate Support Course 2006/2007/2008/2009/2010, * Instructor: URI National Board for Professional Teaching Standards Pre-Candidacy Course 2005/2006, * Facilitator: Critical Friends Coaches Training: Rhode Island College 2005 * Intern as a National Trainer of Critical Friends Coaches: Los Angeles School Management Program 2004 * Fulbright Memorial Scholarship Fund Participant- 3 weeks in Japan to study culture and education 2002 * Backward Design and Curriculum Development 2002 * School Leadership Initiative Participant (technology training) 2001

Artist Statement

I have been involved in the Arts throughout my life. My early experiences focused on music, including participating in musical theater, madrigals, and state competitions. I began my college career as a vocal performance major. I naturally progressed to focus on the visual arts. My most recent works tend to focus on layers. I utilize spray paint to create dynamic backgrounds and then layer various materials to enhance the background. I also create installations juxtaposing natural and synthetic materials in a manner that highlights color. I document these installations using digital photography, and am committed to a minimal amount of post-processing in order to capture the true state of the installation as seen in person. I have been featured in numerous group shows, including The Hilo (HI) Art Association Small Pieces Show for which I won 2nd place, and the Dubloise Gallery (Newport, RI) Open Art Show in which I won first place for photography.

CarmenRodríguez
10 Donna's Way
Coventry, RI 02816

EDUCATION:

400 - hours of Professional Development

Sept. 2004- Present

Participated in research-based opportunities that offered methods and strategies for more effective planning and teaching. Developed a stronger content-based knowledge in Reading, Math, and Science. Explored opportunities for community outreach.

45 - hours of Civics Education -We the People – Project Citizen:

Sept. 2007 – June 2008

Participated and implemented Project Citizen in collaboration with the fifth grade regular education teacher. Learned civics strategies to incorporate into our model of developing responsible citizens in the community.

Rhode Island College, Providence, RI

June 1989

B.A. in Elementary Education with a major in Spanish, minor in Portuguese, and a Bilingual Endorsement
Recipient of the Elementary Education Award

Central High School, Providence, RI

June 1980

High school diploma

EXPERIENCE:

William D'Abate Elementary School, Providence, RI

Third Grade Bilingual Teacher

Sept. 1995 - Present

Plan and teach all subjects, reading, writing, math, and science. Facilitate the transitioning of Spanish speaking students into English. Co-plan and co-teach social studies with the fifth grade regular ed. teacher to integrate the third grade bilingual students into main stream via a buddy program with the fifth grade regular ed. students.

Responsibilities:

Teacher Support Team Member: Aid teachers with the implementation of a two-tier plan of interventions for children with learning difficulties. Review and assess the effectiveness of the plan based on students' growth. Assist referring teacher with the process of RTI of further action needed.

School Improvement Team Member: Review and analyze all aspects of school's functions and needs to set forth plans and actions to address changes as needed.

Brown University/Wheeler School

January 2003- Present

MAT Mentor Teacher: Model, guide, host upcoming teachers while mentoring their growth as professionals and learners.

First Grade Bilingual Teacher

Sept. 1989 – June 1995

Plan and teach reading, writing, and math in Spanish. Teach English as a Second Language (ESL) via science and social studies.

Responsibilities:

School Improvement Team Member: Review and analyze all aspects of school's functions and needs to set forth plans and actions to address changes as needed.

Mentor Teacher: Model, guide, host upcoming teachers while mentoring their growth as professionals and learners.

Rhode Island College**1986 – 1989**

Secretary of Head and Assistant Head of the Bilingual Department: Assisted with scheduling and planning of courses for students who were preparing for a Bilingual Endorsement in Elementary and Secondary Education.

East Providence School Department**Sept. 1985 – June 1989**

Part Time Teacher assistant: Worked in conjunction with special needs and ELL teachers to provide students with enhanced math and reading activities to help close the gaps in their learning

A. Thomas Correia, DDS**1978 – Aug. 1985**

Dental Assistant: Responsible for communication with insurance providers, record keeping, billing, scheduling, assisting doctor with patients, and interpreting for Portuguese clients.

ACTIVITIES:**Manton Avenue Project**

- Board Member: Review and analyze all aspects of the organization

ELL Advisory Council to the Commissioner of Education

- Member: Discuss and recommend suggestions to the Commissioner on ELL issues in the state

We The People – Project Citizen

- Arizona – **Participant in Navajo Nation seminar**
- Birmingham, Alabama- **Participant in Civil Rights Institute seminar**

Smithsonian Institute:

- Washington, DC- **Participant in Science seminar**

SKILLS:

- Fluent in Spanish and Portuguese

Delia C. Rodriguez-Masjoan, MPA

25 Devereux Street, Apt 308, Providence, RI 02909 ~ (401) 290-8170 ~ dcrodmas@gmail.com

SUMMARY OF QUALIFICATIONS

- Bilingual in Spanish and English
- Outstanding leadership and organizational skills
- Broad multi-cultural experience
- Development of cooperative relationships
- Public relations, fundraising, and media
- Strong communication skills (written and oral)
- Able to work independently and as part of a team
- Government administration, non-profit management
- Budget planning, administration and reporting
- Program development and management
- Federal and state grant management
- Volunteer Management
- Negotiating Skills
- Conflict Resolution

EDUCATION

RWU Law School, Bristol, RI ~ Classes taken in Law ~ 1L
University of Rhode Island, Providence, RI, MPA
Rhode Island College, Providence, RI, Bachelors of Art ~ Major Spanish
Rhode Island College, Providence, RI ~ Certificate Nonprofit Management

PROFESSIONAL EXPERIENCE

Central Falls High School, Central Falls, RI *2012 - Present*
School Base Coordinator /Consultant

City of Providence, Providence, RI *2012 - Present*
Licensing Board Member

Paul Cuffee School, Providence, RI *2011*
Grants and Partnership Director for Enrichment Program

Rhode Island College, Nonprofit Certificate Program, Providence, RI *2011*
Instructor

Consultant, Providence, RI *2008-Present*
Innovative communication strategies, policy, advocacy, ethnic and social media, community relations, program management, training & development, c events & conferences, public relations and interpreting and translating services.

WPMZ -PODER 1110 AM Spanish Radio, Providence, RI *1997-Present*
Talk Show Host/Producer

College Planning Center/Latino College Access Coalition, RI *2009-2011*
Bilingual Education Counselor

RI Department of Elderly Affairs, Cranston, RI *2002-2007*
Coordinator for Center on Diversity

US Census Bureau , Boston Regional Office - "CENSUS 2000" Partnership Specialist	1999-2000
Joslin Community Center , Providence, RI Executive Director	1997-1999
RI Department of Human Services , Providence, RI Community Relations Assistant	Summer 1997
The National Conference , Providence, RI Consultant, Diversity Trainer and Administrative Assistant	1997
International Institute of RI , Providence, RI Community Legal Education Coordinator	1989-1996
<u>Citizenship Initiative Coordinator</u> ~Accredited by Board of Immigration Appeals C.F.R.292.2(a)	1995-1996
<u>Legal Immigration Caseworker</u>	1989-1995

TEACHING EXPERIENCE

Private Tutor , Providence, RI ESL & Citizenship Instructor	2007- Present
Institute for Labor Studies and Research , Cranston, RI Spanish Teacher	1994-1997
International Institute of RI , Providence, RI ESL Facilitator (Substitute)	1993-1996

BOARDS & COMMISSIONS

- **ProCap**, Board Member, (2011)
- **Festival Ballet Providence**, (2012)
- **Rhode Island Redistricting Commission**, Commission Member (2011)
- **Providence School Board Nominating Commission**, Commission Chair (2009-2011)
- **Center for Hispanic Policy & Advocacy CHisPA**, Board Member (2011)
- **Veteran's Memorial Auditorium Fund**, Board Member (2011)
- **Patty and Melvin Alperin First Generation Scholarship**, Advisory Member (2011)
- **International Charter School**, Board Member (2007-2009)
- **United Way of SENE**, Board Member Providence, RI (2006-2009)

SELECTED PRESENTATIONS

- **College Planning Center/Latino College Access Coalition**, College Access & Financial Aid 2009-Present
- **Providence School Department**, Summer Graduating Class of 2010, Key Note Speaker
- **ARAMARK**, Scholarship Award Event, 2001 Key Note Speaker
- **Extraordinary Woman Award**, Mistress of Ceremony 2000-2010
- **D.E.L.I.A., Inc & ONA**, Know your rights, 2008
- **The Nancy Gewirtz Symposium**, The Faces of the Undocumented, RIC 2008
- **Medicare Part D**, Presentation on Medicare Part D through out Rhode Island 2005
- **Latina Leadership Institute**, Presenter on Leadership and Civic Participation, 2003-2004
- **Census 2000**, "Because You Count", March 2000. Hosted Talk show on Cox Communications, Providence, RI 2000

Judith Ryan
124 Shore Drive, Barrington, RI 02806
401-246-0558

Community Preparatory School, Providence

2003- present: Director of Education.

Supervise and evaluate faculty, oversee curriculum, coordinate student assessment data, handle high school placement.

1996-2003: Classroom teacher, grades 6,7,8

Bishop McVinney Middle School, Providence

1994-1996: Assistant principal

1989-1996: Classroom teacher, grades 5 through 8

Education

M.A. Teaching, Rhode Island College

B.A. English, Trinity College

Francisco A. Velasquez

31 Westmore Street • Providence, RI 02910 • (401) 390-4271 • velasquez0327@yahoo.com

Elementary Education and Early Childhood Development Qualifications

- Aptitude to remain flexible, ensuring that every child's learning styles and abilities are addressed.
- Strong interpersonal and communication skills to foster meaningful relationships with students, staff, and parents.
- Dedicated, resourceful, and goal-driven professional educator with a solid commitment to the social and academic growth and development of every students.
- Bilingual English-Spanish abilities and experience using translation skills within education, service and other settings.
- Windows and MacOS talent using Word, Excel, and Internet applications.

Graduate Education Degree and Teacher Training

UNIVERSITY OF ROCHESTER
Master of Science in Education

ROCHESTER, NY
August 2003

- Graduate studies focused on preparing elementary school teachers to develop appropriate curriculum and instructional strategies for meeting the diverse learning needs of all students. Throughout the program, we approached curricular and pedagogical decisions as thoughtful practitioners with knowledge of social, historical, cultural, and political contexts of schooling and curriculum. A program is for critically reflective practitioners who are committed to social justice, equity and school reform. This program leads to initial NYS Initial and Professional Certification for grades 1-6 and all subjects.
- **Courses included:** Teaching, Curriculum, and Change, Literacy Learning as Social Practice, Topics in Teaching and Schooling, Disability and Schools.

Elementary Education Experience

COMMUNITY PREPARATORY SCHOOL, 4th grade teacher.

PROVIDENCE, RI
2010-Present

- Community Preparatory School gives motivated students in grades 3-8 the opportunity to reach for their dreams, regardless of family income. Community Prep offers all the benefits of an independent school - small classes, challenging academics, and a positive, nurturing environment - combined with the cultural and economic diversity of a public school. Culturally and economically diverse classroom of 17 students.
- Utilized after-school tutoring to provide one-on-one attention, improving student performance.
- Created course materials and teaching methods that received an excellent response from students.
- Utilized comprehensive mix of class instruction and assignments to enhance student interest.

ROCHESTER INDEPENDENT SCHOOL DISTRICT
HENRY HUDSON SCHOOL No. 28, 5th Grade Student Teacher

ROCHESTER, NY
Jan 2003-Jul 2003

- Henry Hudson School #28 is a warm and nurturing school where students work collaboratively with peers as they learn from a knowledgeable and caring staff. The school integrates reading and writing into all of the content areas, including math and science. Culturally diverse classroom of 26 students.
- Designed and coordinated hands-on- activities to enhance student's interactions and critical thinking skills.
- Utilized cooperative learning techniques and provided individual instruction to meet the needs of students with diverse learning styles.

Early Childhood Development, Advocacy and Youth Services Experience

HEALTHY START
Father Advocacy Coordinator

REDMOND, WA
2009-2010

Healthy Start strengthens young families and promotes health and success for their young children. The program has four components: Parenting and educational support, Group activities such as support groups and recreational activities, Developmental and health screenings, Referrals to other resources in the community Describe.

- Recruited current Healthy Start fathers to participate in *Caring Dads*, an education and support group.
- Analyzed father involvement in program and collect data for U.S. Department of Health and Human Services
- Facilitated weekly evening education and support groups for dads participating in *Caring Dads*.

Recruited and organize volunteers and staff to provide childcare for parents participating in *Caring Dads*.

- Developed and maintain cooperative working relationships with Healthy Start staff, public health, hospitals, schools, and other community services providers.

Francisco A. Velasquez

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Additional Education

UNIVERSITY OF ROCHESTER
Bachelor of Arts, Political Science

ROCHESTER, NY
May 2002

PROVIDENCE COLLEGE
Completed varied business courses including: Accounting, Marketing and Finance

PROVIDENCE, RI
1997-2000

Business and Finance Experience

EAGLE HOME MORTGAGE
Account Executive

KIRKLAND, WA
2007-2010

FAMILY FINANCIAL GROUP, INC.,
Senior Loan Officer

PROVIDENCE, RI
2003-2006

Appendix 2: Draft By-Laws

Southside Elementary Charter School

By-Laws

Article I

Offices

Section 1.1 Principal Office. The principal office of Southside Elementary Charter School shall be located in the city of Providence State of Rhode Island. Southside Elementary Charter School may have other offices within or without the State of Rhode Island, as its business may require and as the Board of Directors may from time to time establish.

Section 1.2 Registered Office. The registered office of Southside Elementary Charter School shall be coincident with the city for which the charter to operate a public school is given, initially Providence, Rhode Island. The registered office may change from time to time as dictated by the provisions of the charter granted by the RI Board of Regents for Elementary and Secondary Education.

Article II

Purpose

Section 2.1 Purpose. Southside Elementary Charter School is organized for charitable purposes as described in Section 501 (C)(3) of the Internal Revenue Code and as described in the Articles of Incorporation to develop, establish, operate and maintain a public charter school and provide education and related services to students in grades PreK – 5.

Section 2.2 Powers. Southside Elementary Charter School shall have the power, either directly or indirectly, either alone or in conjunction with others, to do any and all lawful acts and to engage in any and all lawful activities in accordance with the laws of this state and the provisions of these By-Laws and to aid or assist other organizations whose activities are such to further accomplish, foster, or attain any of Southside Elementary's purposes. Southside Elementary shall not engage, otherwise than as an insubstantial part of its activities, in activities which in themselves are not in furtherance of the tax exempt, charitable purpose or its mission.

Article III

Board of Directors

Section 3.1 General Powers. The Board of Directors shall have the power to govern the business, affairs, and property of Southside Elementary in accordance with the applicable laws and regulations of Rhode Island and any limitations in the Articles of Incorporation or these Bylaws.

Section 3.2 Number. The number of Directors of Southside Elementary may from time to time be changed by resolution of the members, but their number shall not be less than nine (9) nor more than twenty-four (24). No decrease in the total number of Directors shall have the effect of shortening the term of any incumbent Director.

Section 3.3 Qualifications and Composition: Directors shall be sought who reflect the qualifications and diversity determined by resolution of the Board. At least one director will be a parent of the school, one will be a neighborhood resident, and one will be from a partnering organization.

Section 3.4 Prohibition of Compensation: Directors shall serve without compensation

Section 3.5 Selection: The Board shall periodically approve a process for nominating Directors for election to the Board. The Governance Committee shall present a slate of Directors for election by the Board at the Annual Meeting or a meeting called in whole or in part for that purpose.

Section 3.6 Tenure:

- a. The term of all Directors, excluding vacancy appointments, shall commence on July 1 and shall be for three (3) years.
- b. Directors may serve a maximum of two (2) terms. Directors who have served their maximum number of terms shall not be considered for nomination until they have been absent from the board for one year.
- c. Time served in a vacancy appointment is not counted toward the term limit.
- d. Director terms shall be staggered.

Section 3.7 Removal. Any Director may be removed at any time by a two thirds (2/3) majority vote of the Directors present and no less than a majority of the total remaining board members in office at any meeting called for that purpose provided that notice of any proposed removal has been included in the notice of the meeting.

Section 3.8 Resignations. Any Director may resign at any time by filing a signed, written notice with the Chairperson. The resignation shall take effect upon receipt unless it is approved for a later specified time by the Chairperson.

Article IV Meetings Of The Board of Directors

Section 4.1 Regular Meetings. Regular meetings of the Board of Directors shall be held at least four (4) times a year at such time and place as the Board of Directors may designate. Notice of any meeting to the public shall include the date, time and place of the meeting and a statement

or agenda specifying the nature of business to be conducted at the meeting. Such notice shall also comply with the requirements regarding the posting and notice of meetings to the public, pursuant to the Rhode Island Open Meetings Act, R.I.G.L. 42-46-1, *et seq.*

Section 4.2 Special Meetings. Special Meetings of the Board of Directors may be called by or at the request of the Chairperson or any four (4) Directors. The Chairperson shall fix the manner and place for the holding any special meeting of the Board of Directors. Notice of any meeting to the public shall include the date, time and place of the meeting and a statement or agenda specifying the nature of business to be conducted at the Special Meeting. Such notice shall also comply with the requirements regarding the posting and notice of meetings to the public, pursuant to the Rhode Island Open Meetings Act, R.I.G.L. 42-46-1, *et seq.*

Section 4.3 Emergency Meeting. Emergency meetings of the Board of Directors may be called at any time by the Chairperson. Notice of any meeting to the public shall 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. Such notice shall also comply with the requirements regarding the posting and notice of meetings to the public, pursuant to the Rhode Island Open Meetings Act, R.I.G.L. 42-46-1, *et seq.*

Section 4.4 Notice. Notice of meetings shall comply with the requirements regarding the posting and notice of meetings to the public, pursuant to the Rhode Island Open Meetings Act, R.I.G.L. 42-46-1, *et seq.*

Section 4.5 Quorum. A majority of the Directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board of Directors, unless a greater number is required by these By-Laws, the Articles Of Incorporation, or state law.

Section 4.6 Manner of Acting. The act of decision made by the majority of the Directors present at a meeting duly held at which quorum is present shall be the act of the Board of Directors, unless a greater number is required by law, by these By-Laws or by the Articles of Incorporation.

Section 4.7 Minutes. Minutes of each meeting of the Board of Directors shall be recorded in writing and kept with the records of Southside Elementary. The contents of such minutes, as well as the provisions for providing the minutes to the public, shall comply with the provisions of Section 42-46-7, or any other applicable provisions of the Rhode Island Open Meetings Act.

Section 4.8 Open Meetings. Meetings of the Board of Directors shall be public in accordance with Federal and Rhode Island laws and regulations. Members of the public shall have an opportunity for input at meetings of the Board of Directors.

Article V Conflict of Interest

Section 5.1 Conflict of Interest. All Directors, Officers, and employees of Southside Elementary shall be subject to the Rhode Island Code of Ethics, R.I.G.L. 36-14-1 *et seq.*

Article VI

Officers

Section 6.1 Number. The officers of Southside Elementary shall consist of a Chairperson, a Vice-Chairperson, a Secretary, and a Treasurer. Each officer must be a board member of Southside Elementary. Any two or more offices may be held by the same person, except those of Chairperson and Secretary.

Section 6.2 Election and Term of Office. The officers of Southside Elementary specifically designated in Section 6.1 (i) shall be elected for one (1) year terms, or until their successors are elected by the Board of Directors, and shall have qualified, whichever is longer, or until such officer's death or resignation or removal in the manner herein provided; and shall not serve as such an officer for more than six (6) consecutive years. If the election of officers shall not be held at the annual meeting, such election shall be held as soon thereafter as is practicable.

Section 6.3 Chairperson. The Chairperson shall preside at all meetings of the Board of Directors. The Chairperson shall execute, on behalf of Southside Elementary, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors have authorized to be executed, and shall have the authority to delegate such power of execution and signing to one or more members of the Board of Directors, except in cases where the signing and execution or delegation shall be expressly delegated by the Board of Directors or by the By-Laws to some other officer or agent of Southside Elementary, or shall be required by law to be otherwise signed or executed. The Chairperson shall do or perform all duties incident to the office of Chairperson and such other duties as may be assigned to them by these By-Laws or by the Board of Directors.

Section 6.4 Vice-Chairperson. In the absence of the Chairperson or in the event of the Chairperson's death or inability or refusal to act, the Vice-Chairperson shall perform the duties of the Chairperson and when so acting, shall have all the powers of and shall be subject to all the restrictions upon the Chairperson. The Vice-Chairperson shall perform such other duties as from time to time may be assigned to them by the Chairperson or by the Board or Directors.

Section 6.5 Secretary. The Secretary shall (a) keep the minutes of the proceedings of the Board of Directors; (b) see that all notices are duly given in accordance with provisions of the By-Laws or as required by law, (c) be custodian of the records, (d), keep a record of the post office addresses of each director which shall be furnished to the Secretary by such director, and (e) in general perform all duties incident to the Secretary and such other duties as from time to time may be assigned to the Secretary by the Chairperson or by the Board of Directors. The Secretary is authorized to enlist the services of any one or more employees of Southside Elementary to assist the Secretary in carrying out his or her duties as defined herein. The secretary shall comply with the requirements of Section 42-46-7 of the Rhode Island Open Meetings Act regarding the availability of meeting minutes to the public.

Section 6.6 Treasurer. The Treasurer shall: (a) have charge and custody of and be responsible for all funds and securities of Southside Elementary; (b) receive and give receipts for monies due and payable to Southside Elementary from any source whatsoever, and deposit all

such monies in such banks, trust companies, or other depositories as shall be selected in accordance with the provisions of these By-Laws; and (c) in general perform all of the duties incident to the office of Treasurer and other such duties which may from time to time be assigned to the Treasurer by the Chairperson or the Board of Directors. The Treasurer is authorized to enlist the services of any one or more employees of Southside Elementary to assist the Treasurer in carrying out his or her duties as defined herein.

Section 6.7 Education Director. The Education Director shall be the chief administrator of Southside Elementary. The Education Director shall be appointed by the Southside Elementary Board of Directors. The Education Director shall execute the policies established by the Board of Directors for the operation of Southside Elementary, assist all committees in the development of their program and activities, direct the employed personnel in the performance of their duties, and perform other such duties as the Board of Directors may designate. He or she shall act as liaison between the Board of Directors, staff, students, and families. The salary and benefits and term of office of the Education Director shall be subject to the approval of the Southside Elementary Board of Directors. The Board of Directors has the final authority to hire all staff of Southside Elementary at the recommendation of the Education Director.

Section 6.8 Removal. Any officer elected by the Board of Directors may be removed by a two third (2/3) vote of the Board of Directors or, respectively, whenever in its judgment the best interests of Southside Elementary will be served thereby.

Section 6.9 Resignation. Any officer may resign at any time by giving written notice to the Chairperson or the Secretary. The resignations shall take effect as 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 6.10 Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise shall be filled as in Article VI Section 6.2 of these By-Laws. In the case of a vacancy in any of the offices specifically designated in Section 6.11 (i), such vacancy shall be filled for the unexpired portion of the vacated term. In the event there is a vacancy in the position of Education Director, the Chairperson of the Board will temporarily appoint an individual to perform the functions of the position until a new hire or interim hire is made and approved by the Board of Directors.

Article VII.

Committees

Section 7.1 Powers. The Board of Directors may establish, modify, and abolish any such committees as the Board may require. Committee members and a Chairperson for each committee shall be appointed by the Chairperson from the membership of Directors then in office. Each committee shall have and exercise the authority delegated to it by the Board of Directors, provided that no such committee shall have the authority of the Board of Directors. The designation of any such committee and the delegation thereto of authority shall not operate to relieve the Board of Directors, or any member thereof, of any responsibility imposed by law. The committees shall provide a report to the Board of Directors of their activities at the next

regularly scheduled meeting of the Board of Directors. Any committee must comply with the provisions of Rhode Island Open Meetings Act.

Section 7.2 Governance Committee: A Governance Committee, composed of at least three (3) Directors elected by the board. The Governance Committee shall nominate Directors and Officers and shall assist the Board in the effective and efficient performance of its own governance in keeping with policies established by the Board.

Section 7.3 Other Committees. Other Committees established by the Board of Directors as provided in Section 7.1 above shall conform to the purposes, tasks, and powers specified in the resolution appointed to them, approved by the majority of Directors then in office. Committees shall, upon request, report their activities to the Board of Directors at its regularly scheduled meetings.

Article VIII

Contracts, Grants, Loans, Checks, and Deposits

Section 8.1 Contracts: The Board of Directors may authorize any officer or officers to enter into any properly authorized contract or execute and deliver any instrument in the name and such authority may be general or confined to specific instances.

Section 8.2 Loans. As indicated in Article V, no loans shall be contracted on behalf of Southside Elementary and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors.

Section 8.3 Checks, Drafts, or Other Similar Orders. All checks, drafts, or other orders for the payment of money, notes, or other evidence of indebtedness on the part of Southside Elementary shall be signed by such officer or officers, agent or agents of Southside Elementary and in such a manner as shall be from time to time determined by resolution of the Board of Directors.

Section 8.5 Deposits. All funds of Southside Elementary not otherwise employed shall be deposited in a timely manner to the credit of Southside Elementary in such banks, trust companies, or other depositories as the Board of Directors may select.

Article IX

Indemnification

Southside Elementary shall indemnify its directors, officers, and employees consistent with applicable Rhode Island laws and regulations.

Article X

General Provisions

Section 10.1 Fiscal Year. The fiscal year of Southside Elementary Charter School shall be July 1 to June 30.

Section 10.2 Records. The financial records of the organization shall be audited annually by a Certified Public Accountant approved by the Board of Directors and the report of the financial statement of the said accountant shall be filed with the records of Southside Elementary. This report shall be open to the public for examination.

Section 10.3 Confidentiality. The Directors and Officers shall not willfully and knowingly disclose to any other person confidential information acquired by them in the course of and by reason of their official duties.

Section 10.4 Severability. If any provision of these By-Laws is held to be unenforceable, all other provisions shall nevertheless be valid and remain in full force and effect.

Article XI

Amendments

These By-Laws may be altered, amended, or repealed, and new By Laws may be adopted at any time for the purposes of furthering the mission and goals of Southside Elementary Charter School.

Appendix 3: Curriculum Samples

Sample from Grade 4 Science Curriculum

Standard	Content	Skills	Assessment
ESS1(3-4)-1. Students demonstrate an understanding of earth materials by ... 1a describing, comparing, and sorting rocks, soils, and minerals by similar or different physical properties (e.g., size, shape, color, texture, smell, weight, temperature, hardness, composition). 1b recording and analyzing observations/ data about physical properties (e.g., within a grouping, which characteristics are the same and which are different). 1c citing evidence (e.g., prior knowledge, data) to support why rocks, soils, or minerals are classified/not classified together. (ELA writing standard) W4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	types of rocks classifying rocks/minerals rock cycle sequence weathering erosion cause/effect soil compare and contrast Narrative Point of view	-Describe what minerals are -Identify the three types of rocks -Classify rocks/minerals by physical properties -Make a model to see how sedimentary rock forms -Model the steps in the rock cycle -Explain what the rock cycle is -Describe the processes that take place during the rock cycle -Experiment to see how rocks break down -Describe how weathering affects rocks -Explain how erosion affects rock -Describe what soil is -Compare particle sizes in different types of soil -Explain how soil forms and how soils differ. -Orient the reader by establishing situation and introducing a situation -Organize an event sequence that unfolds naturally -Use dialog and description to develop the narrative -Use a variety of transitional words and phrases -Use concrete words and phrases and sensory details -Provide a conclusion that follows from the narrated events	Oral and written vocabulary and content quizzes Student work samples: completed work assignments, comprehension questions Activities/Labs/Models <i>Science Journal:</i> Completion of activity/lab entries using scientific method and expected note-taking guidelines Narrative essay: Write the story of a grain of sediment that has been weathered from a mountain, carried to the sea by a river, and left on a beach. Write from the sediment's point of view.

Sample from Grade 5 Science Curriculum

Standards	Content	Skills	Assessments
Essential Question: <i>How Do Movements of the Crust Change Earth?</i> ESS1(5-6) - 1 Students demonstrate an understanding of processes and change over time within earth systems by . . 1.a identifying and	Layers of the earth Plate tectonics Volcanoes Earthquakes Mountains	-Identify the layers of the Earth and their relative depths. -Identify landforms on Earth and their unique qualities. -Define and compare glacier and sand dunes. -Explain how water, wind, ice, and plants all cause landforms to change. -Identify the evolution of the present continental configuration. -Describe what is below the Earth's surface.	-Oral and written vocabulary and content quizzes -Completed model of topographic map - <i>Activity/Lab:</i> modeling a volcanic eruption - <i>Activity/Lab:</i> modeling an earthquake with clay block pulled across flat surface - <i>Science Journal:</i>

<p>describing the layers of the earth.</p> <p>1.b plotting location of volcanoes and earthquakes and explaining the relationship between the location of these phenomena and faults</p> <p>ELA.RI-5.1 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>ELA.RI-5.3 Explain the relationships or interactions between two or more events in a scientific text based on specific information in the text.</p> <p>ELA.W-5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>ELA.RI-5.6 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	<p>Cause and effect Main idea and supporting details</p> <p>Compare and contrast</p> <p>Informative text</p>	<p>Define magma, lava, and volcano.</p> <p>-Identify the Ring of Fire and explain why it exists.</p> <p>-Identify three main kinds of volcanoes</p> <p>-Compare and contrast shield and cinder cone volcanoes</p> <p>-Explain how the movement of the Earth's crust can change the surface appearance.</p> <p>-Define plate, earthquake, epicenter, and faults.</p> <p>-Explain how mountains form</p> <p>-Describe the Richter Scale</p> <p>-Identify the causes of the following effects: earthquakes, volcanoes, and mountains.</p> <p>-Identify main ideas and supporting details</p> <p>-Prepare succinct two-column notes</p> <p>-Academic vocabulary</p> <p>-Make a chart showing similarities and differences among various first-hand accounts of volcanic eruptions.</p> <p>-Draw on multiple resources (print and digital).</p> <p>-Integrate information from several texts on the same topic.</p> <p>- Write a news account of a specific volcanic eruption.</p> <p>-Introduce the topic clearly</p> <p>-Organize news account logically</p> <p>-Develop the topic with facts, concrete details, and quotations.</p> <p>-Use precise language and domain-specific vocabulary to inform.</p>	<p>Completion of activity/lab entries using scientific method and expected note-taking guidelines</p> <p><i>-Challenge:</i> Build a model of all Earth's layers and sublayers with labels that give in-depth information about each of the layers and present to class.</p> <p>-Two-column chapter notes</p> <p>Student work samples</p> <p>Informal observation</p> <p>Newspaper article (rubric)</p>
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Sample from Grade 4 Social Studies Curriculum

Standards	Content	Skills	Assessment
<p>SS-HP.2(3-4).2 Students chronicle events and conditions by describing, defining, and illustrating by example R.I. historical individuals, groups, and events and how they relate to the context.</p> <p>SS-HP.2(3-4).3 Students show understanding of change over time by interpreting and explaining similarities and differences in ideas from the past and present.</p>	<p>Early N.E. settlers and settlements</p> <p>William Blackstone</p> <p>Roger Williams</p> <p>Anne Hutchinson</p> <p>Local Native American tribes</p> <p>King Phillip's War</p> <p>Primary and secondary sources</p> <p>Mayflower Compact</p>	<p>-Explain how the Pilgrims, Puritans, and other settlers colonized New England</p> <p>-Describe how Native Americans in New England used natural resources</p> <p>-Identify locations of tribes on maps</p> <p>-Explain relationships among tribes</p> <p>-Describe the relationship between colonists and Native Americans and how it changed</p> <p>-Explain why Roger Williams,</p>	<p>Weekly oral and written tests/ quizzes on vocabulary and content</p> <p>Role play, skits</p> <p>Informal observation</p> <p>Student work samples</p>

<p>SS-HP.1(3-4).1 Students act as historians, . . . describing the difference between primary and secondary sources and interpreting information from each.</p> <p>SS-C&G.1(3-4).2.b Students demonstrate an understanding of sources of authority and use of power, and how they are changed by recognizing, describing, and demonstrating the characteristics of leadership and fair decision making, and explaining how they effect others.</p> <p>SS-HP.1(3-4)-2.a Students interpret history as a series of connected events with multiple cause-effect relationships by describing and organizing a sequence of significant events in Rhode Island history.</p> <p>ELA.RI.4.5. Describe the overall structure of events, ideas, concepts, or information in a text.</p> <p>ELA.W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>SS.HP 3(3-4)-1.a Students demonstrate an understanding of how the past frames the present by recognizing and interpreting how events, people, problems, and ideas shape life in the community and in Rhode Island.</p>	<p>Rhode Island Charter Town meetings Self-government Problem solving</p> <p>Timelines</p> <p>Making generalizations</p> <p>Narrative technique</p> <p>Opinion piece Point of view Supporting an argument</p> <p>How the past affects the present</p> <p>Rules for participating in Socratic discussion</p>	<p>Blackstone, and Hutchinson left Massachusetts.</p> <p>-Examine Roger Williams relationship with Native Americans</p> <p>-Read the Mayflower Compact and explain its importance (Prim. Source)</p> <p>-Identify the Puritan attitudes toward religion & laws (Prim. Source: MA Children's Laws of 1600's)</p> <p>-Discuss how freedom of religion & thought were the basis of the Providence Colony</p> <p>-Explain why RI Charter was unique</p> <p>-Explain how citizens participate in government through town meetings.</p> <p>-Cooperate with others to solve a problem.</p> <p>-Identify the parts of a time line.</p> <p>-Interpret the information in a time line.</p> <p>-Create a timeline.</p> <p>-Identify important facts</p> <p>-Use those facts to make generalization</p> <p>-Establish a situation and introduce a narrator.</p> <p>-Organize an event sequence that unfolds naturally.</p> <p>-Use dialog and description to develop experiences and events</p> <p>-Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>-Use concrete words and sensory details to convey experiences</p> <p>-Provide a conclusion that follows from the narrative</p> <p>-Introduce a topic clearly and state an opinion</p> <p>-Create a logical structure</p> <p>-Support opinion with reasons that are supported by facts and details.</p> <p>-Link opinion and reasons using words and phrases.</p> <p>-Provide a conclusion that relates to the opinion presented</p> <p>-Use multiple sources of information to prepare for discussion</p> <p>-Identify key points for argument</p>	<p>Map reading</p> <p>Rules for a group</p> <p>Timeline</p> <p>Completed graphic org.</p> <p>Essays: Letter from a child explorer; Life as Native American child</p> <p>Essay: What's So Special About RI's Charter</p> <p>Preparation for discussion (graphic organizer)</p> <p>-Socratic Discussion: What if Roger Williams hadn't escaped from the Puritan jail?</p>
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(ELA Standards for Speaking and Listening) SL-4.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. SL-4.1.b Follow agreed-upon rules for discussions and carry out assigned roles. SL-4.1.c Pose and respond to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.		-Engage in collaborative discussions. -Use reasons and evidence to support thoughts. -Follow rules for discussion	
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Sample from Grade 5 Social Studies Curriculum

Standard	Content	Skills	Assessment
SS-C&G 5(5-) - 2 Students demonstrate an understanding of the benefits and challenges of an interconnected world by a. identifying and discussing factors that lead to the breakdown of order among societies b. citing an ... issue that provides an example of both benefits and challenges ELA.RI.5.6 Analyze multiple accounts of the same topic, noting important similarities and differences in the points of view they represent. ELA.RI.5.9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Economics of slave trade	-Understand the reasons for American participation in slavery	Tests and quizzes on vocabulary and content
	Triangular trade	-Examine movement of people from West Africa to North America	
	Middle Passage	-Explain the Middle Passage	Informal observations: whole/small group discussion questions
	RI's role in slave trade	-Understand RI's role in the slave trade	
	Abolitionism	-Understand why Moses Brown changed from slave trader to abolitionist	Student work samples: Completed assignments, comprehension questions
	Slavery in colonies and pre-Civil War	-Trace the triangular trade route on a map -Compare and contrast slavery in New England vs. Southern plantations	
	Primary and secondary sources	-Examine the daily life of slaves in America through primary-source documents related to the slave family -- includes newspaper articles and ads, letters, journal writing, and narratives.	Short research project
	Underground Railroad	- Explain what the how the Underground RR was and how it operated	Participation in making a movie of

<p>ELA.W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>SS HP5(5-6)-2c Students demonstrate an understanding that culture has affected how people in a society behave in relations to groups and their environment by describing challenges or obstacles a nation faced as it grew over time.</p>	<p>Fugitive Slave Law</p> <p>Slavery as a cause of the Civil War</p>	<ul style="list-style-type: none"> -Explain how quilt patterns and songs were coded messages used by slaves on the Underground RR -Sing “Follow the Drinking Gourd” and explain its hidden meaning -Explain Harriet Tubman’s contributions to the Underground RR -Explain the Fugitive Slave Law and its ramifications for workers and riders on the Underground RR -Explain why slavery helped bring about the Civil War 	<p>“Harriet Tubman and the Road to Freedom”</p>
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Appendix 4: School Calendar and Daily Schedules

Southside Elementary Charter School Calendar 2014 - 2015

Month	M	T	W	Th	F		Month	M	T	W	Th	F	
Aug	C	19	20	21	22								
2014	25	26	27	28	29		Feb	2	3	4	5	6	
							2015	9	10	11	12	13	
Sept	X	2	3	4	5			X	X	X	X	X	
2014	8	9	10	11	12			23	24	25	26	27	
	15	16	17	18	19								
	22	23	24	25	26								
	29	30					March	S	3	4	5	6	
Oct			1	2	3		2015	9	10	11	12	<u>13</u>	end tri 2
2014	6	7	8	9	10			16	17	18	19	C	62 days
	X	14	15	16	17			23	24	25	26	27	
	20	21	22	23	24			30	31				
	27	28	29	30	31								
							April			1	2	3	
Nov	3	4	5	6	7		2015	6	7	8	9	10	
2014	10	X	12	13	14			X	X	X	X	X	
	17	18	19	20	<u>21</u>	end tri 1		20	21	22	23	24	
	24	25	26	X	X	66 days		27	28	29	30		
Dec	1	2	3	4	C		May					1	
2014	8	9	10	11	12		2015	4	5	6	7	8	
	15	16	17	18	19			11	12	13	14	15	
	X	X	X	X	X			18	19	20	21	22	
	X	X						X	26	27	28	29	
Jan			X	2	3								
2015	5	6	7	8	9		June	1	2	3	4	5	
	12	13	14	15	19		2015	8	9	10	11	12	
	X	20	21	22	23			15	16	17	<u>18</u>		end tri 3
	26	27	28	29	30								62 days

Holidays and Recesses

Labor Day September 1, 2014

Columbus Day October 13, 2014

Veterans' Day November 11, 2014

Thanksgiving Recess November 27-28, 2014

Holiday Vacation December 19 – January 1, 2015

Martin Luther King, Jr. Day January 19, 2015

Mid-winter Recess Feb 16-20, 2015

Spring Recess April 13-17, 2015

Memorial Day May 25, 2015

The X signifies a vacation day or holiday. The C signifies a parent-teacher-student conference day. Students will not have school and parents are expected to schedule a half-hour conference with their children's teachers on that day. Underlined days indicate the end of a trimester. Grades close by that day.

Weekly K - 1 Classroom Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15 - 7:45		Morning Routine and Breakfast			
7:45-8:15		Morning Meeting / Literacy			
8:15-9:45		Reading / Social Studies			
9:45-10:00		Snack Break			
10:00-11:30		Writing / Social Studies			
11:30-12:45		Lunch / Recess / Physical Education / Quiet time			
12:45-1:45	Math	Math	Physical Education	Math	Math
1:45-2:45	Enrichment / Tutoring	Science	Math	Science	Enrichment / Tutoring
2:45-3:00		Snack Break			
3:00-4:15		Art / Music / Community Service / Enrichment / Tutoring			
4:00-4:15		Afternoon Routine and Dismissal			

Weekly 2-5 Classroom Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
7:15 - 7:45		Morning Routine and Breakfast			
7:45-8:15		Morning Meeting / Literacy			
8:15-9:15		Reading / Social Studies			
9:15-10:15		Writing / Social Studies			
10:15-10:30		Snack Break			
10:30-11:30		Math			
11:30-12:45		Lunch / Recess / Physical Education / Quiet time			
12:45-1:45	Science Spanish / Enrichment / Tutoring	Science Spanish / Enrichment / Tutoring	Physical Education	Science Spanish / Enrichment / Tutoring	Science Spanish / Enrichment / Tutoring
1:45-2:45			Math		
2:45-3:00		Snack Break			
3:00-4:15		Art / Music / Community Service / Enrichment / Tutoring			
4:00-4:15		Afternoon Routine and Dismissal			

Appendix 5: School Development Timetable

If approved by the state to create a charter school, Southside Elementary Charter School will submit a charter school planning grant proposal by July 2103. This will include the money to hire an educational leader to plan curriculum and coordinate the hiring of teachers and the recruitment of students for the March 2014 lottery.

August 2014: Serve 24 students in kindergarten with a full-time teacher and part-time education director, curriculum developers, business manager, secretary, learning partners, tutors, teaching specialists, and IT coordinator.

August 2015: Serve 48 students in two K-1 classrooms with 2 full-time teachers, an education director and learning partner. Part-timers will include a business manager, secretary, learning partners, tutors, teaching specialists, a social worker, and IT coordinator.

August 2016: Serve 70 students in two K-1 classrooms and a grade 2 classroom with three full-time teachers, two learning partners, and an education director. Part-timers will include a business manager, secretary, learning partners, tutors, teaching specialists, a social worker, and IT coordinator.

August 2017: Serve 90 students in two K-1 classrooms and two 2-3 classrooms with four full-time teachers, three learning partners, and an education director and a learning specialist. Part-timers will include a business manager, secretary, learning partners, tutors, teaching specialists, a social worker, and IT coordinator.

August 2018: Serve 110 students in two K-1 classrooms, two 2-3 classrooms, and a grade 4 classroom with five full-time teachers, four learning partners, two learning specialists, an education director and a secretary. Part-timers will include a business manager, learning partners, tutors, teaching specialists, a social worker, and IT coordinator.

August 2019: Serve 130 students in two K-1 classrooms, two 2-3 classrooms, and two 4-5 classrooms with six full-time teachers, five learning partners, two learning specialists, an education director, social worker, and a secretary. Part-timers will include a business manager, learning partners, tutors, teaching specialists, and IT coordinator.

Appendix 6: Budget Projection (Narrative is in the body of the proposal.)

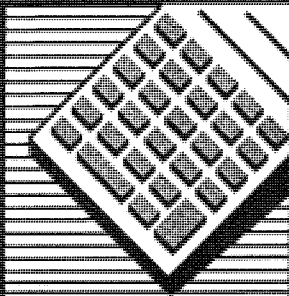
**STATE OF RHODE ISLAND
CHARTER SCHOOL
OPERATING BUDGET
PROJECTION**

Five (5) Year Projection

DESCRIPTION	FY 2015	FY 2016	FY 2017	FY 2018	FY 2019
REVENUE (students)	24	48	70	90	110
Local	108,000	220,320	321,300	413,100	504,900
State	216,000	523,872	763,980	982,260	1,200,540
Federal (Title I, Title III, and IDEA)	0	36,000	52,500	67,500	82,500
Other (please itemize on reverse side of form)	198,000	30,000	30,000	30,000	30,000
TOTAL REVENUE	522,000	810,192	1,167,780	1,492,860	1,817,940
INSTRUCTION					
Face-to-Face Teaching					
Instructional Teachers	78,000	160,000	240,000	320,000	400,000
Substitutes	1,000	2,000	3,000	4,000	5,000
Instructional Paraprofessionals	40,000	150,000	230,000	300,000	360,000
Classroom Materials					
Pupil-Use Technology and Software	40,000	15,000	15,000	15,000	18,000
Instructional Materials, Trips, and Supplies	25,000	10,000	20,000	40,000	50,000
Total Instruction Costs:	184,000	337,000	508,000	679,000	833,000

INSTRUCTIONAL SUPPORT					
Pupil Support					
Guidance and Counseling	0	0	0	0	0
Library and Media	15,000	10,000	10,000	10,000	10,000
Extracurricular	0	0	0	3,000	6,000
Student Health and Services	5,000	10,000	15,000	20,000	25,000
Academic Interventions	10,000	35,000	85,000	110,000	160,000
Teacher Support					
Curriculum Development	90,000	20,000	20,000	20,000	20,000
In-service, Staff Development, and Support	5,000	10,000	15,000	20,000	25,000
Sabbaticals	0	0	0	0	0
Program Support					
Program Management	5,000	8,000	12,000	15,000	18,000
Therapists, Psychologists, Evaluators, Personal Attendants and Social Workers	15,000	30,000	45,000	60,000	75,000
Assessments					
Academic Student Assessment	5,000	10,000	12,000	14,000	16,000
Total Instructional Support:	150,000	133,000	214,000	272,000	355,000
OPERATIONS					
Non-instructional Student Support					
Transportation	10,000	15,000	20,000	25,000	30,000
Food Service	0	0	0	0	0
Safety	0	0	0	0	0
Facilities					
Building Upkeep, Utilities, and Maintenance	40,000	70,000	100,000	130,000	160,000
Business Services					
Data Processing	12,000	6,000	7,000	8,000	9,000
Business Operations	15,000	21,000	27,000	33,000	39,000
Total Operations:	77,000	112,000	154,000	196,000	238,000

OTHER COMMITMENTS (NON-OPERATING)					
Contingencies					
Budgeted Contingencies	25,000	40,000	60,000	75,000	90,000
Capital					
Debt Service	0	0	0	0	0
Capital Projects	0	0	0	0	0
Out-of-District Obligations					
Retiree Benefits and Other	0	0	0	0	0
Enterprise and Community Service Operations	0	0	0	0	0
Legal Obligations					
Claims and Settlements	0	0	0	0	0
Total Other Commitments(Non-Operating Operations:	25,000	40,000	60,000	75,000	90,000
LEADERSHIP					
School Management					
Principals and Assistant Principals	50,000	107,000	110,000	114,000	118,000
School Office	20,000	25,000	30,000	35,000	38,000
Program/Operations Management					
Deputies, Senior Administrators, Researchers, and Program Evaluators	10,000	30,000	35,000	60,000	75,000
District Management					
Superintendent and School Board	2,000	2,000	2,000	2,000	2,000
Legal	3,000	6,000	9,000	12,000	15,000
Total Leadership:	85,000	170,000	186,000	223,000	248,000
TOTAL EXPENSE	521,000	792,000	1,122,000	1,445,000	1,764,000
Operating Buffer	1,000	18,192	45,780	47,860	53,940



AARONSON
LAVOIE
STREITFELD
DIAZ & CO, PC

CERTIFIED PUBLIC ACCOUNTANTS

AMOS HOUSE

AUDITED
FINANCIAL STATEMENTS

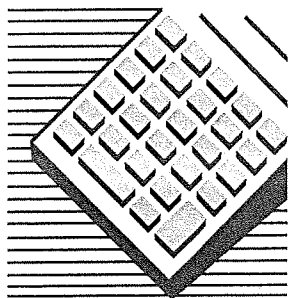
AS OF AND FOR THE
YEAR ENDED SEPTEMBER 30, 2011
(with summarized financial information
for the preceding year)

This report is prepared in conformance
with the requirements of U. S. Government
Auditing Standards for the audits of non-profit
organizations and in conformance with
the requirements of OMB Circular A-133

AMOS HOUSE
AUDITED FINANCIAL STATEMENTS
AS OF AND FOR THE YEAR ENDED SEPTEMBER 30, 2011
(with summarized financial information for the preceding year)

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AARONSON
LAVOIE
STREITFELD
DIAZ
& CO, PC

CERTIFIED PUBLIC ACCOUNTANTS

MICHAEL D. AARONSON, DENISE W. LAVOIE, RICHARD M. STREITFELD, ADAM C. DIAZ

Report of Independent Auditors

To the Board of Directors
Amos House
415 Friendship Street
Providence, Rhode Island 02907

We have audited the accompanying statement of financial position of Amos House as of September 30, 2011 and the related statements of activities, of functional expenses and of cash flows for the year then ended. These financial statements are the responsibility of the management of Amos House. Our responsibility is to express an opinion on these financial statements based on our audit. The prior year summarized comparative financial information contained herein has been derived from the organization's September 30, 2010 financial statements and, in our report dated March 18, 2011, we expressed an unqualified opinion on those financial statements.

We conducted our audit in accordance with U. S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Amos House at September 30, 2011 and the changes in its net assets and its cash flows for the year then ended in conformity with U. S. generally accepted accounting principles.

In accordance with *Government Auditing Standards*, we have also issued our report dated March 28, 2012 on our consideration of Amos House's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

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To the Board of Directors
Amos House

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with U.S. generally accepted auditing standards. In our opinion, the information is fairly stated, in all material respects in relation to the financial statements as a whole.

Carson Laurie Streiffeld King, Co. PC

Cranston, Rhode Island
March 28, 2012

AMOS HOUSE
STATEMENT OF FINANCIAL POSITION
AS OF SEPTEMBER 30, 2011
(with summarized financial information for the preceding year)

	2011				2010
	Unrestricted net assets	Temporarily restricted net assets	Permanently restricted net assets	Total	Total
ASSETS					
Cash	\$ 56,621			\$ 56,621	\$ 236,764
Accounts receivable (Note 2)	336,514			336,514	376,319
Pledges receivable (Note 3)		\$ 283,621		283,621	
Inventory	21,166			21,166	29,203
Interfund receivable	30,908			30,908	
Prepaid expenses and deposits	21,383			21,383	22,308
Long-term investments (Note 4)	233,681		\$ 13,623	247,304	196,886
Property and equipment, net of accumulated depreciation (Note 5)	2,138,666	3,007,980		5,146,646	5,325,105
Construction in progress	20,916			20,916	
Total assets	\$ 2,859,855	\$ 3,291,601	\$ 13,623	\$ 6,165,079	\$ 6,186,585
LIABILITIES AND NET ASSETS					
Liabilities:					
Accounts payable	\$ 83,485			\$ 83,485	\$ 46,405
Accrued liabilities:					
Payroll and vacation pay	90,992			90,992	59,180
Pension					25,498
Other	22,807			22,807	7,031
Interfund payable		\$ 30,908		30,908	
Recoverable grant (Note 6)	25,000			25,000	25,000
Client escrow funds payable	9,435			9,435	24,098
Line of credit (Note 7)	230,000			230,000	150,000
Bridge loan payable (Note 8)					552,050
Mortgage notes payable (Note 9)	335,101			335,101	345,260
Total liabilities	796,820	30,908		827,728	1,234,522
Commitments and contingencies (Note 10)					
Net assets:					
Unrestricted net assets (Note 11)	2,063,035			2,063,035	2,829,460
Temporarily restricted net assets (Note 12)		3,260,693		3,260,693	2,108,980
Permanently restricted net assets (Note 13)			\$ 13,623	13,623	13,623
Total net assets	2,063,035	3,260,693	13,623	5,337,351	4,952,063
Total liabilities and net assets	\$ 2,859,855	\$ 3,291,601	\$ 13,623	\$ 6,165,079	\$ 6,186,585

See accompanying notes to the financial statements.

AMOS HOUSE
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED SEPTEMBER 30, 2011
(with summarized financial information for the preceding year)

	2011			2010
	Unrestricted net assets	Temporarily restricted net assets	Permanently restricted net assets	Total
<u>PUBLIC SUPPORT, REVENUE, GAINS AND LOSSES:</u>				<u>Total</u>
Government contracts	\$ 16,865	\$ 1,669,619	\$ -	\$ 1,686,484
Corporate and foundation grants	217,478	308,675		526,153
Contributions	959,819	104,000		1,063,819
Capital campaign revenue		339,046		339,046
Donated goods and services (Note 14)	154,250			154,250
Fundraising income, net of direct expenses (Note 15)	177,174			177,174
United Way		130,000		130,000
Program income	834,026			834,026
Rental income	198,302			198,302
Investment income	5,680			5,680
Realized and unrealized gains (losses) on investments	(17,775)			(17,775)
Other income	7,020			7,020
Net assets released from restrictions: Satisfaction of program restrictions	1,399,627	(1,399,627)		
Total public support, revenue, gains and losses	3,952,466	1,151,713		5,104,179
<u>EXPENSES:</u>				
Program services:				
Shelters	332,311			332,311
Rooming houses	656,503			656,503
Apartment program	127,302			127,302
Social services	91,997			91,997
Soup kitchen	594,474			594,474
Training programs	753,347			753,347
Amos House Works	1,355,558			1,355,558
Total program services	3,911,492			3,911,492
Supporting services:				
Management and general	394,265			394,265
Development and fundraising	413,134			413,134
Total supporting services	807,399			807,399
Total expenses	4,718,891			4,718,891
CHANGE IN NET ASSETS	(766,425)	1,151,713		385,288
NET ASSETS, BEGINNING OF THE YEAR	2,829,460	2,108,980	13,623	4,952,063
NET ASSETS, END OF THE YEAR	\$ 2,063,035	\$ 3,260,693	\$ 13,623	\$ 5,337,351

See accompanying notes to the financial statements.

AMOS HOUSE
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED SEPTEMBER 30, 2011
(with summarized financial information for the preceding year)

	2011										2010
	Program services					Supporting services					
	Shelters	Rooming houses	Apartment program	Social services	Soup kitchen	Training programs	Amos House Works	Total	Management and general	Development and fundraising	Total expenses
Personnel costs:											
Salaries	\$ 195,778	\$ 387,128	\$ 33,547	\$ 27,771	\$ 172,759	\$ 374,823	\$ 378,800	\$ 1,570,606	\$ 219,849	\$ 210,063	\$ 429,912
Stipends	1,576	1,586	72	837	521	42,967	141,163	188,722	523	458	981
Payroll taxes	21,334	37,934	2,953	2,603	16,857	38,224	40,556	160,481	20,119	19,459	39,578
Fringe benefits (Note 16)	25,559	24,238	2,317	3,702	39,885	51,796	49,519	197,016	42,018	17,591	59,609
Total personnel costs	244,247	450,906	38,889	34,913	230,022	507,810	610,038	2,116,825	282,509	247,571	530,080
Other costs:											
Rent	2,000					11,000	10,956	23,956			23,956
Utilities	24,832	71,239	58,610	2,422	23,434	4,189	21,780	206,506	7,401	1,011	8,412
Telephone											
Insurance	2,414	8,525	9,513	2,547	4,303	1,410	5,178	33,890	3,435	405	3,840
Administration	1,387	7,729						9,116			9,116
Office expenses	1,169	2,852	165	1,342	762	4,394	2,279	12,963	6,870	1,617	8,487
Postage			20	1,437	83	162	238	2,270	2,294	17,247	19,541
Printing	134	196		2,650			1,254	3,904	2,650	14,170	16,820
Subcontractors							49,204	49,204			49,204
Professional fees				12,600		60,556	273	73,429	21,325	905	22,230
Equipment rental											95,659
Food (Note 14)	750	8,194				19,813	386,433	692,340			692,340
Program supplies	4,500	7,518	386	2,433	16,174	58,785	116,839	206,635	2,570	1,321	3,891
Public relations						150	6,156	6,306	4,346	5,641	9,987
Dues and subscriptions				627	63	334	1,737	2,761	2,915	318	3,233
Information technology expense	1,554	893	28	206	115	1,825	1,110	5,731	10,387	459	10,846
Vehicle expense	1,279	10,347	202	699	6,106	16,420	28,864	63,917	1,585	1,278	2,863
Small equipment and furnishings	422	3,537						3,959			3,959
Assistance to individuals	19,475	7,981	552	23,323	104	19,370	895	71,700			71,700
Equipment repairs	597	8,261	1,401		913	1,923	8,393	21,488	2,913	4,409	7,322
Building maintenance and repairs	13,209	31,745	12,042	2,018	9,845	7,160	18,230	94,349	4,251	3,686	7,937
Conferences		297		375	80	5,534	600	6,886	6,092	1,034	7,126
Bank fees							3,572	3,572	3,150	504	7,226
Payroll service fee							5,094	5,094	7,168		7,168
Property taxes											5,094
Capital campaign expense									86,333		86,333
Bad debt expense									5,453		5,453
Interest expense											
Miscellaneous expense											
Total personnel and other costs	317,969	628,170	121,808	88,027	568,819	720,835	1,296,869	3,742,497	377,314	395,277	772,591
Depreciation	14,342	28,333	5,494	3,970	25,655	32,512	58,689	168,995	16,951	17,857	34,808
Total functional expenses	\$ 332,311	\$ 656,503	\$ 127,302	\$ 91,997	\$ 594,474	\$ 753,347	\$ 1,355,558	\$ 3,911,492	\$ 394,265	\$ 413,134	\$ 807,399
											\$ 4,718,891

AMOS HOUSE
STATEMENTS OF CASH FLOWS
FOR THE YEARS ENDED SEPTEMBER 30, 2011 AND 2010

	2011	2010
<u>Cash flow from (for) operating activities:</u>		
Change in net assets	\$ 385,288	\$ (164,846)
Add back items not using (providing) cash:		
Depreciation expense	203,803	179,781
Investment return, net of investment fees	(5,680)	(7,790)
Realized and unrealized (gains) losses on investments	17,775	(18,269)
Changes in operating assets and liabilities:		
Accounts receivable	39,805	(42,246)
Pledges receivable	(283,621)	
Inventory	8,037	(2,640)
Prepaid expenses and deposits	925	(9,678)
Accounts payable	37,080	(15,708)
Accrued liabilities	22,090	(72,932)
Client escrow funds payable	(14,663)	1,937
Net cash flow provided (used) by operating activities	<u>410,839</u>	<u>(152,391)</u>
<u>Net cash flow from (for) investing activities:</u>		
Purchase of furniture and equipment		(88,854)
Purchase of vehicles	(11,345)	(12,779)
Purchase of building		(1,219,107)
Construction in progress	(20,916)	
Building improvements	(13,999)	(97,311)
Transfer of cash held for long-term purposes to operations	100,000	327,289
Purchase of investments	(162,513)	(296,227)
Net cash flow used by investing activities	<u>(108,773)</u>	<u>(1,386,989)</u>
<u>Net cash flow from (for) financing activities:</u>		
Proceeds from line of credit	80,000	150,000
Proceeds from mortgages payable		350,000
Principal payments on mortgages payable	(10,159)	(4,740)
Proceeds from bridge loan		552,050
Pay off bridge loan	(552,050)	
Net cash flow provided (used) by financing activities	<u>(482,209)</u>	<u>1,047,310</u>
Change in cash	(180,143)	(492,070)
Cash, beginning of the year	<u>236,764</u>	<u>728,834</u>
Cash, end of the year	<u>\$ 56,621</u>	<u>\$ 236,764</u>
<u>Supplemental information:</u>		
Interest paid	<u>\$ 32,872</u>	<u>\$ 10,513</u>

See accompanying notes to the financial statements.

AMOS HOUSE
NOTES TO THE FINANCIAL STATEMENTS
AS OF AND FOR THE YEAR ENDED SEPTEMBER 30, 2011

1. Description of organization and summary of significant accounting policies

a) Description of organization:

The purpose of Amos House is to provide meals, shelter and other services for homeless and destitute adults and children in the Providence metropolitan area. In fulfillment of its mission, Amos House offers a culinary arts training program (the ACE program) and Amos House Works, a supported work culinary program and home improvements program to provide training, apprenticeship and work opportunities in the food service industry and the construction industry. Amos house is headquartered in Providence, Rhode Island.

b) Summary of significant accounting policies:

- Basis of accounting: The financial statements of the agency have been prepared on the accrual basis.
- Amos House is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets.

The net asset category definitions are as follows:

Unrestricted net assets – Net assets not subject to donor-imposed restrictions.

Temporarily restricted net assets – Net assets subject to donor-imposed restrictions that may or will be met either by actions of the agency and/or the passage of time.

Permanently restricted net assets – Net assets subject to donor-imposed restrictions that must be maintained permanently by the agency.

- Contract and grant revenue recognition: Contract and grant revenue is recognized when earned as the agency fulfills the terms accompanying award of such funds. Revenue received but not earned is classified as a liability or as temporarily restricted net assets on the statement of financial position.
- Contributions: Contributions received are recorded as unrestricted, temporarily restricted or permanently restricted support, depending on the existence or nature of any donor restrictions.

All donor-restricted support is reported as an increase in temporarily or permanently restricted net assets depending on the nature of the restriction. When a restriction expires (that is, when a stipulated time restriction ends or purpose restriction is accomplished), temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

- Promises to give: Unconditional promises to give, less an allowance for uncollectible amounts, are recognized as revenue in the period received and as assets, decreases of liabilities, or as expenses depending on the form of the benefits received. Conditional promises to give are recognized when the conditions on which they depend are substantially met.
- Property and equipment and depreciation: Property and equipment is stated at cost except donated property and equipment, which is capitalized at its fair market value at date of donation. Depreciation is provided for by use of the straight-line method over the estimated useful lives of the assets.

1. Description of organization and summary of significant accounting policies (continued)

b) Summary of significant accounting policies (continued):

- Use of estimates: The preparation of financial statements in conformity with U. S. generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements. Estimates also affect the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.
- Functional allocation of expenses: Expenses not directly related to a particular program or supporting services cost center are distributed between program services, management and general and development and fundraising cost centers on a percentage allocation method based on management's judgment consistent with the prior year's allocations except when change is warranted.
- Donated goods and services: Amos House records the value of donated food, equipment, and program supplies at fair market value at the date of donation. No amounts have been reflected in the financial statements for donated services. However, volunteer services provided to Amos House are integral to the operation of the program. See Note 14.
- Cash and equivalents: Cash on hand and cash in checking and savings accounts available for current purposes are considered cash for the purpose of the presentation of cash on the statements of cash flows. The agency has no "cash type" investments considered to be cash equivalents.
- Investments: Investments in securities with readily determinable fair values are reported at fair value in the statement of financial position with gains and losses included in the statement of activities.
- Fair value measurements: Authoritative guidance relating to fair value establishes a framework for measuring fair value, and establishes a fair value hierarchy which prioritizes the inputs to valuation techniques. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. A fair value measurement assumes that the transaction to sell the asset or transfer the liability occurs in the principal market for the asset or liability, or, in the absence of a principal market, the most advantageous market. Valuation techniques that are consistent with the market, income or cost approach are used to measure fair value.

The fair value hierarchy prioritizes the inputs to valuation techniques used to measure fair value.

Level 1 inputs are quoted prices (unadjusted) in active markets for identical assets or liabilities the agency has the ability to access.

Level 2 inputs (other than quoted prices included within level 1) are observable for the asset or liability, either directly or indirectly.

Level 3 inputs are unobservable for the asset or liability and rely on management's own assumptions about the assumptions that market participants would use in pricing the asset or liability. (The unobservable inputs are developed based on the best information available in the circumstances and may include the agency's own data.)

The agency reports investments at fair value on a recurring basis. These investments are classified as level 1 within the fair value hierarchy.

1. Description of organization and summary of significant accounting policies (continued)

b) Summary of significant accounting policies (continued):

- Subsequent events: In preparing these financial statements, the agency has evaluated events and transactions for potential recognition or disclosure through March 28, 2012, the date the financial statements were available to be issued.
- Income tax status: Amos House is a Rhode Island nonprofit corporation exempt from income taxes as a public charity under Section 501(c)(3) of the Internal Revenue Code. Other significant tax positions include its determination of whether any amounts are subject to unrelated business income tax (UBIT). Management has determined the agency had no activities subject to UBIT in the years ended September 30, 2011 or 2010. All significant tax positions have been considered by management and it has determined that it is more likely than not that all tax positions would be sustained upon examination by taxing authorities. The agency is required to file Form 990 (Return of Organization Exempt from Income Tax) which is subject to examination by the Internal Revenue Service (IRS) up to three years from the extended due date of the tax return. Forms 990 for 2007 through 2010 are open to examination by the IRS as of September 30, 2011.
- Reclassifications: Certain amounts in the prior year financial statements have been reclassified to conform to the current year presentation.

2. Accounts receivable

Accounts receivable at September 30, 2011 and 2010 consisted of amounts due from the following:

	2011	2010
Receivables from clients, volunteers and employees	\$22,144	\$19,079
State of Rhode Island:		
Food	7,500	3,750
Emergency Shelter		20,000
Transitional Shelter	33,157	41,875
Department of Labor and Training		83,000
Local Initiatives Support Corporation	55,101	
Literacy	22,619	22,773
Rhode Island Housing:		
Supportive Housing Program	52,482	52,458
Neighborhood Opportunities Program	44,125	8,154
First Step Program		7,695
Housing Resource Commission	11,246	
City of Providence – Department of Planning and Development		
CDBG	5,320	4,348
Providence Green Pathways	50,746	8,246
OIC	4,410	38,336
Catering income receivable	27,445	66,605
Miscellaneous	219	
Total accounts receivable	<u>\$336,514</u>	<u>\$376,319</u>

The agency uses the specific identification method for recording uncollectible accounts. At September 30, 2011, \$5,453 was identified as uncollectible and recorded as bad debt expense. All receivables were considered collectible at September 30, 2010.

3. Pledges receivable

The agency embarked on a capital campaign during the year ended September 30, 2011 for the purpose of building a community center to house the soup kitchen, a training center, social services and administrative offices.

Capital campaign pledges recorded at September 30, 2011 consisted of the following:

Receivable in less than one year	\$110,623
Receivable in two to five years	178,757
Total	289,380
Less unamortized discount	(5,759)
Total	<u>\$283,621</u>

The agency recognizes pledges at their estimated fair value. Fair value is determined by calculating the present value of the estimated future cash flows. Pledges receivable due in more than one year are discounted at 1.0%. All pledges were considered collectible at September 30, 2011.

Receivables include \$26,780 in pledges received from employees of Amos House.

4. Long-term investments

Investments are presented at fair value using Level 1 fair value measurements (quoted market prices in active markets). Investment income or loss (including gains and losses on investments, interest and dividends net of investment fees) is included in the statement of activities as an increase or decrease in temporarily restricted or unrestricted net assets.

	2011	2010
Mutual funds	\$247,203	\$196,886
Cash	101	
Total	<u>\$247,304</u>	<u>\$196,886</u>

Long-term investments include permanently restricted donor funds of \$13,623 and board designated amounts totaling \$183,263 set aside to establish a board designated endowment for the purpose of providing an annual income stream for operations.

Investment return is summarized as follows:

	2011	2010
Reinvested interest and dividends	\$9,001	\$10,444
Investment fees	(3,321)	(2,654)
Realized and unrealized gains (losses)	(17,775)	18,269
Total investment return	<u>\$(12,095)</u>	<u>\$26,059</u>

5. **Property and equipment**

Changes in property and equipment accounts for the year ended September 30, 2011 are summarized as follows:

<u>Category</u>	Balance, start of year	Additions	Deletions	Balance, end of year
Land	\$48,901			\$48,901
Buildings and improvements	6,685,656	\$13,999		6,699,655
Furniture and equipment	509,306			509,306
Vehicles	96,262	11,345		107,607
	\$7,340,125	\$25,344	\$-0-	\$7,365,469
Less accumulated depreciation	(2,015,020)	(203,803)	-0-	(2,218,823)
Net property and equipment	\$5,325,105	\$(178,459)	\$-0-	\$5,146,646

Changes in property and equipment accounts for the year ended September 30, 2010 are summarized as follows:

<u>Category</u>	Balance, start of year	Additions	Deletions	Balance, end of year
Land	\$48,901			\$48,901
Buildings and improvements	5,363,618	\$1,322,038		6,685,656
Furniture and equipment	426,072	83,234		509,306
Vehicles	83,483	12,779		96,262
	\$5,922,074	\$1,418,051	\$-0-	\$7,340,125
Less accumulated depreciation	(1,835,239)	(179,781)	-0-	(2,015,020)
Net property and equipment	\$4,086,835	\$1,238,270	\$-0-	\$5,325,105

6. **Recoverable grant**

The recoverable grant at September 30, 2011 and 2010 consisted of the following:

	2011	2010
Rhode Island Foundation	\$25,000	\$25,000

The recoverable grant was made to the agency in two installments, \$15,000 in 2006 and \$15,000 in 2007. The purpose of the grant was for start-up costs for the agency's catering business. The terms of the grant state that it must be paid in part annually on January 31 and in total by or before January 31, 2011. To date, one \$5,000 payment has been made. If the agency, for some reason beyond the agency's control, is unable to repay the full amount, repayment of a portion of the grant may not be required.

7. **Line of credit**

Amos House has a line of credit with a local bank for \$250,000, subject to review every five (5) years. The interest rate is currently 3.25%. The outstanding balance at September 30, 2011 was \$230,000. The line is secured by property.

8. **Bridge loan payable**

Amos House entered into a bridge loan for \$552,050 with Rhode Island Housing in March of 2010 for the acquisition of property located at 57 Brownell Street in Providence, Rhode Island. In January of 2011, the loan was converted to a grant agreement with the Rhode Island Housing Resources Commission for \$560,000. See also Note 10.

Amos House
Notes to the financial statements

9. Mortgage notes payable

Mortgage notes payable consisted of the following:

	2011	2010
Mortgage note payable dated October 9, 2009 for the purchase of property at 500 Broad Street in Providence, Rhode Island. The note is for \$200,000 at 6% interest and provides for 240 monthly principal and interest payments of \$1,433. The note is secured by property at 477 Pine Street.	\$191,749	\$196,832
Mortgage note payable dated March 12, 2010 for the purchase of property at 500 Broad Street, Providence, Rhode Island. The note is for \$150,000 at 4% interest and provides for 240 monthly principal and interest payments of \$909. The note is secured by the property.	143,352	148,428
Total	<u>\$335,101</u>	<u>\$345,260</u>

Minimum principal payments due under the terms of the mortgage notes are as follows:

Year ended September 30, 2012	\$11,142
2013	11,719
2014	12,327
2015	13,128
2016	13,999
Thereafter	272,786
Total	<u>\$335,101</u>

10. Commitments and contingencies

a) Commitments:

- Government grants and contracts

Government grants and contracts require fulfillment of certain conditions as set forth in the grant or contract agreements. Failure to fulfill these conditions could result in the return of funds to the providing agencies. In addition, all funds expended in conjunction with government grants and contracts are subject to audit by governmental agencies. These audits take place at the discretion of the funding source.

b) Contingencies

- Housing acquisitions:

In January 2007, the agency purchased a home on Jewett Street in Providence, Rhode Island, for ten (10) permanent housing units for residents as part of its Special Needs Rental Production Program. Rhode Island Housing Resources Commission provided the agency with a grant of \$802,642 to assist in the acquisition and renovation of this property. The financial statements reflected this grant as support at September 30, 2007. Since the grant agreement has the stipulation that the grant must be returned if the property is sold, assigned, transferred or encumbered within the first thirty (30) years, a contingent liability is disclosed herein. After the thirty (30) year period, the grant agreement will be terminated.

Amos House

Notes to the financial statements

10. Commitments and contingencies (continued)**- Housing acquisitions (continued)**

In January 2007, the agency purchased a home on Mawney Street in Providence, Rhode Island, for nineteen (19) permanent housing units for residents as part of its Special Needs Rental Production Program. There were three (3) sources of funds for this acquisition. Rhode Island Housing Resources Commission provided the agency with a grant of \$950,000. The Special Needs Rental Production Program provided \$181,338 and the Thresholds Program provided \$175,000. The financial statements reflected the \$1,306,338 total of these three (3) grants as support at September 30, 2007. Since each grant agreement has the stipulation that the funds must be returned if the property is sold, assigned, transferred or encumbered within the first thirty (30) years, a contingent liability is disclosed herein. After the thirty (30) year period, the grant agreement will be terminated.

- In March of 2010, the agency purchased a home on Brownell Street in Providence, Rhode Island, for fourteen (14) rental units for residents. There were two (2) sources of funds for this acquisition. The State of Rhode Island Housing Resources Commission through the Building Homes Rhode Island Program provided the agency with a grant of \$560,000 and \$339,000 of HOME funds through Rhode Island Housing. The financial statements reflected the \$339,000 as grant revenue at September 30, 2010. The \$560,000 is reflected as grant revenue at September 30, 2011. Since each grant agreement has the stipulation that the funds must be returned if the property is sold, assigned, transferred or encumbered within the first thirty (30) years, a contingent liability is disclosed herein. After the thirty (30) year period, the grant agreements will be terminated.

11. Unrestricted net assets

The balance in unrestricted net assets at September 30, 2011 and 2010 consisted of:

	2011	2010
Operating funds (deficits) available for general purposes	\$71,204	\$472,379
Board designated for endowment purposes	188,266	188,266
Invested in property and equipment, net of related debt	1,803,565	2,168,815
Total	<u>\$2,063,035</u>	<u>\$2,829,460</u>

12. Temporarily restricted net assets

The balance in temporarily restricted net assets consisted of:

	2011	2010
Rhode Island Housing:		
Mawney Street deed restriction	\$1,306,338	\$1,306,338
Jewett Street deed restriction	802,642	802,642
Brownell Street deed restriction	899,000	
Capital Campaign balance	252,713	
Total	<u>\$3,260,693</u>	<u>\$2,108,980</u>

See also Note 10.

13. Permanently restricted net assets

Permanently restricted net assets consist of donor-restricted endowment funds of \$13,623 as of September 30, 2011 and 2010. Income is unrestricted and used for general operating purposes.

Amos House
Notes to the financial statements

14. Donated goods and services

The value of goods and services donated to Amos House is significant and material to the operation of the organization. Expenses reported in these financial statements include the following provision for donated goods, services and facilities use:

	2011	2010
Donated food and supplies	\$154,250	\$156,750
Donated office equipment		10,000
Total	\$154,250	\$166,750

15. Fundraising events

Fundraising events for the year ended September 30, 2011 consisted of:

Event:	Income	Expenses	Net
Golf tournament	\$89,110	\$34,182	\$54,928
Third party events	65,028		65,028
Friendship Café: Buy-a-Brick	2,100	964	1,136
Raffle	25,409	1,500	23,909
Anniversary Gala	38,755	6,630	32,125
Other small events	190	142	48
Total	\$220,592	\$43,418	\$177,174

Fundraising events for the year ended September 30, 2010 consisted of:

Event:	Income	Expenses	Net
Golf tournament	\$76,945	\$28,241	\$48,704
Third party events	65,069	5,370	59,699
Friendship Café: Buy-a-Brick	3,363	5,115	(1,752)
Raffle	29,045	14,052	14,993
Anniversary Gala	16,000	529	15,471
Other small events	5,643	314	5,329
Total	\$196,065	\$53,621	\$142,444

16. Pension plan

The agency offers a defined contribution plan and profit sharing plan that qualifies as a 401(k) plan under the Internal Revenue Code. Employees who have completed three months of service and have reached the age of twenty-one (21) may contribute up to 15% of their compensation subject to overall funding limits. Amos House contributes a discretionary matching contribution to such plan determined at the discretion of the Board of Directors.

Amos House also contributes a certain percentage of compensation for all eligible employees to such plan by way of a profit sharing contribution to eligible employees. Employees who have completed a year of service and are actively employed on the last day of the plan year are eligible to participate in this contribution. The percentage contributed by Amos House is also at the discretion of the Board of Directors. Pension expense totaled \$28,821 and \$74,571 respectively, for the years ended September 30, 2011 and 2010.

Amos House

Notes to the financial statements

17. Risks and uncertaintiesConcentration of funding

The agency received 10% or more of its public support and revenue from the following source for the year ended September 30, 2011.

<u>Source</u>	<u>Income received</u>	<u>% of total agency income</u>
Rhode Island Housing	\$970,718	18.92%

Concentration of funding

The agency received 10% or more of its public support and revenue from the following source for the year ended September 30, 2010.

<u>Source</u>	<u>Income received</u>	<u>% of total agency income</u>
Rhode Island Housing	\$779,894	18.07%

18. Summarized financial information presented as of and for the year ended September 30, 2010

The financial statements include certain prior-year summarized comparative information in total but not by net asset class or functional expense classification. Such information does not include sufficient detail to constitute a presentation in conformity with U.S. generally accepted accounting principles. Accordingly, such information should be read in conjunction with the organization's financial statements for the year ended September 30, 2010 from which the summarized information was derived.

S U P P L E M E N T A R Y

I N F O R M A T I O N

AMOS HOUSE
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED SEPTEMBER 30, 2011

Federal grantor/pass-through grantor/program or cluster title	Grant period	CFDA number	Grant number	Award amount	Revenue recognized	Expenditures
U.S. Department of Housing and Urban Development						
Passed through Rhode Island Housing:						
Supportive Housing Program	01/01/10 to 12/31/10	14.235	RI0035B1T000801	\$ 131,792	\$ 23,691	\$ 23,691
Supportive Housing Program	01/01/11 to 12/31/11	14.235	RI0035B1T001002	125,517.00	87,271.00	87,271.00
Supportive Housing Program	08/01/10 to 07/31/11	14.235	RI0002B1T000802	78,000.00	60,918.00	60,918.00
Supportive Housing Program	08/01/11 to 07/31/12	14.235	RI0002B1T001003	76,514.00	14,947.00	14,947.00
Supportive Housing Program	12/01/09 to 11/30/10	14.235	RI0005B1T000801	90,984.00	14,983.00	14,983.00
Supportive Housing Program	12/01/10 to 11/30/11	14.235	RI0005B1T000802	88,334.00	76,387.00	76,387.00
Supportive Housing Program	03/01/10 to 02/28/11	14.235	RI0013B1T000802	47,482.00	16,190.00	16,190.00
Supportive Housing Program	03/01/11 to 02/29/12	14.235	RI0013B1T001003	46,578.00	25,706.00	25,706.00
Passed through the City of Providence, Rhode Island:						
Community Development Block Grant						
Neighborhood Stabilization Program	07/01/10 to 06/30/11	14.264	699-CCC-3	25,000.00	20,652.00	20,652.00
Neighborhood Stabilization Program	07/01/11 to 06/30/12	14.264	699-37CCC	12,038.00	5,320.00	5,320.00
Special Purpose Grants/Insular Area	07/01/10 to 06/30/11	14.225	ESG 806-36	36,640.00	36,640.00	36,640.00
Passed through the Rhode Island Office of Housing and Community Development:						
Emergency Food and Shelter National Board Program	07/01/10 to 06/30/11	14.231	CHF11-AH6105	15,000.00	11,250.00	11,250.00
	Total U.S. Department of Housing and Urban Development			773,879.00	393,955.00	393,955.00
U.S. Department of Health and Human Services						
Passed through the Rhode Island Office of Housing and Community Development:						
Social Services Block Grant	07/01/10 to 06/30/11	93.667	CFH11-AH6114	167,500.00	125,625.00	125,625.00
Social Services Block Grant	07/01/11 to 06/30/12	93.667	CFH12-AH-6114	159,306.00	33,156.00	33,156.00
	Total U.S. Department of Health and Human Services			326,806.00	158,781.00	158,781.00
U.S. Department of Labor						
Passed through the City of Providence, Rhode Island:						
Program of Competitive Grants for Worker Training and Placement in High Growth and Emerging Industry Sectors	07/01/10 to 01/28/12	17.275	ARRA GJ-19950-10-60-A-44	398,347.00	214,653.00	214,653.00
Passed through the Rhode Island Department of Labor and Training:						
WIA Adult Program	06/14/2010 to 6/30/2011	17.258	CT-0902	12,000.00	12,000.00	12,000.00
WIA Dislocated Worker Formula Grants	10/01/2010 to 9/30/2011	17.278	Unknown	16,000.00	16,000.00	16,000.00
Trade Adjustment Assistance	10/01/2010 to 9/30/2011	17.245	Unknown	4,000.00	4,000.00	4,000.00
	Total U.S. Department of Labor			430,347.00	246,653.00	246,653.00
U.S. Department of Homeland Security						
Passed through United Way of Southeastern New England:						
Emergency Food and Shelter National Board Program	01/01/11 to 12/31/11	97.024	735400-002	35,685.00	17,843.00	17,843.00
	Total U.S. Department of Homeland Security			35,685.00	17,843.00	17,843.00
The Corporation for National and Community Service						
Passed through LISC-Helping Neighbors Build Communities:						
Social Innovation Fund	02/01/11 to 01/31/12	94.019	45158-0001	50,000.00	28,231.00	28,231.00
Supplemental Nutrition Assistance Program Employment and	07/01/11 to 09/30/11	10.561	45158-0005	15,000.00	11,678.00	11,678.00
	Total Corporation for National and Community Service			65,000.00	39,909.00	39,909.00
	Total Federal Awards			\$ 1,631,717	\$ 857,141	\$ 857,141

See accompanying notes to the financial statements.

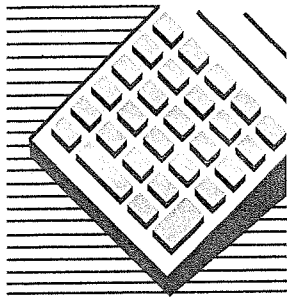
AMOS HOUSE
NOTES TO THE SCHEDULE OF
EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED SEPTEMBER 30, 2011

1. Basis of presentation

The accompanying schedule of expenditures of federal awards includes the federal grant activity of Amos House and is presented on the accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

2. Summary of significant accounting policies

- Expenditures reported on the schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in OMB Circular A-122, *Cost Principles for Non-Profit Organizations*, wherein certain types of expenditures are not allowable or are limited as to reimbursement.
- Pass-through entity indentifying numbers are presented where available.



AARONSON
LAVOIE
STREITFELD
DIAZ
& CO, PC

CERTIFIED PUBLIC ACCOUNTANTS

MICHAEL D. AARONSON, DENISE M. LAVOIE, RICHARD M. STREITFELD, ADAM C. DIAZ

Report on Internal Control over Financial Reporting and on Compliance and Other Matters
Based on an Audit of Financial Statements Performed in Accordance with
Government Auditing Standards

To the Board of Directors
Amos House
415 Friendship Street
Providence, Rhode Island 02907

We have audited the financial statements of Amos House as of and for the year ended September 30, 2011 and have issued our report thereon dated March 28, 2012. We conducted our audit in accordance with U.S. generally accepted auditing standards and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered Amos House's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Amos House's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the organization's internal control over financial reporting.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

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To the Board of Directors
Amos House

Compliance and Other Matters

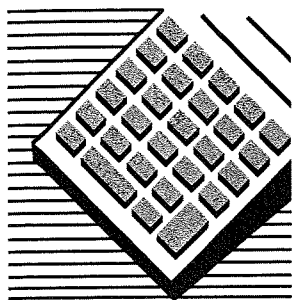
As part of obtaining reasonable assurance about whether Amos House's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that are required to be reported under *Government Auditing Standards*.

We noted certain other matters that we reported to the management of Amos House in a separate letter dated March 28, 2012.

This report is intended solely for the information and use of management, the board of directors, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in cursive script that reads "Larsonson Lavin Streufeld Kling & Co, PC". The signature is written in dark ink and is positioned in the lower half of the page.

Cranston, Rhode Island
March 28, 2012



AARONSON
LAVOIE
STREITFELD
DIAZ
& CO, PC

CERTIFIED PUBLIC ACCOUNTANTS

MICHAEL J. AARONSON, JEFFREY M. LAVOIE, RICHARD M. STREITFELD, ADAM C. DIAZ

**Report on Compliance with Requirements Applicable to Each Major Program
and on Internal Control over Compliance in Accordance with OMB Circular A-133**

To the Board of Directors
Amos House
415 Friendship Street
Providence, Rhode Island 02907

Compliance

We have audited the compliance of Amos House with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) *Circular A-133 Compliance Supplement* that are applicable to each of its major federal programs for the year ended September 30, 2011. Amos House's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of Amos House's management. Our responsibility is to express an opinion on Amos House's compliance based on our audit.

We conducted our audit of compliance in accordance with U.S. generally accepted auditing standards; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Amos House's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of Amos House's compliance with those requirements.

In our opinion, Amos House complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the year ended September 30, 2011. However, the results of our auditing procedures disclosed instances of noncompliance with those requirements, which are required to be reported in accordance with OMB Circular A-133 and which are described in the accompanying schedule of findings and questioned costs.

Internal Control Over Compliance

The management of Amos House is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered Amos House's internal control over compliance with the requirements that could have a direct and material effect on a major federal program

1604 BROAD STREET
CRANSTON, RHODE ISLAND 02905
401 223 0205 FAX: 401 223 0209
TOLL FREE: 877 799 1120
WWW.ALSCPA.COM page 120

To the Board of Directors
Amos House

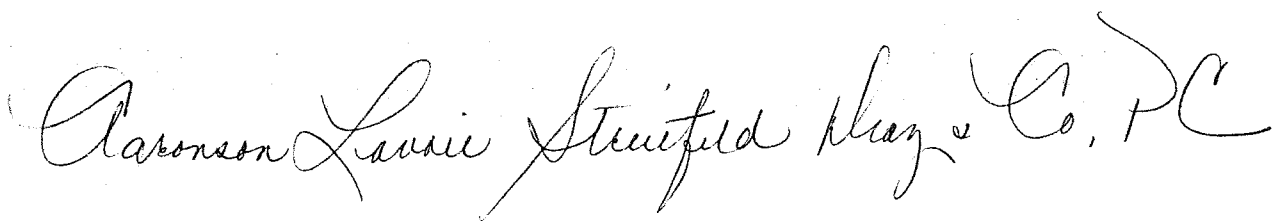
in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of Amos House's internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Amos House's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

Our consideration of the internal control over compliance was for the limited purpose described in the first paragraph and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, we identified certain deficiencies in internal control over compliance that we consider to be significant deficiencies as described in the accompanying schedule of findings and questioned costs. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Amos House's responses to the findings identified in our audit are described in the accompanying schedule of findings and questioned costs. We did not audit Amos House's responses and, accordingly, we express no opinion on the responses.

This report is intended solely for the information and use of management, the board of directors, federal awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

A handwritten signature in cursive script that reads "Larsonson Laurie Striefeld May & Co., PC". The signature is written in dark ink and is positioned in the lower half of the page.

Cranston, Rhode Island
March 28, 2012

AMOS HOUSE
SUMMARY SCHEDULE OF THE CURRENT STATUS
OF THE PRIOR YEAR'S AUDIT COMPLIANCE FINDINGS
FOR THE YEAR ENDED SEPTEMBER 30, 2011

There were no findings reported for the year ended September 30, 2010: therefore, there is no summary schedule of prior findings.

AMOS HOUSE
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED SEPTEMBER 30, 2011

Summary of auditor's results

1. The auditor's report expresses an unqualified opinion on the financial statements of Amos House.
2. No significant deficiencies relating to the audit of the financial statements are reported in the Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*.
3. No instances of noncompliance material to the financial statements of Amos House which would be required to be reported in accordance with *Government Auditing Standards*, were disclosed during the audit.
4. One significant deficiency over compliance relating to the audit of the major federal award programs is reported in the Report on Compliance with Requirements Applicable to Each Major Program and Internal Control over Compliance in Accordance with OMB Circular A-133. The deficiency is not reported as material weaknesses.
5. The auditor's report on compliance for the major federal award programs for Amos House expresses an unqualified opinion.
6. Audit findings that are required to be reported in accordance with Section 510(a) of OMB Circular A-133 are reported in this schedule.
7. The programs tested as major programs included:

U. S. Department of Housing and Urban Development:
Supportive Housing Program, CFDA No. 14.235.

U.S. Department of Labor:
Program of Competitive Grants for Worker Training and Placement in High Growth and Emerging Industry Sectors, CFDA No. 17.275.
8. The threshold used for distinguishing Type A and B programs was \$300,000.
9. Amos House did not qualify as a low-risk auditee.

FINDINGS – FINANCIAL STATEMENT AUDIT

None

AMOS HOUSE
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED SEPTEMBER 30, 2011

FINDINGS – MAJOR FEDERAL AWARDS PROGRAM AUDIT

2011-1:

Reporting

U.S. Department of Labor: CFDA No. 17.275 and

U.S. Department of Housing and Urban Development:

CFDA No. 14.235

Criteria: Federal program financial reports and claims for reimbursements are required to be supported by the books and records from which the basic financial statements have been prepared.

Statement of condition: Costs charged to grants are maintained outside of the accounting system through the use of Excel spreadsheets.

Cause: Grant expenses were tracked through the accounting system in total rather than by grant.

Effect: The financial reports submitted to the funding source were not supported by general ledger postings.

Recommendation: We recommend that management institute accounting policies and procedures to ensure that expenses are captured in the general ledger by grant and are reconciled to the financial reports submitted to federal agencies.

Management's response: Management agrees with the finding and has implemented procedures to capture grant expenses through the accounting system.

Appendix 8: Amos House Letter of Support is cover page. Here are signatures of interested parents:

Petition of Interest

Southside Elementary Charter School will provide a diverse group of Providence kindergarten through fifth graders with a solid step towards college and community leadership. Students will learn to read, write, think logically, and problem solve within a curriculum that emphasizes academic rigor, excellence, and community engagement in an extended school day and school year.

Southside Elementary Charter School will be located in the same building as Community Preparatory School at 126 Somerset Street in Providence. If approved, it will open to kindergartners in September 2014. As a Providence resident with young children, I would be very interested in sending my child to Southside Elementary.

Printed Name	Signature	Address	# of Children 3 Years or younger
Orta Lemaire	<u>[Signature]</u>	<u>Savoryham St, Prov. RI</u>	<u>1</u>
Dawn Moniz	<u>[Signature]</u>	<u>933N Arvangeest Ave., Prov. RI</u>	<u>1</u>
Ana Karina Castillo	<u>[Signature]</u>	<u>32 Hamilton St. Prov. RI</u>	<u>1</u>
Jennifer Planta	<u>[Signature]</u>	<u>99 Merino St. Prov. RI</u>	<u>1</u>
Ronnie Lopez	<u>[Signature]</u>	<u>99 Merino St. Prov. RI</u>	<u>1</u>

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Printed Name

Signature

Address

of Children

Years or younger

Maria Blandin O.		58 Pine St. Providence.	1
Medina Artraga		100 Elmwood Ave. Prov.	1
Suzie Soti		120 Handover St Prov.	2
Carlos Hoyos		409 Manton Ave Prov.	1
Blondimir Salas		85 Hudson St Prov.	1
Carmen Salinas		25 Sumner St Prov.	2
Josefa Marin		90 Lenox Ave.	1

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Printed Name

Signature

Address

of Children 3

Years or younger

Lourdes de Jesus

[Signature]

20 Tanner St.

Providence, RI 02907

1

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Printed Name	Signature	Address	# of Children 3 Years or younger
Shane Preston	<i>Shane Preston</i>	121 Warrington St Prov, RI	1
Leah Williams	<i>Leah Williams</i>	62 Harvard Ave Prov, RI	2
Melissa Husband	<i>Melissa Husband</i>	37 Moore St Prov, RI	1
Ryana Maddox	<i>Ryana Maddox</i>	99 Rhode Island Ave Prov, RI	1
Sanford Lee	<i>Sanford Lee</i>	34 Hillside Ave Prov, RI	0
Stephanie Mora	<i>Stephanie Mora</i>	31 Marion Ave Providence	1

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Printed Name	Signature	Address	# of Children 3 Years or younger
Khella Vasquez	<i>Khella Vasquez</i>	93 Sterling St Providence, RI 02904	1
Sandra Lech	<i>161 Cranston St. Providence, RI 02907</i>	<i>Southside</i>	1
Elijah Ellsworth	<i>Elijah Ellsworth</i>	39 Guilmore St Providence, RI 02907	1
Jeremy Cifuentes	<i>Jeremy Cif</i>	90 Lenox Ave Providence RI 02907	2
Connie Shay	<i>Connie Shay</i>	45 Baxter St Providence RI 02905	2
Amy Sharp	<i>Amy Sharp</i>	58 Penn St Providence RI 02909	3
Shelly Garcia	<i>Shelly Garcia</i>	73 Baxter St Providence RI 02909	1

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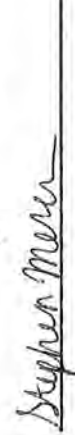
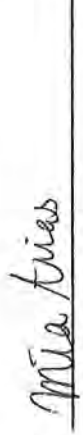

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Printed Name	Signature	Address	# of Children Years or younger
Marta Ortiz		138 Lenox Ave	2
Enaïd Diaz		72 Gilmore St	1
Yesi Smith		231 Laurel Hill Ave	1
Eduardo David		15 Mercy St	3
Maria Lopez		115 Canton St. Rox	2
Marla Xavier		98 Robin St. Prov.	1
Uillian Lee		1040 Marton Ave	1

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Printed Name	Signature	Address	# of Children 3 Years or younger
Lisany Tejada		68 Callow St. Providence, RI 02905	2
JOEL RODRIGUEZ		510 SUMTER ST PROVIDENCE, RI 02907	2
Sofia Jones		400 Pine St. Providence, RI	1
Heissa Zohary		85 Linwood Ave 2nd FL Providence RI 02904	2
STEPHEN MERCADO		40 LINDA CT PROVIDENCE RI 02904	1
Mia Trias		100 HANDOVER ST Providence RI 02907	1
Kevin Palwara		118 ALKSTON ST Providence RI 02908	1

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Printed Name

Signature

Address

of Children





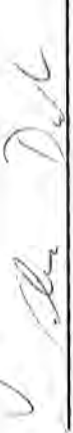

Years or younger

<u>Lara Duen</u>	<u>[Signature]</u>	<u>88 Lindell Ave</u>	<u>2</u>
<u>Al Martinez</u>	<u>[Signature]</u>	<u>142 Pine St Prov.</u>	<u>1</u>
<u>Roberta Diaz</u>	<u>[Signature]</u>	<u>60 Joslin Street</u>	<u>1</u>
<u>Naty Alvarez</u>	<u>[Signature]</u>	<u>47 Calla Street Prov. RI</u>	<u>1</u>
<u>Angela Vega</u>	<u>[Signature]</u>	<u>84 Gray Ave.</u>	<u>2</u>
<u>Chara rado</u>	<u>[Signature]</u>	<u>27 Pottery St</u>	<u>1</u>
<u>Antony Ferrer</u>	<u>[Signature]</u>	<u>115 Cranston St Prov.</u>	<u>1</u>

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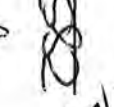
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Printed Name	Signature	Address	# of Children Years or younger
Jennifer Urena		23 Larnell St. Prov. RI 02909	2
Lindsay Cepeda		96 Moore St., Prov. RI	2
Maritza Cepeda		96 Moore St. Prov. RI	2
Thamara Davis		543 East Ave. Pawtucket RI	3
Thomas Darden		48 Knowles St	1
Sean Geoghegan		24 College Rd. 02908	1

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Printed Name	Signature	Address	# of Children 3 Years or younger
PHOEBE VIGNIERO		177 VERNDALE AVE PROV 02905	2
Karina Taveras		57 ALGER AVE PROV 02905	1
JANEI CEREDA		60 PROSPECT STREET	1
584 Public St. Josephette College		584 Public St. Prov. 02907	1
Yanira Aquino		253 Washington Ave. Prov., R.I. 02905	1
Fernanda Diaz Fernandez		219 Chicago Ave Prov RI 02905	1
Francis Baez Francis Baez		255 Washington St Prov RI 02907	1

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Printed Name **Signature** **Address** **# of Children 3**
Years or younger

Titus Agbesse  200 Tassel & Ave. Prov. 2

Jeanne Debrah  254 Denox Ave. Prov RI 02907

James M. Richards  229 Atlantic Ave. 0

Alice Ego  80 Goodland St #1 3

Doreen George  171 W. Clifford St. 2

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Printed Name	Signature	Address	# of Children 3 Years or younger
Olga Mendez	<i>Olga Mendez</i>	480 Mount Pleasant	1
Inez Aria	<i>Inez Aria</i>	1781 Elmwood Ave	2
Crystal Hill	<i>Crystal Hill</i>	680 Potters Ave	2

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Printed Name	Signature	Address	# of Children	Years or younger
Mariela Perez	Mariela Perez	1743 Longfellow Tr.	1	
Juan Soto	Juan Soto	807 Broad St	1	
Jaime Alfonso	Jaime Alfonso	868 Huntington Ave	1	
Eugenia Fernandez	Eugenia Fernandez	868 Huntington Ave	1	
Angela Lara	Angela Lara	124 Lenox Ave	1	

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Printed Name	Signature	Address	# of Children 3 Years or younger
Naricia Diaz	<i>Naricia Diaz</i>	142 Althea st	1
Luz Perez	<i>Luz Perez</i>	172 Harold st	1
Lisaura Toro	<i>Lisaura Toro</i>	872 Niagara st	1

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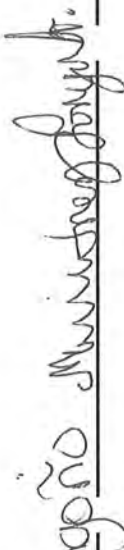

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Printed Name	Signature	Address	# of Children Years or younger
Maribel Rojas	Maribel Rojas	88 Broadway	1
Leticia Del Valle	Leticia Del Valle	88 Broadway	2
Lucy Alvarez	Lucy Alvarez	197 Broad St.	1
Jose Diaz	Jose Diaz	395 Edward Ave	1
Judy Osorio	Judy Osorio	1792 Eddy St	1
Belkis Toro	Belkis Toro	106 Mitchell St	1
Janet Jimenez	Janet Jimenez	81 Sinclair Ave	1

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Printed Name	Signature	Address	# of Children 3 Years or younger
Maria Inez Longoño		1301 Broad St Apt 1	1
Estela Gomez		1301 Broad St Apt 3	1

Appendix 9: School Leader Job Description

Education Director Job Description

The Education Director shall be hired by the Board of Directors. He or she reports to the Board of Directors and is responsible for the following:

1. Ensuring the fulfillment of the school's mission.
2. Preparing, presenting, and successfully managing the annual budget.
3. Make recommendations to the board regarding the hiring, firing, supervising, and developing appropriate staff at levels needed to meet annual objectives.
4. Developing an educational program that meets the long-term strategic objectives of Southside Elementary Charter School.
5. Working closely with the Board Chair to oversee the effective functioning of each Board Committee.
6. Connecting with and reporting to United States, Rhode Island and Providence officials on behalf of Southside Elementary Charter School to ensure that the school operates successfully.
7. Overseeing the student recruitment process, the efficacy of the lottery, and interactions with appropriate community partners.