

# **U.S. Department of Education**

Washington, D.C. 20202-5335



## **APPLICATION FOR GRANTS UNDER THE**

**CHARTER SCHOOLS PROGRAM NON-SEA PLANNING, PROGRAM DESIGN, AND  
IMPLEMENTATION**

**CFDA # 84.282B**

**PR/Award # U282B080027**

**Grants.gov Tracking#: GRANT10058029**

Closing Date: JUL 31, 2008

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): _____ * Other (Specify): _____
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* 3. Date Received: 07/30/2008	4. Applicant Identifier: _____
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5a. Federal Entity Identifier: _____	* 5b. Federal Award Identifier: _____
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State Use Only:

6. Date Received by State: _____	7. State Application Identifier: _____
----------------------------------	--

8. APPLICANT INFORMATION:

\* a. Legal Name: Nathanael Greene Potowomut Academy of Technology and Humanit

* b. Employer/Taxpayer Identification Number (EIN/TIN): (b)(4)	* c. Organizational DUNS: 827551859
---	--

d. Address:

* Street1:	18 Nipsah Road
Street2:	_____
* City:	Warwick
County:	_____
* State:	RI: Rhode Island
Province:	_____
* Country:	USA: UNITED STATES
* Zip / Postal Code:	02818-4617

e. Organizational Unit:

Department Name: _____	Division Name: _____
---------------------------	-------------------------

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: _____	* First Name: Laura
Middle Name: _____	
* Last Name: Wilkinson	
Suffix: _____	

Title: President

Organizational Affiliation:  
\_\_\_\_\_

* Telephone Number: 401-276-6607	Fax Number: 888-325-9071
----------------------------------	--------------------------

\* Email: lwilkinson@eapdlaw.com

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

N: Nonprofit without 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.282

CFDA Title:

Charter Schools

**\* 12. Funding Opportunity Number:**

ED-CRANTS-061608-001

\* Title:

Charter Schools Program CFDA 84.282B (Planning, Program Design and Implementation

**13. Competition Identification Number:**

84-282B2008-1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

**\* 15. Descriptive Title of Applicant's Project:**

Planning, program design and implementation of Nathanael Greene Potowomut Academy for Technology and Humanities, a charter elementary school in Warwick, Rhode Island

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

\* a. Start Date:

\* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="929,706.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="804,456.00"/>
* d. Local	<input type="text" value="1,206,684.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="2,940,846.00"/>

\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)

Yes  No

21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
 Nathanael Greene Potowomut Acade...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	(b)(4)
1. Personnel	\$ 30,875	\$
2. Fringe Benefits	\$ 0	\$
3. Travel	\$ 11,020	\$
4. Equipment	\$ 120,112	\$
5. Supplies	\$ 90,952	\$
6. Contractual	\$ 102,415	\$
7. Construction	\$ 0	\$
8. Other	\$ 0	\$
9. Total Direct Costs (lines 1-8)	\$ 355,374	\$
10. Indirect Costs*	\$ 0	\$
11. Training Stipends	\$ 61,550	\$
12. Total Costs (lines 9-11)	\$ 416,924	\$

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: \_\_/\_\_/\_\_ To: \_\_/\_\_/\_\_ (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): \_\_\_\_\_

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(e)(2)?



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:  
Nathanael Greene Potowomut Acade...

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

Budget Categories	(b)(4)
1. Personnel	
2. Fringe Benefits	
3. Travel	
4. Equipment	
5. Supplies	
6. Contractual	
7. Construction	
8. Other	
9. Total Direct Costs (lines 1-8)	
10. Indirect Costs	
11. Training Stipends	
12. Total Costs (lines 9-11)	



## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Laura Wilkinson</p>	<p>* TITLE</p> <p>President</p>
<p>* APPLICANT ORGANIZATION</p> <p>Nathanael Greene Potowomut Academy of Technology and Humanit</p>	<p>* DATE SUBMITTED</p> <p>07/30/2008</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB  
0348-0046

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee *Name: <input type="text" value="Nathaniel Greene Peabody Academy of Technology and Humanit..."/> *Street 1: <input type="text" value="18 Nipeah Road"/> Street 2: <input type="text"/> *City: <input type="text" value="Warwick"/> State: <input type="text" value="RI: Rhode Island"/> Zip: <input type="text" value="02818 4617"/> Congressional District, if known: <input type="text" value="RI"/>		
<b>5. If Reporting Entity in No.4 Is Subawardee, Enter Name and Address of Prime:</b>  		
<b>6. * Federal Department/Agency:</b> <input type="text" value="No. applicable"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Charter Schools"/> CFDA Number, if applicable: <input type="text" value="84.282"/>	
<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text"/> *First Name <input type="text" value="No. applicable"/> Middle Name <input type="text"/> *Last Name <input type="text" value="No. applicable"/> Suffix <input type="text"/> *Street 1 <input type="text"/> Street 2 <input type="text"/> *City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>b. Individual Performing Services (including address if different from No. 10a)</b> Prefix <input type="text"/> *First Name <input type="text" value="No. applicable"/> Middle Name <input type="text"/> *Last Name <input type="text" value="No. applicable"/> Suffix <input type="text"/> *Street 1 <input type="text"/> Street 2 <input type="text"/> *City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.  * Signature: <input type="text" value="Laura Wilkinson"/> *Name: Prefix <input type="text"/> *First Name <input type="text" value="Laura"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Wilkinson"/> Suffix <input type="text"/> Title: <input type="text"/> Telephone No.: <input type="text"/> Date: <input type="text" value="07/30/2008"/>		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

**NOTICE TO ALL APPLICANTS**

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1890-0007**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, SW (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248.

**Optional - You may attach 1 file to this page.**

path grant application GEPA statement.doc

Add Attachment

Delete Attachment

View Attachment

**The Nathaniel Greene/Potowomut Academy for Technology and Humanities (PATH)  
GEPA Statement**

As noted in its grant application, PATH intends to train teachers and students in the use of technology in the classroom as part of its curricular focus. In the event PATH has students who are visually impaired, it would work with a group such as The Texas Center for the Physically Impaired, a division of International Services for the Visually Challenged to provide such students with a computer that has special word processor and e-mail programs as well as a screen reader with a voice synthesizer that reads aloud the information on the computer screen.

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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b>	
<input style="width: 100%;" type="text" value="Nathanael Greene Potowomut Academy of Technology and Humanit"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Laura"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Wilkinson"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="President"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Laura Wilkinson"/>	* DATE: <input style="width: 150px;" type="text" value="07/30/2008"/>

Close Form

SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS

**1. Project Director:**

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
	Laura		Wilkinson	

Address:

* Street1:	18 Nipsah Road
Street2:	
* City:	Warwick
County:	
* State:	RI: Rhode Island
* Zip Code:	02818-4617
* Country:	USA: UNITED STATES

\* Phone Number (give area code) Fax Number (give area code)

401-276-6607	888-325-9071
--------------	--------------

Email Address:

lwilkinson@eapdlaw.com
------------------------

**2. Applicant Experience:**

Novice Applicant  Yes  No  Not applicable to this program

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes  No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

--

No Provide Assurance #, if available:

--

**Please attach an explanation Narrative:**

	Add Attachment	Delete Attachment	View Attachment
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# **Project Narrative**

## **Abstract Narrative**

Attachment 1:

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**Abstract Narrative**  
**Nathanael Greene/Potowomut Academy for Technology and Humanities**

The purpose of our proposal, to create a charter school for elementary grades pre-K through 6 named the Nathanael Greene/Potowomut Academy for Technology and Humanities (PATH), is two-fold: to ensure the continued existence of a neighborhood elementary school noted for academic excellence and a strong home-school-community partnership, and to build upon this reputation by implementing an innovative educational curriculum that balances the humanities with technology. PATH will be located at 225 Potowomut Road in Potowomut, a community in the City of Warwick, Rhode Island.

PATH is committed to ensuring that all students receive the same level of high quality education, and to providing an enriching community experience for their families. PATH's three objectives are:

**1) ACHIEVING ACADEMIC EXCELLENCE:** PATH's first objective is to improve student test scores by achieving 100% proficiency in all areas by 2014 in accordance with No Child Left Behind. PATH's goal is follow a neighborhood school model with small class sizes conducive to learning. As part of this model, teachers, together with the student and his/her parents, will create individual learning plans (ILPs) for each student. PATH will develop a humanities-based curriculum that will improve students' mastery of basic reading, writing and mathematic skills, and help students become proficient in technology so that they may flourish in our highly-competitive and technological world.

**2) BUILDING SOCIAL NETWORKS:** PATH's second objective is to introduce students to a world outside their insular suburban environment by providing students with distance learning opportunities. PATH will establish partnerships with urban secondary schools by offering placements to their students as mentors, tutors and teaching assistants during the school year and as counselors in PATH's summer program. These placements will give the students, particularly those at risk, the opportunity to develop important social skills, strengthen their academic abilities, and experience purposeful work. In years to follow, PATH plans to form partnerships with elementary schools in urban districts in New England and across the globe, using video conferencing and field trips to work on projects together and gain exposure to students in diverse populations and cultures.

**3) STRENGTHENING THE FAMILY-SCHOOL-COMMUNITY PARTNERSHIP:** PATH's third objective is to involve every parent of PATH students in the school. Under its parent/family cooperative initiative, PATH will expect every parent to volunteer time in the school, thus becoming more involved in their student's educational experience. This partnership stresses the importance of school, gives the students the support that they need and in return, positively charges students to want to do their best.

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# **Project Narrative**

## **Project Narrative**

Attachment 1:

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**THE NATHANIAL GREENE/POTOWOMUT ACADEMY FOR TECHNOLOGY AND HUMANITIES (PATH)**

**PROJECT NARRATIVE**

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## **COMPETITIVE PRIORITY**

As one of its goals, PATH plans to partner with secondary schools in urban districts with at-risk populations. The first program is a math-tutoring program in which PATH students are tutored in basic operational math (basic operations plus ratio/proportion/percent, metric system and integers) by students from the Beacon Charter High School for the Arts in Woonsocket, Rhode Island. The performance of Beacon students on the latest NECAP math assessments was half the proficiency of the state's average. By pairing the students together, they would learn from each other. The PATH students would gain valuable math practice and tutoring and Beacon students, as math coaches, would practice their math skills and retain more of their core knowledge because of their role as instructor. Beacon has provided a letter to PATH confirming its interest in this program, and has allocated funds for transportation of its students to PATH for this program.

The second program would be a continuation of Potowomut School's successful partnership with the Met School, an alternative high school in the inner city of Providence, Rhode Island. The Met students would visit at least twice a week acting as mentors, tutors, and teaching assistants. This interaction will benefit both the elementary students and the high school students by exposing the elementary students to a diverse population of students with a variety of backgrounds, while giving the high school students an opportunity to develop important social skills, strengthen their academic abilities and experience purposeful work. This partnership has been established since 2006 and has successfully provided this diverse group of high school students with opportunities that they would not have had otherwise. The interaction with local at-risk students would continue in future years in the classroom as well as through the development of a summer camp program where these students would work as counselors.

## INTRODUCTION

At the heart of our application is a firm belief that children have the best chance of flourishing academically and socially when a strong partnership exists between their parents, their community and their school. When a school has the cooperation and support of the families and the community that it serves, children perceive school as meaningful and are readily engaged in learning. The children who attended the Nathanael Greene School of Potowomut (known as Potowomut School) had the good fortune of experiencing such a model. Since its inception in 1929 the school, named after an American Revolutionary war hero who was born in Potowomut (a small neighborhood in Warwick, Rhode Island), enjoyed a legacy of providing high-quality education while instilling the values of community belongingness and responsibility to children in grades K-6. A few highlights of the school are worth noting:

- Its students scored among the highest in both the Warwick School District as well as the entire state. Out of 193 elementary schools in Rhode Island, for the 2006-2007 school year (2007-2008 not available), the school ranked third in the percentage of students proficient in reading, seventh in writing and tied for twenty-second in math.
- In its most recent School Accountability for Learning and Teaching (SALT) visit report, the school was praised for its strong leadership, effective teaching practices and a positive home-school partnership. It also underscored the nurturing environment accorded all students, which supports and sustains learning. Subsequent SALT Survey reports show unequivocal parental praise for the school. [SALT is the program run by the Rhode Island Department of Education to assess Rhode Island public schools. The vision of SALT is to invest each individual school with the power to assess achievement and address issues.]
- Its special education students thrived in the school's inclusion model, which allowed them to receive instruction within the regular education program. Parent volunteers served as tutors and

created and managed an after school-program that provided enrichment and recreational activities for any students who wished to participate. A highlight of the program was the school's all-school play which involved over half of the student body.

Like virtually all cities and towns in Rhode Island, Warwick has experienced serious fiscal constraints over the last three years. Each year since 2005, the Warwick School Committee proposed closing Potowomut School as a cost-saving measure. The school was spared from closure for several years because of its outstanding academic record and dynamic home-school-community partnership. However, the school district faced a budget crisis during this past year as the budget deficit grew to over \$6 million. School officials agreed that Warwick needed a complete school re-districting in order to solve the long-term population and fiscal needs of the city. Such a plan would require time and careful planning. The school committee needed to find an immediate solution and chose to close three schools, based solely on size. The Potowomut School, the smallest school in the district, was selected for closure (effective the 2008-2009 school year) despite its superlative record and demonstrated value to the community. The student body of the Potowomut School will now be integrated into Cedar Hill School, another Warwick elementary school. Cedar Hill School has already faced overcrowding due to expanded housing construction. While an addition was built in the 1990's, the additional students from Potowomut School will fill the school to capacity and create large class sizes once again.

An unsettling reality is that the City of Warwick appears to be departing from a school model that is based on small class size and a strong home-school-community partnership. A high quality of education is more difficult to maintain in large schools, as many communities across the nation have already discovered. There is good reason to believe that the trend of opting to support large schools versus small, neighborhood schools, has led to the erosion of our country's public school system. It is indisputable that accountability in public education has become a pressing concern in our country. In response, the federal government passed the *No Child Left Behind Act of 2001 (Pub. Law 107-*



110) with the ambitious goal of raising student proficiency on state administered tests by the year 2014. Across the nation, public schools are struggling to meet this challenge. School administrators and educators are discovering that there is a need to reduce class size and enlist the support of families and communities in order to achieve the academic goals set by the federal government.

When the closure of Potowomut School appeared inevitable, a group of parents initiated discussions about creating a Charter School as promulgated by Rhode Island law, Title 16, Chapter 77, which is known as the “Charter Public School Act of Rhode Island of 1998” (the “Act”). The proposed name of the school will be “The Nathanael Greene/Potowomut Academy for Technology and the Humanities (“PATH”). Approval of this application will achieve several purposes:

- Preserve an outstanding neighborhood elementary school that has a long-standing record of educating all students with competence, care and dedication: that is, acquiring the requisite academic and social skills to become life-long learners, and outstanding and contributing members of our society.
- Build upon a successful school by creating a curriculum that is tailored to the needs of its students, and expanded and modified to keep pace with a changing world.
- Secure the continuity of a valuable community resource and hub of neighborhood activities.
- Provide an alternative public school choice in the Kent County, Rhode Island geographic area, thereby attracting a more diverse parent and student population.

## SELECTION CRITERIA

### i. The quality of the proposed curriculum and instructional practices (20 points).

#### *Mission*

The mission of PATH is to enrich both the lives of its students and their community by providing an elementary experience hallmarked by excellence in humanities and technology education, school self-governance and family engagement. PATH aims to offer grades pre-kindergarten through six in small classroom settings and to provide a secure, nurturing learning environment in which all individuals are able to develop their unique abilities to compete as productive, community-oriented citizens in a highly technological and constantly changing world.

In partnership with students, staff and community, PATH will strive to:

- Increase proficiency in listening, speaking, reading, writing and basic mathematics skills.
- Support the development of higher order thinking skills, effective problem solving, decision-making and critical and creative thinking abilities.
- Maintain a safe and mutually respectful environment that is conducive to teaching and learning.
- Expand opportunities for the involvement of all students in community service projects.
- Increase parental responsibility and involvement in their students' educational experience.
- Create an annual plan that establishes school goals for improving the overall performance and vitality of the school's students, parents, faculty and staff.

#### *Curriculum—Humanities-Based*

PATH will use both the Warwick School Department's and the State of Rhode Island's Grade Level Expectations (GLEs) to develop its curriculum, and will incorporate a humanities- and technology-based curriculum to achieve a positive outcome as determined by the GLEs. In tandem with NECAP (New England Common Assessments Program) results and other formative assessment

data, the faculty will develop and use Individualized Learning Plans (ILPs) to identify student strengths and areas of need, and target appropriate and direct instruction to improve student achievement.

PATH will use the academic disciplines of the humanities such as literature, history, philosophy, foreign language, the arts and the study of cultures to help students delve into fundamental questions of value and purpose and to improve students' mastery of basic "reading, writing and arithmetic" skills. By integrating these disciplines into effective research-based English Language Arts and Mathematical instructional strategies, students will acquire essential literacy and mathematics skills, but use them in a context that helps them explore, assess, interpret and refine their understanding of the human experience. This theory of learning, termed the "constructivist learning theory," allows students to meaningfully incorporate and connect new information and experiences into the framework of what they already know and believe (Cannella, G. S., & Reiff, J. C. (1994). *Individual constructivist teacher education: Teachers as empowered learners*. TEACHER EDUCATION QUARTERLY 21(3), 27-38. EJ 498 429). Children's intrinsic motivation to learn is stimulated when they are actively engaged in concrete experiences that provide opportunities for discovery, invention, inquiry, problem solving and critical thinking (Chaille, C., & Britain, L., (1991). *The Young Child as Scientist: A Constructivist Approach to Early Childhood Science Education*, New York, N.Y.: Harper Collins Publishers Inc.).

The student-based and constructivist curriculum at PATH will utilize a unique integrated approach that requires thinking across various disciplines using the humanities as a backdrop and technology as a tool. In the period leading up to the opening of PATH and during its first two years, PATH will use funds from this grant to begin to develop its curriculum. As a base, PATH will start with the established Warwick Public School curriculum but will build on that curriculum by incorporating the academic disciplines of the humanities. In order to provide a rich learning experience, teachers will take on the roles of guides, facilitators and co-explorers who encourage

students to question, challenge and formulate their own ideas, opinions and conclusions. Single interpretations and one “correct” answer will be de-emphasized.

By emphasizing a humanities approach to instruction, PATH students will have considerable opportunities to demonstrate critical and imaginative thinking skills, actively participate in discussions that confront each of us in today’s complex world, and understand and appreciate others’ perspectives and backgrounds. For example, a lesson on the U.S. Constitution would engage students in diverse activities to acquire a comprehensive understanding of the relevant events and circumstances, including a critical examination of the available technology of the time (i.e., how limited printing and travel prevented the committee from convening earlier). Activities might include:

- Math problems: Calculating, for example, how long it would take a delegate to travel from Rhode Island to Philadelphia using transportation of the period.
- Mock convention
- Artistic endeavors: Replicating clothing, delving into the various forms of period music, creating plays
- Presentations: Making use of power point, drama, visual aids, etc.
- Research: A biographical study of one of the signers, etc.
- Interpretation and analysis: Examining freedom of religion as a driving force in the Founding Fathers’ break from England and its analogy to the war in Iraq.

PATH also embraces Howard Gardner’s “Multiple Intelligence Theory” (Gardner, Howard (1983). *Frames of Mind: The theory of multiple intelligences*, New York: Basic Books), which outlines the existence of eight intelligences: linguistic (word smart), logical-mathematical (number/reasoning smart), spatial (picture smart), bodily-kinesthetic (body smart), musical (music smart), interpersonal (people smart), intrapersonal (self smart) and naturalistic (nature smart). The curriculum at PATH

will permit students to demonstrate competency in a variety of ways beyond traditional means, such as performance, applied technology, art, music and drama. To accomplish this, PATH will dedicate sufficient funds for teacher training in order to ensure that teachers have the proper skills to adjust their teaching to the needs of their students.

In an effort to individualize teaching and learning, a detailed assessment of each student will be conducted when he/she enters PATH and annually thereafter using a “Differentiation Data Sheet” (“DDS”). The DDS will contain data that will affect student learning such as:

- Family composition (intact, divorced, step-parent, siblings)
- Socioeconomic status
- Special circumstances (gifted, ADD, ADHD, mental health issues, certified learning disabled)
- Reading level
- Preferred learning mode (auditory, visual or haptic (the science of applying touch sensation and control to interaction with computer applications))
- Preferred learning environment (noise, quiet, bright or dim light, high or low temperature or formal or informal classroom structure)
- Teacher-student relationship (ranging from excellent to poor)
- Parent-student relationship (ranging from excellent to poor)
- Cognitive development
- Critical thinking skills
- Level of motivation
- Physical development
- Measures of intelligence (linguistic, logical/mathematical, bodily kinesthetic, spatial, musical, interpersonal and/or naturalist)
- Emotional adjustment (mature, average, delayed)

- Social predisposition (leadership qualities, ability to work alone and in groups, etc.)

All teachers will have access to this information. In addition, teachers will create an Independent Learning Program (ILP) for each student in conjunction with each student's parents/guardians. The ILP is designed to promote independent learning and to meet individual learning styles and strengths. PATH will use funds from this grant to develop the methodology in creating an ILP for each student. This comprehensive student profile will be a valuable tool/resource for tailoring instruction to meet the needs of each student. PATH's small size will additionally facilitate communication between teachers, staff, and students with the overall benefit of providing an intimate learning environment.

In conjunction with implementing this student-based and constructivist curriculum, PATH's teachers will use Bloom's taxonomy, a widely accepted classification of levels of intellectual behavior important to learning, to guide their students toward higher level complex and abstract thinking (Bloom, Benjamin S. (Ed.) (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals*, New York: David McKay Company, Inc.). Mandated testing in the public schools often leads to emphasizing lower-order thinking skills (important for rote memory) and neglecting higher-order thinking skills (analysis, synthesis and evaluation). PATH students will be increasingly challenged to develop complex and abstract cognitive skills, typical of highest-order thinking, as they advance to each grade level.

PATH will use funds from this grant to develop its curriculum during the first half and summer of 2009 and during its first three years of operation. However, in order to give reviewers of this Application an understanding of how PATH will approach its curriculum, PATH has included two examples of a humanities-based lesson plan. The first is a sample third grade unit entitled, "Apple Valley," in which core curriculum subjects are taught to students using an integrated humanities approach. The second is a sample activity for sixth grade students to introduce them to

different architectural traditions around the world in an effort to understand man's aesthetic nature. These samples are examples of how faculty will integrate constructivist learning and multiple intelligence theory using humanities teaching and learning.

*Apple Valley School Unit.* This simulation allows students to experience first-hand what it was like to attend a one-room schoolhouse in the last half of the 19th century. Students work to earn points in order to graduate from Apple Valley School. A sense of history is developed as students learn about a "school of long ago" and compare it to today's schools. Role-play, writing activities, and critical thinking activities are included in the packet. The basic unit consists of 10 one-hour lessons focusing on the history of the one-room schoolhouse experience. A literature-based unit outlines 10 optional one-hour lessons focusing on the history of the period and details of pioneer home life. Suggestions are offered for teaching pioneer themes in the areas of mathematics, spelling, music, art, and physical education.

Interactive learning units are a hands-on, student-based learning adventure. The students are guided by the teacher in their learning and become both excited and motivated to learn. A sample version of this classroom adventure is briefly described here.

The teacher transforms the existing classroom into a classroom typical of the pioneer period. All modern-day fixtures and materials are disguised, and replaced with those typical of the 19<sup>th</sup> century. Each student takes on a pioneer persona, dresses accordingly, and is expected to conform to the social norms, mannerisms, speech, and behavioral expectations characteristic of the time period. Typical day-to-day activities of pioneer life are played out in the classroom.

Since the students learn by using all their senses, they gain a vivid understanding of what life was like for a pioneer child. The interactive nature of this approach also develops students' social skills and sense of community responsibility. The lesson would culminate with a presentation for the parents.

Frey, Janet. 1992. *Apple Valley School: A simulation of pioneer life in a one-room schoolhouse*. El Cajon, Calif: Interact (Includes a 4-page student guide with a center- fold map.) (EH).source: <http://www.eric.ed.gov/>. ERIC - the Education Resources Information Center - is an online digital library of education research and information. ERIC is sponsored by the Institute of Education Sciences (IES) of the U.S. Department of Education.

### **Apple Valley School**

#### **Third Grade Thematic Unit**

For each GLE/Standard set forth below, there is a corresponding curriculum objective, learning activity, outcome/DOK (depth of knowledge) and assessment.

**A. GLEs/Standards:** Reading: R-4, R-5, R-6. Analysis and interpretation of literary text/citing evidence

- **Curriculum objective.** Students will read historical fiction texts and utilize these texts to enhance their understanding of the 1850's, while developing an appreciation of characterization.
- **Learning activity.** Literature Circles (guided discussions, responses to literature, and graphic organizers); journaling
- **Outcomes/DOK.** Students will gain an appreciation of daily life activities in the 1850s. Students will write a series of three diary entries in their assigned character with authentic details of the period.
- **Assessment.** Response to Literature Rubric.

**B. GLE/Standard:** Reading: R-8. Analysis and interpretation of informational text/citing evidence

- **Curriculum objective.** Students will read non-fiction texts and informational selections related to the 1850's with a particular focus on education in one-room schoolhouses.
- **Learning activity.** Guided Reading instruction in locating main ideas and details, comparing and contrasting ideas, and summarizing text.



- **Outcomes/DOK.** Venn Diagram comparing school now in the 1850's; Expository summary; and historical journal project
  - **Assessment.** Teacher Evaluation; Expository Summary Rubric; and Narrative Rubric
- C. GLE/Standard:** Written Communication: W-2, W-3: Writing in response to literary or informational text
- **Curriculum objective.** Students will write responses to literature and informational text, utilizing historical facts provided in the text to create a believable and historically correct character.
  - **Learning activity.** Process writing in co-operative groups linked to their assigned "family" and character.
  - **Outcomes/DOK.** Diary entries (see above); Historical Journal Project (see above); and expository paragraphs for Decisions 1, 2, and 3
  - **Assessment.** Expository Rubric and AVS decision points
- D. GLE/Standard:** Health 5.4: Demonstrate ways to communicate, care, and show consideration and respect to self and other
- **Curriculum objective.** Students will work cooperatively to write, revise and edit expository paragraphs.
  - **Learning activity.** AVS Decisions 1-3
  - **Outcomes/DOK.** Decision Graphic Organizers; Expository Paragraphs (see above)
  - **Assessment.** Teacher evaluation and observation.
- E. GLE/Standard:** Math M (N&O) 3-4: Accurately solves problems.
- **Curriculum objective.** Students will use the operations of multiplication and division to solve simulated problems related to agricultural tasks of daily life in the 1850's.

- **Learning activity.** Planting a garden: problem solving related multiplication matrices involving number of rows and plants per row. Designing gardens for different rectangular shapes.
  - **Outcomes/DOK.** Students will use multiplication and/or division to solve gardening word problems. ex. Farmer Ben has 36 squash plants. If he wants to put 9 plants in each row, how many rows will he need? Students will draw a garden plan solution for a given data set that specifies number and type of plant as well as overall garden size
  - **Assessment.** Teacher Evaluation; Garden Project Rubric
- F. GLE/Standard:** M (G&M) 3-6: Demonstrates a conceptual understanding of perimeter and area. Also Health 5.4.
- **Curriculum objective.** Students will explore the relationship between the perimeter and area of rectangles and squares to problem solve.
  - **Learning activity.** Horse pasture fencing problem involving the creation of a paddock of specified area using the least amount of fence. Work in co-operative partner pairs
  - **Outcomes/DOK.** Students will calculate the area and perimeter of different size paddocks to create a table of possible solutions and choose the best solution.
  - **Assessment.** Teacher Evaluation
- G. GLE/Standard:** M (G&M) 2-1, 3-4: Geometric attributes of 2-D plane figures; conceptual understanding of symmetry & congruence.
- **Curriculum objective.** Students will recognize plane figures (squares, triangles, etc.) and identify examples of symmetry and congruence.
  - **Learning activity.** Students will analyze example of antique quilt patterns to find 2-d (plane) figures; flips, turns and slides
  - **Outcomes/DOK.** Students will draw quilt patterns that exemplify specified types of congruence and symmetry using pattern block pieces.

- **Assessment.** Teacher Evaluation

**H. GLE/Standard:** Social Studies History Standard 1

- **Curriculum objective.** Students will compare aspects of daily life in the 1850's and present time.
- **Learning activity.** Students will complete Venn diagrams on obtaining food education/schooling chores in partner pairs.
- **Outcomes/DOK.** Venn diagrams
- **Assessment.** Teacher Evaluation

**I. GLE/Standard:** Social Studies History Standard 2

- **Curriculum objective.** Students will research self chosen topics related to daily life or school in the 1850's.
- **Learning activity.** Independent reading in informational text, internet web-sites, etc.; Notetaking on a topic; and Activities related to the specified Challenge Task
- **Outcomes/DOK.** Completion of Challenge Tasks resulting in demonstration projects, dioramas, reports and/or presentations, etc. as determined by the student and teacher (ex. creating a one-room school diorama, demonstrating how to churn butter, creating a poster of medicinal herbs and their uses, making a corn husk doll, rag rug, etc...)
- **Assessment.** Teacher Evaluation; Challenge Task Rubric; and AVS Graduation Points.

**J. GLE/Standard:** Social Studies History Standard 4.

- **Curriculum objective.** Students will use informational text to assist in making decisions regarding educational dilemmas facing a fictitious student in the 1850's
- **Learning activity.** Students will work in co-operative groups to evaluate the pros and cons of different solutions to a problem, then choose a solution. AVS Decisions 1, 2, 3.
- **Outcomes/DOK.** Decision Graphic Organizer; Expository paragraph for AVS Decisions 1, 2, 3.

- **Assessment.** Teacher Evaluation and observation; Expository Rubric; and AVS Decision Points

**Required Instructional Materials:**

Apple Valley School: A simulation of pioneer life in a one-room schoolhouse.

Interaction Publishers, 1992.

**Related Reading:**

See extensive bibliography in Apple Valley School

Yippee Yay by Gail Gibson

Pioneer Children of America by C. D. Emerson, 1965

Prairie Visions the Life and Times of Solomon Butcher by Pam Conrad

My Prairie Year based on the Diary of Elenore Plaisted by Brett Harvey

Three names by Patricia MacLachlan

Left by Themselves (originally Stranger in the Storm) by Charles Paul May

A Prairie Boy's Winter by William Kurelek

Old Fashioned Farm Life Coloring Book Nineteenth Century Activities on the Firestone Farm at  
Greenfield Village – Dover Coloring book

McGuffey's Eclectic Readers; Primer through Sixth levels, revised edition

McGuffey's Eclectic Spelling Book, revised edition

The New England Primer circa 1878

The Youth Temperance Banner – privately bound volume of published copies (Circa late 1880's)

The Little Folks Paper – privately bound copies dating from March 1893 to March 1897

The Finest of the Wheat, Hymns New and Old for Missionary and Revival Meetings and Sabbath  
Schools, 1890

**Field trips:** South County Museum and Casey Farm, Narragansett, Rhode Island

*The Study of Culture Through Architecture.* In this activity, students will study a nation's architectural structures and explore how those structures reflect on life and culture in that country. They will create an illustrated dictionary of terms and a timeline useful in understanding and appreciating the structures. Under the direction of their teacher, students will do the necessary independent planning, research and construction of knowledge that will demonstrate goal attainment. Students' work will reflect clear and measurable formative and summative assessments of their learning. A summary of the activity is set forth below.

### **The Study of Culture through Architecture**

Goal: To understand human nature

Objective: To understand our aesthetic nature

Topic: The Aesthetic Impulse

Area of Inquiry: The tangible legacy of earlier civilizations is documented by artistic creations.

Suggested Time Allotment: 5-7 lessons

#### **What Students Will Do:**

Students will study a nation's architectural structures and prepare an illustrated dictionary of terms and timeline useful in understanding and appreciating the structures.

#### **The Process Students Will Follow:**

- Small groups of students will select and visit an architectural structure from another country either on-line or through books. Students will read about its history, construction, and style. Students will conduct video conferences with pre-determined Rhode Island School of Design faculty and/or students to add more insight into their learning.
- Students will observe and record (using sketches, photographs; or video) specific aspects of design, construction, and decoration.

- Students will research another architectural structure of the same era and photocopy or sketch specific aspects of design, construction, and decoration.
- Students will compare the two structures.
- Students will 1) develop an illustrated dictionary of terms useful in understanding and appreciating the structures, and 2) construct a timeline showing the structures in relation to the creation of other artistic works of the same era.

**Teacher’s Introduction to Activity:**

Teacher asks Question #1. After a brief discussion, teacher displays illustrations of 3 or 4 historical structures, e.g., church, temple, monument, famous building, and asks Question #2. Teacher asks students to list and define any architectural terms they know.

**Five Questions the Teacher Will Ask to Introduce, to Develop, or to Culminate the Activity?**

1. What are some of the physical remains of past cultures and civilizations?
2. How does architecture tell us about the culture that produced it?
3. Is it possible to look at an example of architecture and guess what country and time it came from? (That is, are objects or other works of art produced in the same geographic area and time apt to have common characteristics?) What are some examples?
4. What does the word “style” mean? What are the elements of style in architecture?
5. What are some terms that would be useful in discussing works of architecture?

**How Students Will Demonstrate What They Have Learned (Objectives):**

Students will complete an illustrated dictionary of architectural terms and use the terms correctly in describing styles of architecture. Students will identify parts of an architectural structure. Students will exercise skills of observation and recording. Students will identify the approximate age and style of the two chosen structures. Students will better understand the age and style of architectural structures.

### **Teacher's Closure to the Activity:**

Teacher selects one or two examples of student-made, illustrated dictionaries and asks students to review orally their work with the class. A short matching quiz on terms is given. Teacher provides an evaluation of students' understanding of the concept based on their oral and written work.

### ***Curriculum—Technology Skills***

PATH will use part of the grant award to develop a technology curriculum and to invest in a computer lab and desktop computers to enhance daily classroom instruction. PATH will hire a staff person with the skills to function in the dual role of librarian and technology coach to students, teachers and parents. Technology will be integrated into the curriculum so that students develop competency in using these tools for analysis, research, and writing. By sixth grade, students will be capable of creating a personal portfolio electronically—a prelude to an important requirement for high school graduation in the City of Warwick. As one of its goals, PATH plans to establish a technology foundation and profile similar to those suggested by the National Educational Technology Standards for Students. A sample set of standards and goals is set forth below.

### **Curriculum and Content Area Standards**

#### **National Educational Technology Standards for Students**

#### ***Technology Foundation Standards for All Students***

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

1. Basic operations and concepts

1. Students demonstrate a sound understanding of the nature and operation of technology systems.
2. Students are proficient in the use of technology.
2. Social, ethical, and human issues
  1. Students understand the ethical, cultural, and societal issues related to technology.
  2. Students practice responsible use of technology systems, information, and software.
  3. Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
3. Technology productivity tools
  1. Students use technology tools to enhance learning, increase productivity, and promote creativity.
  2. Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
4. Technology communications tools
  1. Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
  2. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5. Technology research tools
  1. Students use technology to locate, evaluate, and collect information from a variety of sources.
  2. Students use technology tools to process data and report results.
  3. Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
6. Technology problem-solving and decision-making tools



1. Students use technology resources for solving problems and making informed decisions.
2. Students employ technology in the development of strategies for solving problems in the real world.

***Specific Technology Goals for Students***

**GRADES PRE K – 2**

**Performance Indicators:**

All students should have opportunities to demonstrate the following performances.

**Prior to completion of Grade 2 students will:**

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies.
2. Use a variety of media and technology resources for directed and independent learning activities.
3. Communicate about technology using developmentally appropriate and accurate terminology.
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom.
6. Demonstrate positive social and ethical behaviors when using technology.
7. Practice responsible use of technology systems and software.
8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.

10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners.

### **GRADES 3 – 6**

#### **Performance Indicators:**

All students should have opportunities to demonstrate the following performances.

#### **Prior to completion of Grade 6 students will:**

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.
4. Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.
6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests.
7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.
8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.

9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.

### ***Instructional Practices***

A fundamental aspect of the PATH's mission is to create independent student learners who are able to learn and apply new knowledge to academic and social problems. As such, teachers will guide instruction tailored to the learning styles and cognitive abilities of individual students. PATH's smaller class size will allow more personalization of student learning. The development and use of aforementioned ILP's will enable teachers to make wiser data driven educational choices for all students. Accordingly, teachers will be better able to differentiate instruction, monitor student progress and ultimately enhance student achievement.

To assure that PATH teachers are able to meet the diverse needs of their students, they will participate in scientifically based proven professional development in three areas:

In cooperation with the Education Development Center (EDC), which is located in Newton, MA, and their SmART Schools Initiative ([www.main.edc.org](http://www.main.edc.org)), teachers will develop skills to help students deepen their understanding of academic content by employing theater, music, dance and the visual arts. SmArt Schools is a research-based comprehensive, whole-school reform initiative that places arts-centered professional learning communities at the fulcrum. Specifically, the SmART Schools program has five major objectives/elements: (i) provide daily instruction in the arts (dance, music, theater and the visual arts) for every student in every classroom, every day; (ii) teach for understanding in and through the arts by providing ongoing professional development and coaching for interdisciplinary teams, helping them to collaborate effectively in the design and implementation of high quality standards-based, arts-infused curriculum, instruction and performance assessments; (iii) cultivate arts-centered professional learning communities supported by collaborative leadership

teams and ongoing professional development to cultivate an arts-centered professional learning community; (iv) foster safe, personalized and inclusive school communities where creativity, risk-taking and engagement are valued; and (v) bridge partnerships among family, schools and community, including arts and cultural organizations, professional artists and higher education. After eight years, the program has a strong record of turning low-performing schools around. In 2002, independent evaluator Martin Gardiner reported that students in the pilot schools significantly outperformed students in demographically similar comparison schools on statewide measures of writing and mathematical problem solving. After three years, the percentage of students at proficient or higher levels in math problem solving, writing effectiveness and writing conventions were on average 13%, 26.9% and 23.3% higher than before the program, compared to 2.8%, 14% and 10.6% in control schools. In math concepts and reading analysis, gains of 16.8% and 11.1% are also larger than in controls, 10.5% and 5.1%.

To align the teaching of mathematics with PATH's multisensory approach to learning, PATH teachers will be trained in the *Making Math Real* program, which was developed by David Berg, Berkeley, CA. *Making Math Real* ([www.makingmathreal.org](http://www.makingmathreal.org)) emphasizes a visual, auditory and kinesthetic-motoric approach to instruction. This type of program would train PATH's teachers to: (i) guide students incrementally through the concrete, semi-concrete, semi-abstract, and abstract levels; (ii) develop higher order thinking skills in students through full synthesis of left and right hemisphere processing; and (iii) integrate concept with procedure using multisensory, hands-on, manipulatives-based activities to develop students' ability to retain what they have learned.

Recognizing that literacy is the cornerstone of academic achievement, PATH teachers will broaden their understanding of students' differences by participating in the Dunn Institute's literacy workshops ([www.dunninstitute.org](http://www.dunninstitute.org)). Based in Rhode Island, the program supports educators in creating classrooms that meet the learning needs of all students through the understanding of the implications of neurodevelopment constructs for their curriculum, instructional decisions and student

learning. This type of course will explore the rationale for and characteristics of multisensory instruction [multisensory teaching is simultaneously visual, auditory, and kinesthetic-tactile to enhance memory and learning], expand teachers' understanding of the structure of language, and provide an exploration of the critical components essential for teaching students to read: phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension. Handwriting instruction as well as spelling instruction are taught simultaneously and approached in a systematic, multisensory way. Formative data collection will be utilized to document student progress as well as to inform practice leading to lesson design and implementation in a way that can be integrated into any existing curriculum. Finally, the course will provide insights into applying the strengths of multisensory teaching to content area subjects.

**ii. The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school (10 points).**

**Administrative Relationship and Operational Autonomy.** The Rhode Island Board of Regents for Elementary and Secondary Education (the "Board of Regents") has the authority under Rhode Island General Law (RIGL) Section 16-77-1, et seq., the act establishing charter public schools in Rhode Island (the "Act"), to grant revocable charters authorizing operation of a charter public school for up to five (5) years. The Rhode Island Department of Education ("RIDE") is the agency that recommends to the Board of Regents the granting of the charter and oversees the charter school once the school is operational.

We have provided in our by-laws that a representative of RIDE will be a non-voting observer. However, neither RIDE nor any school district will have day-to-day approval or control over the daily operations of PATH. RIDE does have the authority to hear complaints from individuals or groups who believe that PATH has violated its charter, and the Board of Regents has the power to revoke a charter if the school (1) materially violates provisions contained in the charter; (2) fails to meet or pursue the educational objectives contained in the charter; (3) fails to comply with

fiscal accountability procedures as specified in the charter; or (4) violates provisions of law that have not been granted variance by the Board of Regents.

**Site-Based Management.** While PATH must comply with the state retirement laws, and pay prevailing wages and benefits, the school will not be bound by other provisions in the teachers' union contract of the host district that can hamper innovative and effective education. This flexibility gives PATH the right to site-based management of teachers, support staff and administrators. The ability to hire, retain and fire teachers according to their ability, and not according to seniority, is key to creating an exciting and innovative school, with there only being teachers at PATH who are a good fit and enthusiastic about being at the school. In order to create a new humanities-based curriculum and learn how to effectively incorporate technology into that curriculum, PATH teachers will need to put in extra effort. While their reward will be an opportunity to teach students using new, exiting and challenging methods, only teachers with that dedication will remain at PATH.

**Fiscal autonomy.** The Act also gives PATH autonomy over its budget, expenditures and daily operations, subject to the following restrictions. Charter public schools in Rhode Island are funded according to a formula set forth in RIGL Section 16-77.1-2. PATH will be entitled to receive an amount equal to the per pupil cost for the district of residence of each student (the "per pupil cost") less five percent (5%) of the per pupil cost that is paid to the district of residence of each student as indirect cost support. RIDE determines each year the amount to be paid by the district of residence of a pupil and the amount to be paid by the state. PATH is then required to pay all of its expenses out of this amount. The Rhode Island Auditor General has the authority to review charter schools on an annual basis or require PATH to have an annual certified audit in accordance with the same federal and state standard applicable to local public school districts. Aside from this authority, there is no ongoing control over a charter public school's budget or daily expenditures.

In addition, the Act (Section 16-77-6(f)) gives charter public schools the flexibility to negotiate and contract directly with third parties for the purchase of books, instructional materials,

and any other good and services which are not being provided by the school district under the charter. This means that the charter public school is not bound by the purchasing decisions of the host school district, and can obtain competitive prices for goods and services.

Section 16-77-9(b) gives a charter school the right to include a pre-kindergarten program. Because the host district does not currently offer pre-kindergarten, PATH will charge a competitive rate for pre-kindergarten students to attend. This income will help PATH meet its annual funding requirements.

**iii. The extent of community support for the application (20 points).**

**Community Support and Information.** Potowomut School was not only the elementary school for this district in the City of Warwick, but was the heart of the Potowomut community. It was the focus of this community, where educational excellence, after-school enrichment activities, community meetings and events, along with neighborhood networking and communication, all took place. It was the place that brought the community together in many ways resulting in a strong united front. Since 2005, the ever-looming threat of closure positively charged the families, faculty, and community to explore all possible options of preserving this school. Saving this high performing neighborhood school by becoming a charter school has already gained the support of families and teachers alike and state as well as local educational and political leaders.

The independence of a charter school is immediately appealing to parents in the Potowomut community since it will allow a school to remain open in their community. The ability to control its own destiny and to enhance the curriculum beyond current limitations in order to raise the bar to 21<sup>st</sup> century education created excitement and involvement of teachers as well as inquiries from families. Strong support and enthusiastic energy stemmed from conversations from both groups as well as an expressed desire to return to the school from those families and teachers that were coerced into other scenarios as a result of the closing of the school.

“The Charter Application Drafting Committee” that wrote the Charter Application and that is writing this grant application (the “Committee”) is a group of individuals with diverse backgrounds, consisting of parents of children who attended the school prior to its closing as well as parents of students who graduated from the school, community members, teachers and the PTA Board Members. Each Committee member participated in the process, offering research and written information from their individual areas of expertise.

As part of the charter application process, the Act required that the charter application be put to a vote of parents or guardians of students currently attending Potowomut School as well as a vote of teachers currently assigned to the school. In preparation for the family vote, the Committee wrote, mailed and hand delivered two sets of Question & Answer fact sheets designed specifically for families along with cover letters of explanation in order to keep everyone informed and up to date. In addition, the Committee distributed a letter to the community to inform it and ask for support. The Committee met with teachers on three occasions to answer their concerns. The Committee also met with parents/guardians and community members in order to address individual questions. An e-mail address to the Committee was provided to the teachers, families and the community as a confidential avenue for questions and as a continual resource. In the family vote, PATH received support from over 86% of the families, with the remainder not voting. PATH received support from 69% of the teachers, with the remaining eight part-time itinerant teachers not voting.

The Committee sent an executive summary of the proposal to the Governor of the State of Rhode Island, the Mayor of the City of Warwick, the Warwick Representatives to the Rhode Island General Assembly, the Warwick City Council and the Superintendent of the Warwick School Department. Final copies of the charter application were also sent to those officials. The Committee also met with the Mayor, and intends to meet with the Governor, in order to gain support for the charter school. Attached as Appendix A are Letters of Support from the Mayor of the City of Warwick and other community members and interested parties.



As part of the approval process, RIDE held two public hearings on the charter application. A representative of the Committee made a presentation about the school in order to inform those who may not have attended any of the other informational meetings the Committee held throughout the charter application process, and interested persons spoke in favor of the granting of the charter application. Over 165 people attended those meetings, all in favor of the charter application.

Once the charter is approved, PATH will inform parents and other members of the community about the charter school by distributing flyers in the community and taking out advertisements in the local media. PATH will hold one or more open houses prior to the application deadline.

**Admissions Process.** PATH will accept students from any geographic area of the state. When more students apply than there are seats available, PATH will conduct a blind lottery to determine enrollment in accordance with the guidelines of the Rhode Island Department of Education and the Charter Schools Program, Title V, Part B, Non-Regulatory Guidance of the U.S. Department of Education. Children of the founders and siblings of existing students will be exempt from participation in the lottery in accordance with such guidance. PATH will hold its lottery a few years early for any students desiring to enroll in the pre-kindergarten program so that those students can be considered an enrolled student not subject to selection by lottery for kindergarten. PATH's admission process is described in more detail in Appendix B.

*PATH has three objectives for the charter school during the grant period. In order to make the discussion flow more easily for the reviewer, we have addressed selection criteria iv-vi together under each Objective 1-3.*

- iv. **The ambitiousness of the objectives for the charter school (10 points).**
- v. **The quality of the strategy for assessing achievement of those objectives (20 points).**
- vi. **The likelihood that the charter school will meet those objectives and improve educational results for students during and after the period of Federal financial assistance (10 points).**

**Objective #1: 100% Proficiency by 2014**

*The ambitiousness of Objective #1 for the charter school*

PATH'S first objective is for 100% of its students to be proficient on state-mandated tests by 2014, as required by the NCLB. During the three-year grant period and beyond we will accomplish this objective by increasing scores each year until we meet this overriding goal. During the first year, we will establish our own baseline with our objective being to meet or exceed the City of Warwick's scores for the prior year. In the following years, PATH's goal will be to increase scores in an amount calculated by dividing (a) the difference between 100% and the percentage of students who scored at or above proficiency in the prior year by (b) the number of years remaining until 2014. For example, if 85% of PATH students were proficient in math in 2009-2010, PATH's goal for 2010-2011 would be to increase scores by 4% each year (15% divided by the 4 years remaining until 2014).

Historically, this neighborhood school has far exceeded the Annual Yearly Progress (AYP) target every year. As a charter school, PATH intends to continue to meet the AYP targets, state mandates and the standards consistent with NCLB for all students. Our student assessments and school action plans will be in conjunction with the NCLB and aligned accordingly. PATH will accomplish these objectives by keeping class sizes small, requiring PATH faculty to develop an individualized learning plan (ILP) for each student in cooperation with the parents/guardians of that

student and developing strong humanities and technology curricula that will help students to learn in an innovative and exciting manner.

PATH believes that smaller class sizes positively affect classroom instruction and students' social and emotional development. A comprehensive study conducted by the US Department of Education found that smaller class sizes provide high levels of classroom efficiency, a positive classroom atmosphere, expanded learning opportunities and enthusiasm and achievement among students and teachers (US Department of Education: *The Class-Size Reduction Program-Boosting Student Achievement in Schools Across the Nation: A First Year Report*; p. 9, (2000) Washington, D.C.). In keeping with the neighborhood school concept of small classroom size and therefore a low student-teacher ratio, PATH's goal will be to continue to foster this exceptional learning environment and offer it to students from other communities as a charter school.

PATH also believes that parent involvement is vital to a student's success. See the discussion under "Objective 3," Selection Criteria "(iii) The extent of community support for the application" and Selection Criteria "(vii) The extent to which the proposed project encourages parental involvement." In developing an ILP for each student, PATH's objective will be to consult with each student's parents/guardians. If parents/guardians are unable or unwilling to help in the formulation of the ILP, faculty will communicate this plan to the parents/guardians either through a personal conference or via e-mail or other written communication. Further updates will be sent to parents/guardians via e-mail or other written communications. Parent/teacher conferences and student portfolios will supplement traditional report cards. Faculty will have web pages that will cover assignments, enrichment activities and notices of importance so that parents/guardians are included in the school community and have the ability to stay involved in their student's education. PATH will also form a School Improvement Team comprised of teachers and parents that conforms to the Rhode Island Department of Education mandate and which will formulate action plans for the student body from the data collected from the standardized tests.

Integrating technology and humanities into the curriculum also will help PATH to meet its goals. A technology-driven environment coupled with an innovative humanities curriculum that uses the academic disciplines of literature, history, philosophy, foreign language, the arts and cultures to help students delve into fundamental questions of value and purpose and to improve students' mastery of basic "reading, writing and arithmetic" skills will allow students to explore and experience subjects in a unique manner that will better prepare them for an advanced and technical world.

The grant funds for this objective will be used to create PATH's humanities-based and technology curricula, for professional development programs for faculty on humanities education and the use of technology in the classroom, professional development programs to assist teachers in being successful in inclusion and integrated classrooms and creating ILPs, hard-wiring classrooms and the computer lab, desktop computers for classrooms and the computer lab, laptop computers for each teacher and student, professional and curricula materials for teachers and students and other furniture and equipment necessary to operate a school.

***The quality of the strategy for assessing achievement of Objective #1***

PATH will assess the proficiency of its students and the school as a whole by studying the data from the NECAP tests and the AYP targets from the previous year. These are two highly regarded quantitative measures of assessment. PATH will formulate an action plan to address any deficiencies and continue to achieve in the proficient areas.

***The likelihood that the charter school will meet Objective #1 and improve educational results for students during and after the period of Federal financial assistance***

We are confident that PATH's strategies for achieving its objectives will result in meeting its goal of 100% proficiency by 2014. PATH is committed to keeping the size of classes and the school small and to maintaining the school as a neighborhood school. Diverse learning practices that

recognize individual needs of each student is possible with the small class and school sizes and will allow faculty to have the most productive teaching environment.

After the federal grant period, PATH will obtain the necessary funding under the Rhode Island charter act that supports charter schools' operating expenses with a financial formula for each student enrolled. (See Selection Criteria "(ii) The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.") Due to the demand for charter schools in Rhode Island and the current waiting list to attend a charter school (last year, approximately 2,100 students were on waiting lists according to a March 30, 2008 article in the Providence Sunday Journal), PATH expects that it will be filled to capacity in the first year, helping PATH to achieve the benefits of economies of scale in purchasing goods and services.

The current positive energy from the community, past faculty, and families supporting this project also speaks for itself in the form of overwhelming votes and letters of support. (See Selection Criteria "(iii) The extent of community support for the application" and Selection Criteria "(vii) The extent to which the proposed project encourages parental involvement.") PATH is also confident that it will gain further community and private financial sponsors as a result of the successful scores and educational experiences that each student will experience while at PATH.

**Objective #2: Attract a Diverse Learning Population and Introduce Students to Further Diversity.**

*The ambitiousness of Objective #2 for the charter school*

PATH'S second objective is to attract a diverse learning population and introduce students to further diversity. Rhode Island's demographics are unique given that there are a small proportion of minorities throughout the state. Despite this, PATH believes that it can expose its students to diversity through other programs it will put in place. PATH believes that all children are capable of learning and will be committed to educating students that are regular education, special education, or from any socioeconomic background, race, color, religion, national origin, gender or disability.

PATH will accomplish this objective during the three-year grant period by introducing distance learning in stages. During the first year, PATH will establish two partnerships with secondary schools in urban districts with an at-risk population. The first program is a math tutoring program in which PATH students are tutored in basic operational math (basic operations plus ratio/proportion/percent, metric system and integers) by students from the Beacon Charter High School for the Arts in Woonsocket, Rhode Island. Beacon's performance on the latest NECAP math assessments were half the proficiency of the state's average. By pairing the students together, they would learn from each other. The PATH students would gain valuable math practice and tutoring and Beacon students, as math coaches, would practice their math skills and retain more of their core knowledge because of their role as instructor. Beacon has provided a letter to PATH confirming its interest in this program, and has allocated funds for transportation of its students to PATH for this program.

The second program would be a continuation of Potowomut School's successful partnership with the Met School in Providence, Rhode Island. The Met students would visit at least twice a week acting as mentors, tutors, and teaching assistants. This interaction will benefit both the elementary students and the high school students by exposing the elementary students to a diverse population of students with a variety of backgrounds, while giving the high school students an opportunity to develop important social skills, strengthen their academic abilities, and experience purposeful work. The interaction with local at-risk students would continue in future years in the classroom as well as through the development of a summer camp program where these students would work as counselors.

In the following year, PATH's goal will be to create further partnerships with urban elementary schools within a 90-mile radius that would include Rhode Island, Connecticut and Massachusetts. By using the technology of video conferencing, students from two different

communities would work together on a regular basis and then make the connection with a physical visit in the form of a field trip to each community.

By the third year of this grant, PATH will extend these partnerships nationally and internationally by partnering with The National and International School Associations in order to develop classroom relationships with students across the country and across the world. Video conferencing will open the door to many communities and cultures that would otherwise not be available to most students and allow PATH to meet this objective. As students graduate and mature from pre-kindergarten through sixth grade they will gain urban, rural, national and international educational experiences and partnerships on a regular basis both in the classroom and through distance learning via video conferencing.

The grant funds for this objective will be used to create curricula for distance learning and video conferencing partnerships for teachers, for professional development programs for faculty on diversity in the classroom, professional development programs to assist teachers in creating themed programs, teacher-to-teacher conference time, and computer video equipment for each classroom. The grant funds will be used in conjunction with the following Federal programs: The Individuals with Disabilities Act (IDEA), School Breakfast Program (SBP), National School Lunch Program (NSLP), and the Response to Intervention (RTI).

***The quality of the strategy for assessing achievement of Objective #2***

PATH will set benchmarks to have a set number of students mentor from the high school in the first year. Learning goals will be established by both schools for each set of students and then scored by the teachers. Personal goals will also be established by each student through a survey and feedback will be obtained on a regular basis in order to monitor how these goals are met.

Parents/guardians will also be educated about the program and encouraged to discuss and make appointments for observatory visits during video conferencing time. A questionnaire type of survey

with a comment section to express goals for their student/s will be offered to each parent/guardian to be used as part of the evaluation process.

These qualitative measures will provide PATH with vital information on the successes of this objective as well as how to improve it and expand partnerships.

***The likelihood that the charter school will meet Objective #2 and improve educational results for students during and after the period of Federal financial assistance.***

PATH believes that its program for distance learning will achieve its objective of attracting a diverse learning population and to continue to introduce students to further diversity. Due to the demand for educational choice among families, PATH believes that this innovative use of technology will attract support from the community, families, corporations and foundations involved in technology and global relations. This will provide the additional support and funding after the grant period.

After the federal grant period, PATH will obtain the necessary funding under the Rhode Island Charter Act that supports charter schools' operating expenses with a financial formula for each student enrolled. (See Selection Criteria "(ii) The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.") As stated previously, due to the demand for charter schools in Rhode Island and the current waiting list to attend a charter school, PATH expects that it will be filled to capacity in the first year, helping PATH to achieve the benefits of economies of scale in purchasing goods and services.

**Objective 3: Incorporate a parent/family cooperative initiative to promote family involvement with education.**

***The ambitiousness of Objective #3 for the charter school***

PATH's third objective is to incorporate a parent/family cooperative initiative to foster family involvement with education. PATH believes that parents are the child's first teachers and should continue to be involved in the educational process of their children. This partnership stresses



the importance of school, gives the students the support that they need and in return positively charges the students to want to do their best. As part of the application process, PATH will ask families to sign a pact agreeing to participate at the charter school. PATH will design its program to accommodate most schedules so that all parents can be involved. Volunteer time can be during school hours or extend beyond the school day in an after school enrichment program. Starting with the first year, parents will volunteer in many roles such as mentor, clerical assistant, tutor, assistant to the librarian and after-school program coordinators, as well as role models who share their specific interests and skills both in the classroom and after school. The cooperative program will include serving on the School Improvement Team or PATH's Board of Directors along with many other volunteer roles.

The grant funds for this objective will be used to purchase materials for enrichment programs, to purchase computers and related technology for the school to keep parents informed and involved, for speakers that endorse and have experience with this type of initiative, for parent education through Early Childhood Education programs and professional development programs that assist teachers in instituting and embracing such family support and involvement.

The grant funds will be used in conjunction with the following Federal programs: NCLB and the School-Parent Compact, The After School Enrichment Program, and Child and Adult Care Food Program (CACFP).

***The quality of the strategy for assessing achievement of objective #3***

The director of the parent cooperative initiative program would be in charge of the entire coordination between the school and families. Responsibilities would include and not be limited to: recruiting, training, organizing schedules and placement of volunteers, documenting and monitoring. Goals would be established by the Board of Directors of PATH and the program director. The needs of teachers and parents would also be documented through a survey developed for each group. Each set of surveys would then be examined in order to determine if the parental involvement is effective.

These qualitative measures will provide us with vital information on the successes of this objective as well as how to improve it and expand partnerships.

The cooperative initiative will also be evaluated against the NCLB standards stated in the Parental Involvement: Title I, Part A; Non-Regulatory Guidance providing substantial quantitative measurement. Records of volunteer hours and times from sign in sheets will also provide documented proof of the hours logged by each family that will assist in further quantitative measurement of the program.

*The likelihood that the charter school will meet Objective #3 and improve educational results for students during and after the period of Federal financial assistance.*

This cooperative style has been used in many preschools across the country and has been proven to be successful in creating a special community that gives parents and children the opportunity to learn, communicate, play and grow together. This can easily be implemented in the elementary level schools and would send a clear message to the students that their education is important and that the community cares. Students needing positive support would be easily identified through such a parent–school cooperative program.

Once this program is established it will build its' own reputation and successes that will be supported by the entire school community. Graduated and current families that have experienced the positive atmosphere and pride of the students would report on their contributions and future ideas. When such a program is reputable there is little financial strain except for updates from expert researchers on the topic bi-annually. This will allow for its continued success after the grant period ends.

**vii. The extent to which the proposed project encourages parental involvement (10 points).**

**Committee Involvement.** As described above in Selection Criteria “(iii) The extent of community support for the application,” PATH would not be a viable project if it were not for parental and community involvement on the Committee. The charter application and this grant

application were each drafted by members of the Committee working together, each contributing their own unique skills. Of the 18 members of the Committee, 12 are parents of students who were enrolled at Potowomut School last year, two were parents of former Potowomut School students and four were educators, including some teachers who taught at Potowomut School during the 2007-2008 school year.

**Governance of PATH.** Recognizing that the school's governing Board of Directors will serve as a duly elected school Board making financial, curricular and staffing decisions that directly impact the students' lives, Board members will be chosen from those most critical and integral to student success. The Board will also serve as a vehicle for inclusion by the school's stakeholders in the larger educational, governmental, non-profit and business communities.

The school's governance model places parents at the center of the decision making process. It is critical that the governance system be reflective of the population it serves. Therefore, parents will be in a majority position on the school's Board of Directors. Teachers will also have seats on the board. Seats for community agency members and corporate partners are also included.

The governing body will be chosen through both election and appointment. The parents and teachers of the school will vote annually at a special meeting to fill the respective vacant parent and teacher seats on the Board. The remaining members will be appointed to the Board by the elected parents and teachers.

The Board, acting as a local school board or school committee, will set policy direction, hire, evaluate and dismiss employees, make curricular and financial decisions, and mediate employee disputes. PATH Board members will receive appropriate training necessary to function as an effective Board and to carry out their roles and responsibilities in an effective and efficient manner. Training and on-going support will be available through membership in the Rhode Island League of Charter Schools.

Both the Board and administration will have a committee structure. Key committees of the Board will include curriculum, search, building and finance and fundraising and others that may be established by the Board. A parent Board member will be named as the chairperson of each committee, and at least one other parent will serve on each committee where feasible. The executive director will chair the following committees, each of which will have at least one parent on the committee where feasible: school improvement team, discipline, budget and crisis, charter fulfillment, alumni support and fundraising.

The Board has been crafted in such a manner as to welcome major constituencies as equal partners in the running and operation of the school. Centered on the life of the child, the Board represents those who have the most at stake in each student's success--parents, educational professionals and community members. As such, PATH believes that the Board represents the greatest opportunity for true school involvement by primary and secondary stakeholders.

**Parental Involvement in the School.** Following the example of Potowomut School, PATH will be operated on the belief that high academic success can be achieved alongside a solid foundation of public service and a shared responsibility between school and community. PATH will foster this school/community relationship, building a foundation to help students develop strong character traits such as empathy, responsibility and service to others. By nurturing this connection, students gain a wealth of knowledge by having parents, relatives and other community members offer their time and/or services within our school. To enhance these qualities that Potowomut School supported, and PATH will continue to support, community-driven programs by participating in the Heads-Up Anti-Bullying program and Foster Grandparent program, and by welcoming students from the Met School in Providence to assist in its classrooms.

Parental involvement is widely recognized as a benefit to children and schools. PATH will strongly encourage and support parental interest and participation. PATH will invite and expect parents to actively help in classrooms by tutoring students and organizing and supervising a wide

range of student activities. PATH will continue the Potowomut School's highly successful after school-program, which was run wholly through parent volunteers. Potowomut School also fostered a mutually supportive relationship with the larger community as a whole. For example, the Potowomut School Parent Teacher Association ("PTA") hosted an annual Crafts Fair, which supported local artisans. The PTA also organized a Community Yard Sale and an Earth Day clean up, which encouraged environmental awareness. PATH will continue with these parent-run events, and will add additional events when the need arises.

PATH believes that informed parents also add to a student's academic, emotional, and social success. PATH will continue Potowomut School's tradition of organizing family education programs that will help parents make informed decisions regarding timely issues, such as Internet safety, school bullying and pre-teen/teen behavior. PATH also has set as a goal that every parent/guardian will attend at least one parent/teacher conference during the year.

The success of a child's education also depends on support from the community as well. PATH will encourage local businesses and community members to play an active role in our children's education through a program entitled Adopt-A-Class. Businesses and/or community members will be asked to lend financial support to the classes they adopt, which allows teachers to procure additional materials and services that enrich students' learning experiences. In turn, PATH, teachers and students will recognize each business. The culture forged around a mutually supportive relationship between school and community increases students' chances to achieve and maintain a high level of academic success.

**viii. The quality of the personnel who will carry out the proposed project (10 points).**

As noted above under Selection Criteria "vii. The extent to which the proposed project encourages parental involvement," the Committee is comprised of parents of students who were enrolled at Potowomut School and former Potowomut School students, as well as teachers and administrators. Pending the opening of the school, the Committee selected certain of its members to

serve as the Board of Directors of the Rhode Island nonprofit corporation organized for PATH. The Board then elected a slate of officers, Laura Wilkinson, President; Jacqueline Procopio, Vice President-Community Relations; Joseph Gleason, Vice President-Government Relations; Nina Lusignan, Secretary; and John Robinson, Treasurer. These officers are parents of current or former Potowomut School students, and have diverse backgrounds. In addition, the Board of Directors and the Committee has benefited from the advice and guidance of Robert Pilkington, the President of the Rhode Island League of Charter Schools and the Executive Director of the Beacon School, a Grade 9-12 charter public school located in Woonsocket, Rhode Island. The resumes of the officers of the Board of Directors and Mr. Pilkington are attached in Appendix C.

Once PATH receives final approval from the Board of Regents, the Board of Directors will hire an Executive Director who will oversee all daily aspects of instruction and will be responsible for evaluating faculty, developing policy direction and managing PATH's budget. The Board will select an individual who shares PATH's philosophy and vision, and is strongly committed to achieving its goals. The Board of Directors will seek an Executive Director with (1) a track record of leadership, ideally in an entrepreneurial, start-up and/or high growth organization; (2) a proven ability to raise money in an educational, non-profit or for-profit setting; (3) experience working in a charter school, traditional public school system, or private school or in a non-profit or for-profit organization with an educational focus; and (4) certification as a principal or comparable educational experience.

The Executive Director will be evaluated by the PATH Board of Directors. The evaluation process will include specific and measurable goals consistent with the Interstate School Leaders Licensure Consortium's six standards for school leaders. The standards address key elements of teaching, and learning administration, accountability, community involvement and cultural competencies.

The Executive Director, together with the Board of Directors, will hire teachers who are certified in the State of Rhode Island and additional support personnel. The Executive Director and Board of Directors will seek candidates that are willing to help develop a humanities curriculum, and to obtain training, if necessary, in technology education.

PATH will seek to encourage applications for employment from persons who are members of groups that traditionally have been underrepresented based on race, color, national origin, gender, age or disability, and will not discriminate on any basis, including race, color, national origin, gender, age or disability. PATH will recruit by placing advertisements in publications that focus on underrepresented groups and through institutions of higher learning with high percentages of students from underrepresented groups.

**ix. The contribution the charter school will make in assisting educationally disadvantaged and other students to achieve to State academic content standards and State student academic achievement standards (20 points).**

By disaggregating NECAP data, reviewing informal tests, examining student work and preparing ILPs for each student, the faculty of PATH will have intimate knowledge of all students' abilities. They will use this information to plan lessons, to determine the types of support and resources necessary to support student learning and to assess student progress.

PATH's small group instruction and flexibility to provide inclusive classrooms allow students of all developmental and educational levels to be appropriately challenged. Because students will have the opportunity to learn in a non-traditional manner, students who learn differently will be successful at PATH. The Potowomut community has experience integrating these students into the classroom since Potowomut School was the pilot school in Warwick for inclusion classrooms. PATH will use a portion of the grant funds to train PATH teachers in the inclusion and integration model and to bring teachers current with relevant laws.

In compliance with the current special education guidelines associated with *Response to Intervention* requirements (Congressional Reauthorization of IDEA, 2004), PATH will use an existing model of a Teacher Support Team concept, which is comprised of parents and regular and special educators who meet and carefully assess a student's academic, social and emotional strengths and areas of need. Based on their informal assessments and observations, they give the referring teacher suggestions to assist the student in the regular education setting.

After a period of time, if the student does not make satisfactory progress, a determination may be made to begin a special education evaluation. If the student requires special education services, PATH will provide the vast majority of those services in its inclusion model to assist any student with identified learning problems in the least restrictive educational setting.

Long-standing research has concluded that students are more effectively diagnosed and appropriate educational strategies are put into place in an efficient and cost effective manner when a school uses both of these intervention models. In addition, students benefit both academically and emotionally because they are substantively a part of the regular education program.

#### **APPLICATION REQUIREMENTS**

- i. Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of students to be served, and the curriculum and instructional practices to be used.**

This Application Requirement is set forth in Selection Criteria “(i) The quality of the proposed curriculum and instructional practices.”

- ii. Describe how the charter school will be managed.**

This Application Requirement is set forth in Selection Criteria “(vii) The extent to which the proposed project encourages parental involvement—Governance of PATH” and “(viii) The quality of the personnel who will carry out the proposed project.”



- iii. **Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives.**

This Application Requirement is set forth in Selection Criteria “(iv) The ambitiousness of the objectives for the charter school,” “(v) The quality of the strategy for assessing achievement of those objectives” and “(vi) The likelihood that the charter school will meet those objectives and improve educational results for students during and after the period of Federal financial assistance.”

- iv. **Describe the administrative relationship between the charter school and the authorized public chartering agency;**

This Application Requirement is set forth in Selection Criteria “(ii) The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school.”

- v. **Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school;**

This Application Requirement is set forth in Selection Criteria “(iii) The extent of community support for the application” and “(vii) The extent to which the proposed project encourages parental involvement.”

- vi. **Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired, if that agency determines that the charter school has met its objectives.**

As described above under the Selection Criteria “The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school—Fiscal Autonomy,” the Act provides for continuing annual funding on a per student basis according to a formula established by RIDE under the Act.

- vii. **If the charter school desires the Secretary to consider waivers under the authority of the CSP, include a request and justification for waivers of any Federal statutory or regulatory provisions that the applicant believes are necessary for the successful**

**operation of the charter school and a description of any State or local rules, generally applicable to public schools, that will be waived for, or otherwise not apply to, the school.**

PATH will ask for a waiver of two State statutes in order to efficiently manage its staff.

First, Rhode Island law requires that a school hire a certified school nurse teacher. It is the intent of the school to hire a school nurse who is the most qualified at delivering patient care as well as record keeping. The school may seek to hire a registered nurse (RN) or licensed practical nurse to deliver nursing services and monitor health records the students. PATH will hire a certified school nurse teacher if one is deemed the candidate most qualified by a selection committee. However, if a candidate applies who has an extensive background in clinical and direct patient care in a hospital setting and does not have the school nurse teacher certification, PATH has asked for a waiver of the state law in order to be able to recognize the RN or LPN as an eligible candidate.

State law mandates that teachers receive lay-off notices by March 1 for the following school year. In order to allow for more deliberate staffing decisions, PATH will ask that the March 1 date be moved to June 1. This additional three months will ensure more accurate budgeting for the upcoming fiscal year and allow for more deliberation and evaluation.

**viii. Describe how the grant funds will be used, including how these funds will be used in conjunction with other Federal programs administered by the Secretary.**

PATH intends to use the funds from this grant for the planning and design of the educational program and initial implementation of the school. PATH's period for post-award planning and design of the educational program is 12 months from October 1, 2008-September 30, 2009. PATH's period for initial implementation of the charter school is the following 24 months from October 1, 2009-September 30, 2011. The funds will be used by PATH in conjunction with the following federal programs: The Individuals with Disabilities Act (IDEA), School Breakfast Program (SBP), National School Lunch Program (NSLP), Response to Intervention (RTI). NCLB, the School-Parent

Compact, The After School Enrichment Program, and Child and Adult Care Food Program (CACFP).

*Curriculum Development—Humanities.* PATH will use a portion of the grant funds to hire a curriculum developer to assist the Executive Director in designing the core curriculum in the humanities. Part of the grant money will also be used for PATH teachers to work with the curriculum developer in creating an integrated humanities curriculum.

*Curriculum Development—Technology.* PATH will use a portion of the grant money to pay for its teachers to take an on-line course on incorporating technology in the classroom similar to that offered by [www.ed2go.com](http://www.ed2go.com) (Learning Connection). Teachers would take this course in the summer prior to PATH opening as a charter school and in each subsequent summer. PATH will also use a portion of the grant money to pay for its technology coach/librarian to (i) work during the summer leading to the opening of the school to plan the technology curriculum and (ii) to work during the school year to train teachers in the curriculum. PATH would also use funds for teachers to attend these in-school workshops.

*SmArt Schools Initiative.* In conjunction with the Education Development Center (EDC) in Newton, MA, PATH will implement its SmArt Schools Initiative over the three-year period of the grant.

*Literacy Professional Development.* PATH will require its teachers to attend a literacy program such as the literacy-based courses offered by the Dunn Institute, that provide participants with curriculum training to practice systematic, explicit and intensive instruction in a variety of literacy components. PATH will require its pre-K through 3<sup>rd</sup> grade teachers to attend an intensive course the summer leading up to the opening of the school, and its 4-6 grade teachers to attend the following year.

*Math Professional Development.* PATH will require its teachers to attend a math program similar to Making Math Real ([www.makingmathreal.org](http://www.makingmathreal.org)), a multi-sensory structured mathematics

program. PATH will require the teachers to attend an introductory course the summer leading up to the opening of the school, and follow-up and specialized courses in future summers.

*Professional Development—Inclusion Classrooms.* PATH's special education administrator will be required to plan and implement an annual in-school workshops to help teachers learn strategies that will help them to be successful in inclusion teaching. Funds will be used to cover the costs of the administrator and for the teachers to attend this program.

*Professional Development—Teaching Diversity.* PATH will create and hold in-school workshops on the topic of diversity.. Funds will be used to cover the costs of the trainer and for the teachers to attend these workshops.

*Advertisements for the Opening of the Charter School.* PATH will use a portion of the grant funds to advertise in local papers prior to the application period.

*Advertisements for Recruiting.* PATH will use a portion of the grant funds to recruit an Executive Director as well as faculty members, including from underrepresented groups.

*Computers for the School.* PATH will use funds in the first year to purchase desktop computers for each classroom and for the computer lab/library. In future years, PATH will use funds to purchase laptop computers for teachers and each student. PATH will also use a portion of the funds to set up a network, including wiring the school.

*Distance Diversity Learning.* PATH will use funds to purchase video conferencing equipment for the library and each classroom, and to organize annual field trips to partner schools in New England. PATH will also use funds to bring in students from secondary schools in urban districts to work in the classrooms and to develop a summer camp using counselors from secondary schools in urban districts.

*Furniture and Equipment for the Students.* PATH will use funds to purchase furniture for the classrooms, library and lunchroom. This furniture is essential to creating an atmosphere for learning.

*Textbooks and Supplies for the Students.* PATH will use funds to purchase textbooks and supplies for the students in alignment with its humanities-based curriculum.

*Furniture and Equipment for the School Office and Teachers.* PATH will use funds to purchase furniture and equipment for the school office, teachers' room and classrooms. This furniture is essential for creating workspaces for the teachers and for providing a secure office for the administrative and management functions of the school.

*Books and Shelving for the Library.* PATH will use funds to purchase books and periodical subscriptions for the library, as well as to purchase special purpose shelving to organize those materials.

*Audio-Visual Equipment.* PATH will use funds to purchase a television, DVD player and CD/cassette players that teachers will use in their daily classroom activities.

*Music and Art Equipment and Supplies.* PATH will use funds to purchase risers for a school chorus, an electronic piano and music stands for the music program and art supplies and equipment for the art program.

**ix. Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school.**

This Application Requirement is set forth in Selection Criteria “(iii) The extent of community support for the application—Admissions Process.”

**x. Describe how a charter school that is considered an LEA under State law, or an LEA in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act (“IDEA”).**

PATH will follow the procedures outlined below to comply with the referenced sections of IDEA:

**Receipt of Referral.** If PATH's special education teacher receives a referral from a classroom teacher, school nurse or parent, PATH must notify the parents in writing about the process it will follow to determine whether a student has a disability and needs special education services.

**Review of Referral and Evaluation Determination.** No later than 10 days following the receipt of the referral, PATH must use the information gathered during the referral process to determine whether the school will test a student to determine if he/she has a disability and needs special education. This determination will be made jointly by the special education teacher and administrator and the regular education teacher. If PATH decides to test the student, the school will notify the parents in writing about the assessment process and get written consent from the parent before the assessment begins. If PATH decides not to test the student for special education eligibility, the school must notify the parents about this decision. Parents may challenge the school district's refusal to assess the child.

**Review of Evaluation Results & Eligibility Determination.** Within 45 school days of parent consent, the parent of the child and a team of qualified professionals must determine whether the child is a child with a disability and in need of special education and related services. At PATH, a "team of qualified professionals" could include the student's teacher; PATH's special education teacher and administrator, and at least one person qualified to conduct individual diagnostic examinations of children, such as a school psychologist, speech-language pathologist, or remedial reading teacher.

**IEP Meeting.** Within 15 days of determination, the special education teacher will coordinate an IEP meeting with the parent(s) of the child, the student's regular education teacher, PATH's special education teacher and administrator, a psychologist (if needed) to evaluate the instructional implications, PATH's Executive Director, an advocate or other services personnel and, if appropriate, the student.

**IEP Review Meetings and IEP Review Meetings Addressing Re-evaluation.** On an annual basis, the special education teacher will coordinate a meeting with the parent(s) of the child, the student's regular education teacher, PATH's special education teacher and administrator, a psychologist (if needed) to evaluate the instructional implications, PATH's executive director, an advocate or other services personnel and, if appropriate, the student. Every three years the re-evaluation must be addressed.

- xi. If the eligible applicant desires to use grant funds for dissemination activities under section 5202(c)(2)(C), describe those activities and how those activities will involve charter schools and other public schools, LEAs, developers, and potential developers.**

Not applicable.

# **Project Narrative**

## **Other Narrative**

### Attachment 1:

**Title: Pages: Uploaded File: 1237-Appendix A Letters of Support.pdf**

### Attachment 2:

**Title: Pages: Uploaded File: 1238-Appendix B Lottery and Admission Policy.doc**

### Attachment 3:

**Title: Pages: Uploaded File: 1239-Appendix C Resumes & Vitas.pdf**



Nathaniel Greene Potowomut Academy of  
Technology and Humanities  
Appendix A  
Letters of Support

EXECUTIVE CHAMBER

CITY OF WARWICK



RHODE ISLAND

SCOTT AVEDISIAN  
MAYOR

November 21, 2007

Mr. Peter McWalters  
Commissioner  
Rhode Island Department of Education  
255 Westminster Street  
Providence, Rhode Island 02903

Dear Commissioner McWalters:

I am writing in support of a petition to allow Potowomut Elementary School in Warwick to operate as a charter school.

As you are aware, in recent years, some members of the Warwick School Committee and the School Department's administration have suggested that Potowomut be closed as a cost-saving measure. I have remained consistently opposed to this proposal, as it would adversely impact our educational system as well as the quality of life in Potowomut, a close-knit, unique neighborhood that is geographically separate from the rest of the City of Warwick. I do not believe that the cost-savings cited are significant enough to warrant closing the school.

As you also know, the Warwick School Department is in a difficult financial situation, one that will not improve in the near future. If Potowomut were allowed to operate as a charter school, it would result in significant savings for the Warwick School Department. If Potowomut were a charter school in this academic year, its per-pupil cost would have dropped from \$13,321 to \$7,346, and the district would also receive \$666 per pupil in a direct payment from the state Department of Education.

All told, using current figures and data, the district would save nearly \$977,000, and would also receive roughly \$77,000 in direct student payment. These funds could then be used elsewhere in the district.

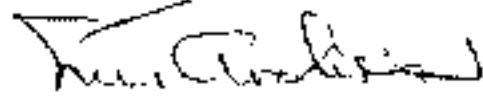
3275 Post Road • Warwick, RI 02886 • (401) 738-2000 • FAX (401) 738-6639

Additionally, the Warwick School Department would still be able to count Potowomut students in their census, so its ability to secure federal funds and state grants and aid would not be adversely affected.

Finally, allowing Potowomut to operate as a charter school would safeguard the quality of life for area residents, who have come to consider the school not only a place of education, but a place where neighbors meet and socialize.

For all these reasons, I respectfully urge you to give the Potowomut application your highest consideration. Please do not hesitate to contact me directly if you would like to speak with me about this matter.

Sincerely,



Scott Avedisian  
Mayor

The Board of Regents  
C/o RI Department of Education  
Attention: Sharon Osborne  
255 Westminster Street, 5<sup>th</sup> Floor  
Providence, RI 02903

To whom it may concern:

We wholeheartedly and fully support the conversion of the Potowomut School to a charter school so that we may maintain the best school in Warwick (if not the entire state), in our community. A charter school will also allow for expansion of the curriculum to encompass teaching with humanities and technology in the classroom.

My wife Jen and I have lived in Potowomut for three years and a major reason for choosing this community to settle down and raise a family was the close-knit nature of the area and the stellar performance of the Potowomut School. Last month Jen delivered our first child, Benjamin, and we hope to have more children in the next few years. We fully expect that Benjamin and his future siblings will be lucky enough to attend the Potowomut School.

As a Warwick native who attended Drum Rock, Winman and then Toll Gate High School, I know a great deal about the Warwick School System and the reputation of the City's schools. Potowomut School consistently ranks near the top of elementary schools in the City and the State, and no school in the City performs better if you take into account the socio-economic area of the community. (Potowomut consists mainly of hard working middle class families). Breaking up this top-performing school would be a travesty for the children of this area and they would lose valuable time (traveling across the city to other schools) that could be used for educational play or homework.

This area takes great pride in our School and in fact other than garbage pick-up the Potowomut School is literally the only meaningful contribution that Warwick provides our area for the taxes we pay. Potowomut is separated from the rest of Warwick by the City of East Greenwich (the only way to get to another part of Warwick without traveling through another RI town is via boat) and often we are treated like the unwanted step-child. Warwick has not provided our neighborhoods with sewers (and has no plans to) or a fire station (a bond was finally approved in 2006 but the City failed to release the bonds due to budget constraints so the wait for the EGI fire & rescue continues), and our police detail is light at best. The Potowomut School is the one and only public entity that is the glue of this community.

To close this school due to foreseen "budget constraints" (everybody in the entire state knew the teachers were on strike and would eventually be owed back pay) is ridiculous and particularly bothersome in a City which annually ends the year with a surplus. I've heard reported savings of \$800K/yr, but this fails to take into account the impact that closing our only school will have on property values. If this school were to close, I will personally recommend at the next neighborhood association meeting that every single

person in our area appeal their home's valuation, and as a CPA I would help them do so. If the town did not relent, then we would take them to court to see if an independent entity agrees with us that taking away a school hurts property values and the sense of community in a neighborhood. If we were to be successful in reducing our property values (due to no school, sewers, fire, etc.) then that so-called \$800K/yr. of savings would be more than offset by reduced revenues by the City in the way of property tax collections. And the morale of this community would be crushed with talks of trying to join EG or NK sure to become more prevalent.

I ask that you approve the Potowomut School's charter application and allow our School to continue its good work. It's the right thing to do for the kids and for our community. Thank you for your time and if you have any questions, please feel free to contact us at 401-398-2609.

Steven, Jeff and Ben Butera

*Steve Butera & Ben Butera*

*96 Lawndale Drive*

Cc: Mayor Scott Avedisian

Mr. and Mrs. George William Oakes  
118 Weeden Dr.  
Warwick, RI 02818  
(401)884-1043

The Board of Regents  
c/o RI Department of Education  
Attention: Sharon Osborne  
255 Westminster Street, 5th floor  
Providence, RI 02903

Dear Ms. Osborne:

We support the conversion of Potowomut School to a charter school. All five of our children attended Potowomut School in the 70's and 80's, and we enjoyed the connection it gave us and our children to the rest of the families in our community. Potowomut is unique in the fact that it is separate from the rest of the City of Warwick. Therefore, we find this school to be the center of our small community. It is important that it remain open and continue providing the excellent education to the next generation of children here in Potowomut.

We hope that you give this strong consideration.

Sincerely, *Patricia Oakes*  
*George Oakes*

George and Pat Oakes

To Sharon Osborne  
The Board of Regents c/o  
Dept. of Education

My name is Jason Neiwert and I would like to express my sincere support of the proposed conversion of Potowomut School to a charter school. The school building also serves as our community center as it is the only public building on the entire Potowomut peninsula. Our peninsula that our neighborhood is on is also physically separated from the rest of Warwick making the school vital to the relative feeling of safety and security for our children and neighbors. I would like to mention that for my family the school is vital because its likely closure as a public school would cause our property value to drop and would leave a big hole in our small community that would be unable to be repaired in the current environment. Lastly, many families in Potowomut including my own are second, third and even some fourth generation to attend the Potowomut School. This legacy of high academic achievement going back so many generations would be a shame to lose it here and now in our own time. I hope you will come to the same conclusion and keep this legacy going for a whole future generation of students with your support and approval of the proposed conversion of our school to a charter school.

Sincerely

Mr. Jason Neiwert  
27 Jonquil Drive  
Warwick RI 02818

Jennifer Poynor and Phil Harris  
6 Nekick Rd  
Warwick, RI 02818

November 26, 2007

The Board of Regents  
c/o RI Department of Education  
Attention: Sharon Osborne  
255 Westminster Street, 5th floor  
Providence, RI 02903

Dear Board Members:

This letter is in regards to the conversion of Potowomut Elementary School to a charter school. We are residents of Potowomut and parents of a kindergartner as well as a future Potowomut student. We whole heartedly support this conversion and ask that you support this application as well.

The Potowomut School is an important and integral part of the Potowomut community. The school brings us together and keeps us connected as a community. In our area of Warwick, we do not have a library, a rec center, or any other type of communication hub. The school is all we have and it is key to our sense of community. Additionally, the school provides our children with an excellent education on an individual level. This school was a major factor in our deciding where to buy a house.

As a kindergartner, our son attends Cedar Hill Elementary School. While he is receiving a quality education there, there are some draw backs, such as the bus time. Although Cedar Hill is not that far from Potowomut, it does mean extra time spent riding a bus. For one school year, the extra time he spends on the bus equals out to about 4 days of waking hours. Also, Cedar Hill is a larger school which, especially as he gets older, results in less personal attention. We wonder about the capacity of Cedar Hill. It appears to be fairly full right now – is there space available for Potowomut students? Will the class size have to increase to accommodate the students and how will that impact the quality of education? If class sizes are not increased, where will additional classes be held? Converting Potowomut to a charter school would erase these questions and ensure continued quality education.

It is for all of these reasons and more that we ask for your support and approval of the conversion of Potowomut School to a charter school. Thank you.

Sincerely,  
Jennifer Poynor and Phil Harris

The Board of Regents  
c/o RI Department of Education  
255 Westminster St., 5<sup>th</sup> Fl  
Providence, RI 02903  
Attention: Sharon Osborne

Dear Ms Osborne,

Please be advised that we support the conversion of Potowomut School to a charter school.

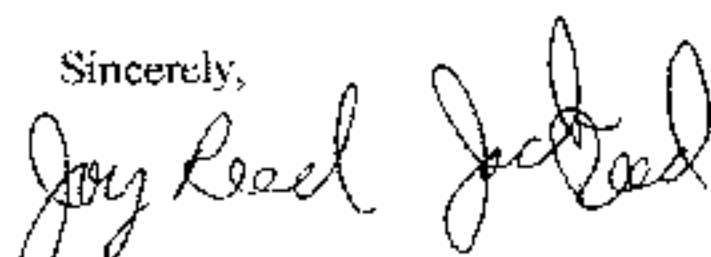
We, and the community, have fought long and hard to keep that wonderful school open and intend to support this proposal as well. Our son, John attended Potowomut for the last six years and we have only great things to say about the high quality of education he received. The environment of the small school as well as the small classroom size run by an excellent staff was the key to his success. John is now doing exceptionally well at Winman Jr. High School as have several other Potowomut students.

Potowomut School is the center of our community/neighborhood for the children and also for the parents/neighbors. There are many functions held there that involve the community as well.

We hope you will support the conversion to a charter school so that our community can finally be confident that the doors will remain open at Potowomut School.

Thank you.

Sincerely,



Joy and Jack Reed  
74 Austin Rd  
Warwick, RI 02818



**44 Lawndale Drive  
Warwick, RI 02818**

**The Board of Regents  
c/o RI Department of Education  
Attention: Sharon Osborne  
255 Westminster Street, 5th floor  
Providence, RI 02903**

**November 26, 2007**

**Dear Ms. Osborne**

**My husband and I support the conversion of Potowomut School located in the Potowomut section of Warwick to a charter school. To close it would be a tragedy to our community and to the students it has educated in the past and in the future.**

**Our connection with the community and the school began when my husband's grandparents built their house in the Potowomut area in 1926. In 1941, his parents built a house behind his grandparents, which we now own. My husband along with his four siblings attended Potowomut School and graduated from Warwick Veterans High. Our daughter also attended Potowomut School and went on to graduate from Tollgate High School. When our daughter was in school I was a Volunteer of Warwick (VOW). I assisted a sixth grade teacher by giving extra help to some students who needed it. I knew when our daughter was lucky to be in her class she would not be passed on to a higher grade without knowing what was expected of her. Potowomut gave my husband and daughter a great education and its reputation continues to be acknowledged in the Providence Journal each year with one of the highest testing scores in the city.**

**We believe keeping Potowomut School open is important to our community and to us because it is the central place of communication for safety and awareness of any issues that affect our neighborhood. The Potowomut area is separated geographically from the rest of the city of Warwick by the town of East Greenwich. Also our home is in an area of Potowomut, which is also separated by Goddard Park from the school location. Therefore, to be part of this community of Potowomut we need the school and the children it serves to be a link for our neighborhood.**

**We urge you to consider strongly converting Potowomut School to a public charter school to keep its doors open and continue to be a valued part of Potowomut and our grandchildren's futures.**

**Respectfully,**

**Charles and May Preble**

7 Coveseide Court  
Warwick, RI 02818  
[Airwolf11@cox.net](mailto:Airwolf11@cox.net)

November 21, 2007

The Board of Regents  
C/o RI Department of Education  
255 Westminster Street, 5<sup>th</sup> Floor  
Providence, RI 02903

Attention: Ms. Sharon Osborne

**Re: Potowomut School – Proposed Conversion to Charter School**

Dear Ms. Osborne:

Please add our names to the growing list of names in support of converting the status of Potowomut School to a charter school.

We moved to this area 23+ years ago and chose our new home site in large part because of this school. We raised two children here, now 24 and 28, both of whom benefited greatly because of this school, its fine teachers, its small size – it has always been truly a community/family school.

Potowomut is geographically unique to Warwick. In order to enter this part of Warwick, one must *leave* the City of Warwick, drive through the Town of East Greenwich, and then re-enter this part of Warwick. For the same geographic reasons, many of our children participate in beginning sports teams in East Greenwich, rather than in far-away (for small ones) Warwick. They do not enter the Warwick mix until middle school. Rather than being a shortcoming, this geographic ‘separateness’, coupled with the small size of the area, has always contributed to a real sense of community. Everyone in Potowomut knows everyone else. Accordingly, we have always enjoyed close-knit family interactions, evidenced by our PTA’s over the years.

We have always taken an active role in the school – both in our children’s classrooms and as active PTA participants. I have served on the Board of the PTA in various capacities over the years, and still hold a great affinity for the school.

Keeping this school open is vital to our community and to the betterment of future generations, who we sincerely hope will benefit as much as our children have.

Sincerely,

Mr. & Mrs. A. F. Wolff

**38 Hunts River Court  
Warwick, RI 02818**

**November 25, 2007**

**The Board of Regents  
c/o RI Department of Education  
Attention: Sharon Osborne  
255 Westminster Street, 5th floor  
Providence, RI 02903**

To Whom It May Concern:

We are writing this letter to show that we support the conversion of Potowomut School to a charter school.

We have 3 children; a 4 year old son and twin 2 year olds – son and daughter. We would be devastated at the idea of not having an elementary school in our neighborhood.

Continuing to have a school is so vital to our community. We moved to this section of Warwick 7 years ago knowing that when we started our family our kids would attend a great neighborhood school.

If children in the Potowomut section have to go to schools in other parts of Warwick the consequences would be felt by all. Our school helps keep us a tight knit community where children can have neighborhood friends and parents work together for the better of all.

Again, we ask The Board of Regents for their support and help in converting Potowomut School to a charter school.

Sincerely,

Jerry and Dawn Noel

**November 26, 2007**

**The Board of Regents  
c/o RI Department of Education  
Attention: Sharon Osborne  
255 Westminster Street, 5th floor  
Providence, RI 02903**

**To Whom It May Concern:**

**Our family has been living in the Potowomut area for nine years now. We waited a long time to find a home here to raise our family. We did a lot of research and chose this community for many reasons, including the Potowomut Elementary School and its wonderful educational reputation and history since we had two elementary age children.**

**We support the conversion of Potowomut School to a charter school. We are all for keeping the doors to the school open, with no interruption for the continued quality education. The school will always be the hub of this community; educating our little ones, providing a safe and happy place for our families, and an ongoing communication and gathering place for our community.**

**We don't want to imagine what this area would be without the school. Quality education is one of the mainstays of the school and it will continue to be of primary importance to all growing families in this area.**

**Thank you for your consideration.**

**Sincerely,**

**The Worrell Family  
57 Wunnegin Circle  
Warwick, RI 02818**

**The Board of Regents  
c/o RI Department of Education  
Attention: Sharon Osborne  
255 Westminster Street, 5th floor  
Providence, RI 02903**

November 27, 2007

To Whom It May Concern:

As a resident of the Potowomut community, I strongly support the conversion of Potowomut School to a charter school. Our family has lived in Potowomut for almost 15 years and our two daughters, who are now in Junior High and High School, attended Potowomut Elementary School.

I have only high praise for Potowomut School. The school's small class size, dedicated administrators and teachers, and high parent and community involvement ensures the highest standards of academic curriculum, and a socially enriching and nurturing environment for its children. Potowomut School, consistently rated as a "high performing" school, prepared my daughters well for the new challenges of Junior High and High School. Since Potowomut is geographically separate from the rest of Warwick, the school is also the hub of community life and activities for its residents.

Your support for this application will not only save a high-performing school but a most valuable and irreplaceable resource for our children and community. Thank you for your careful consideration.

Linda Covington and Steven Sloman  
11 Tahena Drive  
Warwick, RI 02818

*Judi Robinson*  
*89 Primrose Drive, Warwick, RI 02818*  
*(401) 885-4156*

The Board of Regents  
c/o RI Department of Education  
Attention: Sharon Osborne  
255 Westminster Street, 5th floor  
Providence, RI 02903

Dear Sir/Madam:

I am writing to you to express my support of the conversion of Potowomut School to a charter school. I have three school-aged children, two currently enrolled at Potowomut and one who has successfully completed his elementary education at Potowomut and is currently an honors student at Winman, Jr. High School in Warwick. I believe the foundation he received at Potowomut has contributed to his academic success.

Due to our geographics, Potowomut School is this communities only connection to the City of Warwick. Our families shop in North Kingstown grocery stores, pick up our prescriptions in East Greenwich, and order take-out from restaurants located in either East Greenwich or North Kingstown. We worship at either North Kingstown or East Greenwich churches, and our children play sports with children from either East Greenwich or North Kingstown. The only Warwick children they know are their classmates at Potowomut School, making it difficult for them to make the transition to Winman and Toll Gate.

I believe our location is what makes Potowomut School Warwick's "hidden treasure." Potowomut School exists and excels as a community based school, operating on the belief that high academic success can be achieved alongside a solid foundation of public service and a shared responsibility between school and community. Within this school/community relationship, a foundation is being built to help students develop strong character traits such as empathy, responsibility and service to others. By nurturing this connection, students gain a wealth of knowledge by having parents, relatives and other community members offer their time and/or services within our school.

The success of a child's education depends on teachers, parents, and the community as well. The culture forged around a mutually supportive relationship between school and community increases students' chances to achieve and maintain a high level of academic success, which epitomizes Potowomut School's existence and success. It is my hope that the Board of Regents will believe in what this school and community stands for and grant us charter school status in order that this community can continue the quality of excellence afforded to our children.

Thank you for your attention to this matter.  
Very truly yours,  
Judi Robinson

**38 Hunts River Court  
Warwick, RI 02818**

**November 25, 2007**

**The Board of Regents  
c/o RI Department of Education  
Attention: Sharon Osborne  
255 Westminster Street, 5th floor  
Providence, RI 02903**

To Whom It May Concern:

We are writing this letter to show that we support the conversion of Potowomut School to a charter school.

We have 3 children; a 4 year old son and twin 2 year olds – son and daughter. We would be devastated at the idea of not having an elementary school in our neighborhood.

Continuing to have a school is so vital to our community. We moved to this section of Warwick 7 years ago knowing that when we started our family our kids would attend a great neighborhood school.

If children in the Potowomut section have to go to schools in other parts of Warwick the consequences would be felt by all. Our school helps keep us a tight knit community where children can have neighborhood friends and parents work together for the better of all.

Again, we ask The Board of Regents for their support and help in converting Potowomut School to a charter school.

Sincerely,

Jerry and Dawn Noel

To:  
The Board of Regents  
c/o RI Dept. Of Education  
Attention: Sharon Osborne  
255 Westminster St., 5<sup>th</sup> floor  
Providence, RI 02903

To Whom it May Concern,

I am a resident of Potowomut and a parent of a child presently in the second grade at Potowomut School and also of a preschooler who will hopefully be attending said school in the future, providing that we can keep it up and running! I am fully in support of a charter format for our school- it would be an innovative way to give the children a good education and at the same time keep this pillar of our little community still standing.

Both my children's lives would be greatly affected by our school closing- they would be bussed elsewhere, possibly even having to move elsewhere, and would lose their sense of security that has been nurtured here. Everybody knows everybody here at our school and it is like an extension of our homes- a place where we feel secure sending our children to foster their educational growth, where we can be highly involved with every aspect of their learning experience.

So in conclusion, I fervently hope that we can continue to keep the spirit of the Potowomut community alive by keeping our school open and finally be able to tell our children that our school is here to stay.

Sincerely,  
Rebecca Leonard



The Board of Regents  
c/o RI Department of Education  
255 Westminster Street, 5th floor  
Providence, RI 02903

Dear Ms. Osborne,

I am writing to tell you of my support to convert Potowomut Elementary school to a charter school.

I attended Potowomut School starting in 1969. As the oldest of 5 children, a member of our family attended the school for many, MANY years. We saw the class sizes ebb and flow, and it was the only connection our neighborhood had, since there were no stores, playgrounds, libraries, or any other place to congregate.

After marrying, my husband also fell in love with this close, quiet, friendly neighborhood, and we settled here to raise our family.

Flash forward to 2007....

My youngest is now in college. She and her older brother both graduated from Potowomut! As a member of the PTA all the 8 years they were there, we saw many changes to our neighborhood, but Potowomut School was STILL the only place in our community where we could all meet to share ideas, concerns, and friendships.

We are disconnected from the rest of Warwick, and all of our civic information is tied to this school. Our feeling of community depends on this connection.

I can't imagine what our neighborhood would be like without the link to Potowomut School!

Much of the closeness we feel is a direct result of working together at school functions, solving school problems and concerns, and helping our children learn and grow at that wonderful school.

If Potowomut cannot remain open as it stands, then please consider changing it into a much welcomed charter school.

Thank you for all the time and consideration you have given to this very important matter.

Sincerely,

Bonnie Falcon

To: The Board of Regents  
c/o RI Department of Education  
Attention: Sharon Osborne

From: Susan & Donnie Merrill  
75 Overlook Drive  
Warwick, RI 02818

Ms. Osborne,

Please assist us in converting Potowomut Elementary School into a Charter School. We raised our son here and he attended Potowomut Elementary School from kindergarten through sixth grade.

We feel so fortunate to have had such a great school right here in our community for him to attend. Everyone knows everyone else and more importantly, everyone watches out for everyone else. The strong sense of community and the quality of life and education was not lost on our family.

My hope is that all the families living in Potowomut with young children will be able to benefit from this same tight-knit community atmosphere that has been a part of our neighborhood for so long.

Sincerely,

*Donnie & Susan Merrill*

Donnie & Susan Merrill

**To: The Board of Regents  
c/o RI Department of Education  
Attention: Sharon Osborne**

**From: Sean M. Harris  
75 Overlook Drive  
Warwick, RI 02818**

**November 22, 2007**

**Dear Ms. Osborne,**

**Potowomut is where I grew up and where I had my child hood. I attended Potowomut Elementary school from Kindergarten through sixth grade. I loved going there and growing up knowing everyone.**

**I support the conversion of Potowomut Elementary school to become a charter school and so should you. It is a great opportunity to have a great school close to home where every one knows everyone else and looks out for each other.**

**I am now in my junior year at Tollgate and I want to support the conversion so all the other kids in my neighborhood get to have the same great experience and opportunity I had.**

**Sincerely,  
Sean M.Harris**

Board of Regents  
c/o RI Department of Education  
Attn: Sharon Osborne  
225 Westminster Street, 5<sup>th</sup> Floor  
Providence, RI 02903

November 26, 2007

Dear Members of the Board of Regents,

We are writing on behalf of the Charter School application to be submitted for Potowomut School. As parents of a 6<sup>th</sup> grade student, we are absolutely in favor of the charter school proposal.

Potowomut School is the heart of the Potowomut community. The prospect of the school closing each year has begun to wear very thin on students, teachers and parents, as well as the community, at large. My child will move on to Winman Junior High next year, so I do not have a **direct** interest in the charter school. However, as a community member, the thought of this school being closed is devastating. The education children receive at this school is second to none and this is evident in the annual test scores. The charter school proposal will take a great school, and, if you can imagine, make it better!

As parents of two children who have attended Potowomut School, we consider ourselves very fortunate to have this "Treasure" in our backyard. Please consider the application for the charter school, to take this education process to a higher level.

Sincerely,

John J. Dean  
Ernestine M. Dean  
90 Primrose Drive,  
Warwick, RI 02818  
884-1265

A handwritten signature in cursive script that reads "E M. Dean" followed by a more elaborate signature that appears to be "Ernestine M. Dean".

Rhode Island Department of Education  
Sharon Osburne  
Board of Regents  
255 Westminster Street  
5th Floor  
Providence, RI

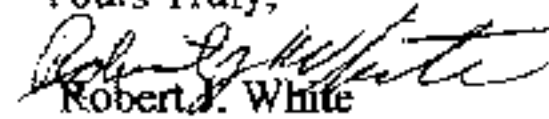
November 28, 2007  
Robert J. White  
171 Lakedell Drive  
Warwick, RI  
02818

To whom it may concern,

It is my understanding that the Potowomut Elementary school in Warwick will soon be closed. This is disheartening to say the least since Potowomut was the school that my children attended and my grandchildren are currently attending. The Potowomut school has always had one of the highest scholastic ratings of all the elementary schools in Warwick. It seems senseless to me to close such a gem to save money when in fact there is so much money being squandered in other areas of our city government. This is a time in our history when America is in desperate need of quality education. This is not going to be achieved by closing schools that in fact produce the best minds. These children could one day be our leaders that could make America what it once was, a country that all others strived to be. That could be accomplished if it wasn't for the nearsightedness of our politicians.

However, I realize that this matter of the school closing is out of your realm of authority. So as a consequence, I am hoping that you will approve the application to allow the Potowomut ( General Nathaniel Greene ) school to acquire a charter status..

Yours Truly,

  
Robert J. White

162 Wunnegin Circle  
Warwick, RI 02818

November 20, 2007

The Board of Regents  
c/o RI Department of Education  
Attention: Sharon Osborne  
255 Westminster Street, 5th floor  
Providence, RI 02903

Dear Members of the Board of Regents:

I want to share with you my total support for the conversion of the Potowomut School in Warwick to a Charter School.

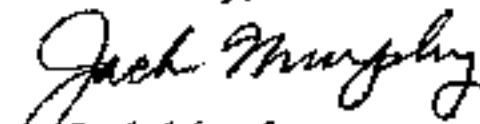
It is very important to the community of Potowomut to maintain an educational facility in our neighborhood. Having resided in this section of Warwick for the past 32 years, my family has experienced, and has seen the successes of wonderful academic performances coming from the Nathanael Greene School of Potowomut. Unlike other neighborhoods, Potowomut is geographically unique to the City of Warwick, being physically separated by water and land from its sister neighborhoods. Consequently, we have cherished the partnership we have established over the many years between the students, families and faculty of Potowomut School. The school has become the focal point in our community to our neighborhood's identity. As many have said, the school is our little hidden treasure and was a huge factor in the consideration of the many families that settled here to raise their children.

Now we are faced with losing our school and having to bus our children many more miles to another school – a concept that is totally unacceptable to the families and residents of Potowomut. Rather, we are seeking to utilize the Potowomut School facility to establish a charter school so that the school can continue to function, be accountable and produce superior results for our children who are now enrolled and for those that will come after them.

It is extremely important for all of us to provide the best possible environment for learning. I believe that environment will be realized in establishing a Potowomut Charter School. I hope you, as a member of the Board of Regents, can see the value in continuing neighborhood educational facilities and see this situation as the perfect opportunity to demonstrate that concept.

Thank you for your every consideration in this matter.

Sincerely,

  
Jack Murphy

Dear Board Of Regents,  
December 2, 2007

My name is Justin DeWolf and I reside at 65 Longfellow Dr. Warwick with my wife and 2 children for the past 8 years. My daughter is in first grade at Potowomut school and my son who is 2 years old I hope will attend Potowomut in the future. I am asking you to please approve the conversion of Potowomut School to a charter school. The school committee has been pushing to close the school every year since I have lived here so that they can save \$500,000 a year, says Mr. Shapiro (Ret. Superintendent of Warwick Schools). To me this is crazy, the savings will not be worth the devastating impact it would have on the community of Potowomut. With the entire school depts. budget, That is the equivalent of my wife and I trying to save money by not purchasing milk for our family. Our savings would not justify the costs of not having the milk. Our situation here unfortunately is different than other Cites and Towns that have closed schools because geographically, we are not near another school in Warwick. As I am sure you are aware we are located in between North Kingstown and East Greenwich. Potowomut school is not just our school but the hub of the community. Its our meeting spot, playground, voting center, and disaster shelter among many more things. Potowomut school is basically the only other building we have here, no stores, no library, no fire station not even another playground. Plain and simple we need our school because we don't have another school nearby to turn to.

I do feel a charter school will thrive here. You see, it's the school they want to move, not the community which makes it a great school. The community will still be here. The same community that built a beautiful playground in 1 day! The same community that makes Potowomut School so great! Us! We would just need a school. We will take care of the rest, I promise you! Our geographic location which once hurt us, will now be an asset for a charter school making it appealing for children to attend our school from Neighboring East Greenwich and North Kingstown. The Indians named this land here Potowomut, which means Land of Fires. If you approve us to keep our wood, We will continue to build and maintain the most beautiful Fire to provide the warmth and light for our entire Community that will be seen for miles away!

Respectfully,

Justin DeWolf  
65 Longfellow Dr.  
Warwick, R.I.  
02818  
884-1683

r savings will would not match our costs! to  
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"€ - "t



**EXECUTIVE CHAMBER**

**CITY OF WARWICK**



**RHODE ISLAND**

**SCOTT AVEDISIAN  
MAYOR**

June 5, 2008

Mr. Peter McWalters  
Commissioner  
Rhode Island Department of Education  
255 Westminster Street  
Providence, Rhode Island 02903

Dear Mr. McWalters:

Thank you for giving me the opportunity to publicly reaffirm my support for the Nathanael Greene/Potowomut Academy of Technology and Humanities' application. Unfortunately, my schedule has precluded my attendance at either of this week's hearings. I am pleased to offer the following comments for the record.

As you know, proposals to close Potowomut Elementary School as a cost-saving measure have been brought up on an annual basis for several years now. Ultimately, this spring, the Warwick School Committee decided to close three elementary schools, including Potowomut. Even before the Committee's final decision, a group of residents began preparing the application for Potowomut, believing that a charter school, with its opportunities for choice and academic excellence, was a practical and good solution to the issue.

As you are also aware, Potowomut Elementary School has consistently been among the highest performing schools in Rhode Island. I believe that this has been in no small part due to the fact that adults in the community, whether they have school-aged children or not, are deeply invested in, and work toward, the children's success. I have every reason to believe that this level of community interest and involvement would continue with a charter school, which would be held to strict standards of achievement.

Approving the PATH application would ensure that a school remain in the area, remove the annual threat of closure and offer parents in other communities a viable educational alternative for their children. Equally important, it would safeguard the quality of life in Potowomut, a close-knit, unique neighborhood that is geographically separate from the

rest of the City of Warwick and for whom the school has become not only a place of education but a place where neighbors meet and socialize.

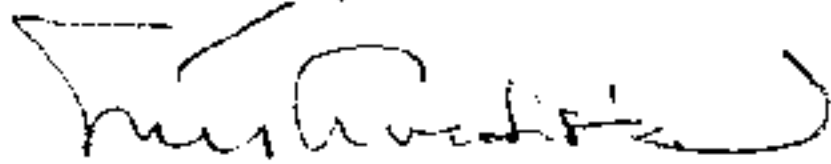
It is my understanding that the closure of Potowomut Elementary School means that the original application must be modified, that a non-profit partner will now be a required component for approval and that other issues will need to be resolved. I am also aware that there are some residents who are not familiar with the charter school concept, or who are not in favor of the proposal.

Nevertheless, I know that the Charter School Application Committee members are individuals who are very active in the community. They want children to receive a good, well-rounded education and to preserve their neighborhood. I have confidence that they will work cooperatively with the state Department of Education, area residents and other interested parties as this process moves forward to assure that any concerns are heard and addressed.

Establishment of a charter school in Potowomut can only further our shared goal of ensuring that all of our children enter school ready to learn and leave school ready to live productive and fulfilling lives.

For all these reasons, I am pleased to support the PATH application and appreciate your consideration.

Sincerely,

A handwritten signature in black ink, appearing to read "Scott Avedisian". The signature is fluid and cursive, with a large initial "S" and "A".

Scott Avedisian  
Mayor

Mr. Keith Oliveira  
R.I. Department of Education

5 June 2008

I understand that a concerned citizen posted a comment on a parent forum and sent a letter to the Board of Regents stressing her apprehension about special education students in charter schools. I would like to make a brief comment in regards to her concerns and our application. After attending one of the many emotional redistricting & consolidation meetings held by the Warwick School Dept. I feel that I was misunderstood during a brief conversation with this woman.

The PATH Charter School will accept all students under the terms of our charter and provide the education and services they require. We know our obligations under the law and have no intentions of discriminating against any student.

Potowomut was the first inclusion school in Warwick. Our community, students and faculty have always embraced all students and the inclusion program.

I hope that this clears up any misunderstandings and I would like to submit this for public record.

Thank you,



Jacqueline A. Procopio  
191 Lakedell Drive  
Warwick, R.I. 02818  
401-885-5858

## Supporting reasons for a Charter School

I am in support of this Charter School for so many reasons...

We have been fighting the fight to keep this school in our community for some time now. With a Charter we would not only be gaining the stability of a neighborhood school for our children, but we would also be giving our children the best education available which they deserve.

Unfortunately, the Warwick School Dept is going through very difficult financial times, and it is predicted to get worse in the near future with more schools closing and academics being affected with the elimination of some programs.

**With a Charter School in place, our community could be confident knowing that our children will be offered a well rounded education with programs designed for children to succeed.**

### **It will offer them:**

- Self paced learning
- A Special focus on humanities and technology
- A Least restrictive classroom environment to promote learning and engagement
- It will also offer a more innovative, expressive way of learning
- Parents and students will be empowered with more options for a quality education.
- Teachers will have flexibility to try new methods of teaching that if proven effective, will be implemented and will better meet the needs of the students.
- Not to mention the small classroom sizes, which will offer more individual attention.

Studies have shown that Charter Schools hold students to a higher or more individualized standard of performance.

- This Charter school would set standards higher to essentially stay in business.. Which means our children will benefit from a quality education.

The curriculum will cover the same material as the public schools but it will also offer emphasis on more cutting edge subjects for our children. As parents, this is certainly exciting.

I am sure some critics will argue that a Charter school takes money away from the local school district...

But, in reality, most public charter school founders see their school as a way to save taxpayers money while also providing more educational options for students.

As I understand it, taxes for each student will go directly to the Charter School which would be used for salaries, books, supplies, maintenance etc.. The same way taxes are applied to each student in the Warwick Public School System.

So if this tax money is just re-allocated to where the student is attending, how will this affect the Warwick school district negatively? I do not see how it would. Other than a lesser need for so many administrators.. *minus 5% which goes to District*

There are so many positives to having a Charter School in our community, and our community is a very tight knit, focused, collaborative group of people, and we will certainly be up to the challenge of making this school a success.

Hi, I'm Sharon Oliver, and my husband and I support the approval of the PATH application.

We moved to Rhode Island less than 3 years ago, and initially placed our son in Catholic school. But after getting to know the Potowomut community, we pulled him from the private school with all its financial advantage, and placed him at Potowomut. This was not something we took lightly, as he has attended 5 schools in 4 states and is currently completing 5<sup>th</sup> grade. But we found something truly special in this little school, and will forever treasure the year we had here. We knew that Potowomut was in danger of closing (we were told at least a dozen times during our 30 minute visit), but enrolled anyway, and do not regret it for a moment.

At Potowomut, there is a strong sense of pride, of community, and of belonging to something bigger. The parents are actively involved - even those that no longer have children in the school. There is respect and discipline. There is truly a love of school and of learning. This small public school has given him so much more than we thought possible.

We continue to be amazed at the involvement and support of the people of Potowomut and their dedication to the children, school, and the community itself. We firmly believe this sense of community involvement and unwavering support is the main reason the students of Potowomut School do so well, no matter what obstacles they must overcome. We believe it is **this involved and supportive community** that will lay the foundation for an **excellent** charter school and will continue to work and improve upon the school year after year.

Having lived in different states, and having friends and family across the country that work in education, we often discuss and debate different aspects of the educational system.

From state to state, it seems the *one thing* common to the best schools is not the curriculum or the teachers - although this is very important. But what sets the best schools apart from the rest, starts with the involvement of the parents and community. **Their support, involvement, ideas, and willingness to do whatever it takes for their children and school is priceless.**

Today it is far too common for parents to be non-existent at schools - except to complain about everything that is wrong with them. This is not the case at the best schools across the country. Not because there is nothing to complain about, but because at these schools, the parents and community are so involved, they take ownership of the school and have pride in it. When a problem arises, they do not complain, but ask, "What can we do to fix it?"

This is what's available at Potowomut. A sense of pride and ownership. A sense of belonging to something greater, and an actively involved community of all ages willing to work for something better for our children. The Potowomut community will create a truly great charter school, if given the chance, and will be responsible, efficient and inclusive.

Potowomut has everything it takes to be among the top schools - everything but the permission to open the doors.... So we ask your permission. Please grant this application and put this community to work - for our children and for our future.

Walt Disney once said "Our greatest natural resource is the minds of our children." I am here tonight to support our community's most valuable resource, our kids. I am here with great enthusiasm for our proposed charter school, PATH. I feel it is what we need in Potowomut; it is our answer to the unending stress, anguish, and heartache that we have ultimately suffered as a community over the past four years. It is our alternative to the existing school system in our area and it is something the children rightly deserve. A secure and future forward education that places their needs ahead of all else.

Some school districts may complain that opening a charter "costs them money" In such cases that is far more likely <sup>un</sup> <sup>it is</sup> ~~that~~ the bogus and incompetent fiscal projections by the district itself <sup>thut</sup> are at fault. School districts know and have known for ages that they face stiff competition from other education providers be it charter, home schooling, virtual and or private. The whole point of having a charter school is to provide an opportunity for an education option that is different from the one offered by the public schools. "Charter schools embrace innovative educational practices that encourage competition and hold teachers and administrators accountable for the academic achievement of their students Choice should be available to all parents" (Governor Mitt Romney)

The principle goal of education is to create people who are capable of doing new things, not simply of repeating what other generations have done – currently what is being done in our school system is not working. Shutting neighborhood schools, especially those that function as the heart and center of the community is not the way to move forward nor is it a real opportunity for our community to be allowed to produce children who are creative, inventive, discover<sup>er</sup>s. Shutting down community schools is like turning our backs on our future. PATH will allow us to establish our own heart, <sup>Learning</sup> theory tells us to teach children as individuals who learn in their own unique manner. Instruction and guidance is best provided with an intimate understanding of the individual child and a deep commitment to the child's education. This should inspire us to reconsider our roles as parents, as leaders, as educators and allow us to do something new, take a chance. PATH is our commitment to our children and it is time to raise the bar of education and do what the Warwick school committee has failed to do.

a home. We bought our current home because of Potowomut School. This school is a place where all the teachers, regardless of the grade they teach, know the names of the kids in every grade. And the children all know each other. My children feel safe at school. They feel cared about. They are not anonymous; they are *known*. Children learn when they are in a safe, nurturing environment. Bolstered by its small enrollment, and supported by its wonderful teachers, Potowomut School has achieved a very high level of academic success. As a charter school, PATH will maintain its small school stature and reap these same benefits that Potowomut School currently enjoys.

An innovative approach to learning supported by a broad technological base is exciting.

I am excited by what the children will be offered within the walls of PATH. An innovative curriculum that actually teaches children to make connections between History, Language, Science, Mathematics, and the Arts is something that is lacking in education today. Making connections stimulates wisdom, not just high test-scores. It fosters students' understanding of themselves and the world around them. PATH would be providing its students with an invaluable skill that will serve them their whole lives. To further compound this cross-discipline method of teaching, PATH's plan to implement technology as a vehicle for communicating ideas and exploring concepts is equally exciting. Technology is something that children pick up quickly, but in order to do so, it needs to be made available to them. By becoming familiar with various computer and digital hardware, utilizing a variety of software, and taking advantage of the Internet's wealth of information, students at PATH will be on the leading edge of technology rather than playing catch-up.



A tradition of high academic standards and achievement will continue.

One of the undeniable facts of Potowomut School is the high level of academic achievement obtained by its students and teachers. Many Potowomut graduates internalize an educational standard that serves them well as they go on to Junior High and High School. Potowomut's consistent record as a high performing school will be maintained by PATH as a charter school.

Community involvement is key.

On Tuesday I heard several community members speak about the parental involvement and commitment to Potowomut School. The dedication, the motivation, and the drive that parents and community members have toward the continuing success of Potowomut School are key to maintaining a successful charter school. Potowomut has a tradition of community involvement and support that will continue at PATH. Parents, community members, local businesses, and non-traditional independent educators can come together to support and enhance the curriculum as laid out by the teachers and PATH board. Potowomut is a community of determined and motivated individuals who will be committed to PATH's success.

PATH's geographical location is ideal for a charter school.

Within Warwick Public School District, Potowomut's geographic location was a disadvantage. It is well known that Potowomut geographic isolation from the rest of Warwick results in a lack of city services and support that further disconnects us from our

own city. However, as a charter school, this is an ideal location. PATH will benefit from its location by drawing students from multiple school districts (primarily East Greenwich, North Kingstown, and southern Warwick, and perhaps others), to create a culturally, economically and socially diverse student body. Diversity leads to innovative thought and new experiences. As a charter, PATH can celebrate diversity and use it to create a richer fabric of experiential learning.

PATH has the potential to take what is great about Potowomut School and make it even better. This is why I support PATH and hope you will approve its charter.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink that reads "Kerri Sheldon". The signature is written in a cursive style with a large, prominent initial "K".

Kerri Sheldon

Hello. My name is Laura Wilkinson. For those of you who don't know me, I am a parent of past Potowomut School students, a former President of the Potowomut PTA and a member of the Nathanael Greene/Potowomut Academy for Technology and Humanities (which we call, "PATH") Save Our School Charter School Application Drafting Committee (that's a mouthful!).

I first would like to welcome Keith Oliveira, the Community Affairs and Charter Schools Specialist of the Rhode Island Department of Education, who is with us today as the representative of Peter McWalters, Commissioner of RIDE, and the Rhode Island Board of Regents. We did ask the Mayor to attend tonight, but he is unable to be with us tonight because of Warwick Vets' graduation (although he sent his representative, Sue Baker, in support.

I am here today as the spokesperson for the committee to support PATH's application for charter school status and to urge the Commissioner and the Board of Regents to approve this application. I first would like to quickly summarize the application for the benefit of all those who came out tonight to express their opinions.

As mentioned, a group of citizens (calling itself the Potowomut Save Our School Charter Application Drafting Committee) has filed an application with the State Board of Regents to convert Potowomut School to charter public school status. Despite its glowing academic achievement and an outstanding learning environment that is a product of exceptional teaching and a dynamic home-school partnership, the Warwick School Committee has voted to close Potowomut School due to decreasing student enrollment.

Potowomut is an isolated neighborhood and peninsula that is located in the southwest section of the city of Warwick. To get to Potowomut, one must literally leave the city and travel through either North Kingstown or East Greenwich. As a consequence, essential services are not as available as in the rest of Warwick and there are no public buildings available to Potowomut residents except the school.

The PATH charter application is based on two abiding beliefs. The first is to preserve an outstanding community elementary school that has demonstrated an exceptional ability to educate all students with competence, care and dedication. The second is to continue to help students acquire the requisite academic and social skills to become life-long learners and outstanding and contributing members of our society.

The proposed name of the school will be "The Nathanael Greene/Potowomut Academy for Technology and the Humanities" (PATH). PATH will offer kindergarten through 6<sup>th</sup> grade, as well as a pre-kindergarten program.

PATH's mission will be to enrich both the lives of its students and their community by providing an elementary experience hallmarked by excellence in humanities and technology education, school self-governance and family engagement.

PATH will exist as a fiscally autonomous charter school within the Warwick school system. This means that PATH will receive an amount per pupil equal to the average costs to educate a student in Warwick, minus 5% to be paid by the state to each district to cover its overhead costs. This amount currently is \$12,651. Under the charter statute, the state pays for a portion of this amount (currently 41.9%). Warwick would pay the remaining per pupil amount. PATH will also seek outside funding from community and corporate partners, particularly to reach its technology goal of a laptop for every student. Out of these funds, PATH will pay all of its expenses.

PATH intends to purchase services from the City and the School Department where cost-effective.

PATH will accept students from any geographic area of the state. However, if there is over-enrollment, priority will be given first to existing Potowomut School students and their siblings or other dependent children in the household; second, to siblings of existing students; third, to students who fall within the Warwick School district's geographic boundaries for Potowomut School as such boundaries are in effect as of 9/20/07; and last, to other applicants. If there is over-enrollment at any of these steps, enrollment will be done randomly using a lottery system. This priority of enrollment preserves the existing feeder pattern established by the Warwick school district.

PATH will have a Board of Directors comprised of parents, teachers and community members. The Board will have authority over policy direction, hiring, evaluation and dismissing of employees, curriculum, finances and employee disputes. PATH will be administered by an executive director who will oversee all daily aspects of teaching and learning, and will be responsible for evaluating faculty, developing policy direction and managing PATH's budget.

Above all, PATH views itself as most accountable to the students and their families. Student progress will be measured by NECAP results and/or other state mandated performance indicators and school generated achievement data. PATH will report to the Commissioner of Elementary and Secondary Education and the Board of Regents on an annual basis, as required by law. PATH will report financial information quarterly, both to its Board of Directors and to the RI State Office of Municipal Affairs and RI State Auditor General.

### **Why a charter school?**

First, we want to provide our children with a school with low class sizes and strong parental involvement. It is a proven fact that students learn better in classrooms with a lower student-to-teacher ratio. PATH will limit class size to 20 students per classroom. We also feel that parents are more likely to become involved if their child is attending a school that is welcoming and intimate, where they and their students feel like they are an important part of the school community. The combination of low class sizes and parental involvement will allow PATH to continue the academic success that Potowomut School has enjoyed all of these years.

Second, operating as a charter school also gives PATH the freedom to create an innovative curriculum and unique school culture. PATH faculty will assume considerable ownership for the educational process and outcome for each student, and will have the opportunity to create a new curriculum that will build on the Warwick school department curriculum. PATH will use the humanities, such as literature, history, philosophy, foreign language, the arts and cultures, to help improve students' mastery of basic reading, writing and math skills. For example, if teachers were teaching a unit on the Constitution, instead of a narrow work sheet and lecture approach, they would have students look at the period through not only a historical lens, but they would discuss the geography—how limited printing and travel prevented the committee from convening earlier. They would have students do a mock convention, perhaps replicate clothing as an art project, delve into the kinds of period music, create a short play and/or power point presentation, research an aspect or the life of one of the signers to present to their class and discuss how freedom of religion was a driving force in the Founding Fathers' break from England, and tie that same ideological fervor to the war in Iraq. They could look at the types of reading materials that students used during colonial times and compare and contrast it to their present day materials.

In addition to this humanities approach to teaching and learning, teachers will be asked to learn and implement technology in their classrooms. For example, students will be required to use powerpoint to make presentations, to use the internet in an appropriate manner to research and to use programs to help input and organize data. We will establish an interactive web site that can be used by teachers and families to improve communication between the school and the community. We are exploring curriculum that will bring technology into the classroom and teach students technology tools at an early age.

Third, our students are continually being hurt by a lack of funding for education. As a charter school, we will be fiscally autonomous from the Warwick school department. We believe PATH can operate more efficiently and control its own expenses. For example, PATH will not have to bear the expense of the huge Warwick school department—no superintendent, no assistant superintendent, or the rest of the approximately 100 individuals that comprise the Warwick school administration. As an elementary school, we won't have to bear the cost of high school sports or science labs or other programs that our students don't use. We will be able to purchase supplies and services, and hire personnel, at competitive costs, without in some cases the burden of complying with union contracts.

### **Why should the Department of Education approve a charter school in a suburban area of Warwick?**

As reported in the Providence Journal in its March 30 article on charter schools, in the school year 2007-2008, there was a waiting list of 2,100 students who applied to get into a charter school but were denied because there was not enough space. PATH would partially fill that gap because it projects that it would initially have between 50 and 70 open spots. In addition, existing elementary charter schools are either in the urban core of the state or in South County—there are none in Kent County. Approving a charter school in the center of the state would give citizens of those communities the opportunity to experience the benefit of a charter school without having to subject their child to a long commute.

The charter statute currently caps the number of charter schools at 20, and requires that at least 10 of those be reserved for schools designed to increase the educational opportunities for “at risk” students. Of the 20 authorized by statute, there are 11 charter schools in existence and 2 more that have been approved but are not yet funded. Of those 13, 11 serve at risk students. This means that the requirements of the statute have already been met. Suburban communities should have the same opportunity to create the same independent successes that charter schools in at risk communities have enjoyed.

### **What kind of support do we have for PATH?**

Potowomut School is the heart of our community. It is the place where educational excellence, after school enrichment activities, community meetings and events, along with neighborhood networking and communication all take place. It is the place that has brought the community together in many ways resulting in a strong united front. The ever-looming threat of closure since 2005 has positively charged the families, faculty, and community to explore all possible options of preserving this school. Saving our school by converting to PATH has already gained the support of families and teachers alike.

When put to a vote, PATH received affirmative votes from parents or guardians representing 95 out of the current 110 students enrolled at Potowomut School. In addition, all of the full-time Grade 1-6 teachers voted in favor of the application. In addition, PATH received multiple letters of support from interested parties, including the Mayor of the City of Warwick.

### **Conclusion**

In conclusion, we ask that you approve our application to establish a charter school in Potowomut. Not only will such an action save a school with a superior academic record, but it will satisfy the growing demand for education that is accountable to the most important constituent—the child.

My name is Kristen Morelli. I live in West Greenwich and I have 3 children.

I want a charter school in Potowomut because I am one of the 250 people who put applications in for the Compass school in N.K. There were only 7 openings in <sup>the</sup> 2008-2009 school year. Me and a lot of other parents are looking for alternatives for the education of our children.

Kristen Morelli

**Oliveira, Keith**

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**From:** Jerry Noel [jerry.noel@cox.net]  
**Sent:** Thursday, June 12, 2008 10:01 PM  
**To:** rid23934@ride.ri.net  
**Subject:** [UBE?] Potowomut School

Mr. Oliveira,

I attended the Thursday night meeting at the Potowomut School. I live in the neighbor and I have 3 young children – the oldest starting kindergarten this coming school year. I had no idea what to expect. I knew that Potowomut residents are passionate about their school but I would never have imagined the passion I felt that night.

I also did not know what to expect from the folks that would be representing the department of ed. I'm very appreciative as to how you handled the "meeting". You validated our passion and showed us nothing but respect.

I can't say enough how much my neighbors and I want a charter school in Potowomut. I strongly believe that that would be no problem filling the classes. I also feel very strongly that the residents will make this school work. Thanks again for a great meeting.

Sincerely,

Jerry Noel

Jerry Noel  
Green Living RI  
[www.greenlivingri.com](http://www.greenlivingri.com)  
(401) 345-6095



**Oliveira, Keith**

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**From:** drkelly@fryefamilychiropractic.com  
**Sent:** Monday, June 09, 2008 8:39 AM  
**To:** Oliveira, Keith  
**Subject:** PATH Charter School

Dear Mr. Oliveira,

My name is Kelly Frye. I attended the Potowomut charter school meeting on Tuesday, June 3, and was impressed with the strength of the community support for this school. While it is disappointing that the Potowomut Elementary School had to be closed, it seems that opening as a charter school is the perfect solution.

My husband Stephen and I live in the town of North Kingstown with our seven-year-old daughter. We support the establishment of a charter school in Potowomut and when established, we will send our daughter to the Potowomut Academy for Technology and Humanities.

Sincerely,

Kelly A. Frye

**Oliveira, Keith**

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**From:** RDegnan@communities-for-people.org  
**Sent:** Monday, June 09, 2008 9:22 AM  
**To:** Oliveira, Keith  
**Subject:** Thank You

Dear Mr. Oliveira,

Thank you for your attentiveness and ability to process what was being said during the public hearings concerning the proposal of a charter school in Potowomut last Tuesday and Thursday. Such qualities from a person in a position such as yours helped us in the community feel supported and empowered.

My name is Robert Degnan. My wife and I live in North Kingstown. We support the establishment of a charter school in Potowomut and will send our daughter to the Potowomut Academy for Technology and Humanities when she is of pre-kindergarten age. As a former student of Potowomut Elementary School, it would mean the world to me if my daughter were to be given the same opportunity to learn and grow in there.

Be Well,

Robert Degnan, MA  
Placement Solutions Care Manager  
55 South Brow Street  
East Providence, RI 02914  
Tel: (401) 434-4748, ext. 104  
Fax: (401) 438-4205

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**Oliveira, Keith**

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**From:** Linda Ross [lmr0630@yahoo.com]  
**Sent:** Thursday, June 05, 2008 5:43 PM  
**To:** Oliveira, Keith  
**Cc:** potowatch@aol.com  
**Subject:** PATH Charter application

Mr. Oliveira,

I was in attendance at the meeting held at Potowomut School on June 3rd. While listening to the various speakers, it struck me that several of the speakers were once Potowomut students themselves. I, too, was once a Potowomut Elementary School student. I started to think about all the parents faces I have seen at various times and knowing that they looked "familiar" from the past...maybe not from my own grade but from the grades below or above mine.

I feel that it is important to note that there is a large percentage of former students who are now parents of existing students. Students grow up, go out into the world, sample other learning institutions and then choose to go back to their roots. Why? Potowomut School may not be the fanciest, newest, biggest school in the state. However, the school itself is the perfect learning environment. Potowomut has always been a tight nit, family oriented, community. This is a constant that will not change over time. As it has been pointed out repeatedly, the school is our only city resource. It is our only community meeting place. The children do not only receive an education but also receive nurturing, acceptance, and love. This builds such a strong foundation to build upon for success.

I have witnessed the hardwork and effort that the core team has put into this application. They are relentless. They will not tire and give up on implementing a charter school in our community. Therefore, if granted an approval, they will work hard alongside all parents to create an optimal educational institution that will become the standard that other communities will try to meet. The goals are student focused. Balancing technology and humanities is an innovative and exciting approach. As a parent, I have been wishing our current education system would step out of the box and explore opportunities and ideas more 21st century driven.

The Potowomut community is a natural setting for a charter school. I understand that the state has a cap on how many charter schools will be set up. All the necessary ingredients are present in Potowomut....parental support, community support, geographical opportunities, a nurturing and motivated environment.

Please, please consider the PATH charter application. Leaving the community without a school is like taking the heart out of the community. The very first Potowomut school house still sits in the community. It has been here for over 100 years. The Potowomut school has been here for approx 80 years. My brothers attended the school in the 60's. I started school there in 1970. As a matter of fact, my 5th grade class did some research on the history of the community and the Greene family. The original school house was named after Nathaniel Greene and we felt that Potowomut School should be named after this great historical local hero as well. We were able to have the name legally changed to the Nathaniel Greene School of Potowomut.

I have four children. Three have graduated from Potowomut School. My youngest is in first grade. It will be so sad if he is not able to graduate from this school as his brother's did.

Please understand that having a school in our community is absolutely necessary to sustain the level of communication we currently have. Please understand that our community is steeped in history all the way back to the Revelotionary War with George Washington's own second in command as a "neighbor". Please think very hard about awarding a charter school to Potowomut. It will be the most rewarding decision you have ever made!

Regards,

Linda M. Ross  
7 Sheryl Circle  
Warwick (Potowomut), RI 02818

**Oliveira, Keith**

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**From:** Bob [rjbhop@cox.net]  
**Sent:** Wednesday, June 04, 2008 8:50 PM  
**To:** Oliveira, Keith  
**Subject:** Potowomut School Charter proposition

Dear Mr . Oliveira,

I am unable to attend the public hearings on the proposed charter school application for Potowomut Elementary School in Warwick, but I do want to contact you to give my support to this endeavor. I am a retired public school elementary educator and I see no reason that a charter school would not be as effective as any other public school. Please add my comments in support of this application.

Robert J. Beausoleil  
111 Hopkins Ave.  
Warwick(Potowomut), RI

**Oliveira, Keith**

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**From:** colleen kennedy-daniels [irishcolleen222@msn.com]

**Sent:** Wednesday, June 04, 2008 6:15 PM

**To:** Oliveira, Keith

**Subject:** Support for Potowomut Charter School

I will not be able to attend the meeting on Thursday June 5, 2008 at Potowomut. I am emailing you because I want it to be known that I support a charter school in Potowomut and elsewhere in the State of Rhode Island.

I don't live near Potowomut, but I am a citizen of Warwick and hope to see more charter schools open in the near future. I am infuriated with the way Warwick Public Schools system are being run. I would choose to have my children attend a charter school if one was located in the northern part of Warwick.

Thank you  
Colleen Kennedy

**Oliveira, Keith**

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**From:** ipoohbear626@aol.com  
**Sent:** Wednesday, June 04, 2008 3:28 PM  
**To:** Oliveira, Keith  
**Subject:** Potowomut PATH Charter School Application

Mr. Oliveira,

My name is Bethany Godin and I was a lifelong resident of Potowomut until last year. I was a graduate of Potowomut Elementary School and my son Patrick now attends Potowomut and is finishing the fourth grade. When my son was an infant I already planned on sending him to Potowomut. It has always been a special and unique learning environment and I wanted him to experience it. The small class sizes have helped enrich the educational process for the Potowomut students and the test results prove this to be true. The Potowomut students that have thrived in a school of 100 students now have to adjust to an elementary school that is more the size of a junior high with over 500 students.

I would like to state that I fully support making Potowomut School into a charter school. PATH as it would be known would enable the children to continue learning in a intimate setting with small class sizes. Potowomut is in a great location with North Kingstown and East Greenwich close by. I feel that a charter school in this area would be very beneficial to local residents. There are not any charter schools in Kent County at this time, and I feel that Potowomut would be a perfect location to have one. Please approve the charter school application for PATH.

Thank You,

Bethany Godin

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## Oliveira, Keith

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**From:** Steven Sloman [Steven\_Sloman@brown.edu]  
**Sent:** Saturday, June 07, 2008 11:32 AM  
**To:** Oliveira, Keith  
**Cc:** Jackie Procopio  
**Subject:** Potowomut Charter School

Dear Mr. Oliveira,

I write in support of the Potowomut community's application for a charter school. As I suspect you are, I am a great believer in public education. And public education is at its best when the public constitutes a dedicated community that will participate with the school and its teachers to create an optimal learning environment, unhindered by rules and regulations that were created for other purposes and situations. As I'm sure you know, the Potowomut community offers precisely such an environment. The recently closed public school was a model of parent and community involvement and care. The proposed charter school will provide an opportunity for good teachers to grow along with their students, to develop rigorous and creative curricula by taking advantage of the support and respect that they will receive from an engaged community.

But beyond the educational value of the proposed school will be its value as a community center. Potowomut school served as the only public center in the neighborhood, bringing together families and giving both its parents and children a sense of place and a location for community events. I don't know how to separate this kind of unifying function from academic functions. Learning occurs both outside and inside the classroom and is fostered by a community that fosters and recognizes achievement. This is an opportunity for you to open doors for a group of elementary school children and also for their community.

Sincerely,

Steven Sloman, Professor  
Cognitive & Linguistic Sciences  
Brown University, Box 1978  
Providence, RI 02912

phone: 401-863-7595  
fax: 401-863-2255

email: Steven\_Sloman@brown.edu

<http://www.cog.brown.edu/~slomanlab>



June 3, 2008

Ingrid Lofgren and Joshua Persson  
72 Potowomut Road  
Warwick, RI 02818

Keith Oliveira  
Charter Schools Coordinator  
Rhode Island Department of Education  
255 Westminster Street  
Providence, RI 02903

Dear Mr. Oliveira,

We are writing this letter in response to the public hearing held tonight, Tuesday June 3<sup>rd</sup>, at Potowomut School in regards to the Potowomut Charter School Application. We would like to thank you for listening to the unanimous, positive feedback provided by the community for the opening of a charter school in the Potowomut area of Warwick.

We recently moved to Potowomut. Though we do not currently have children, the fact that there was an elementary school in the immediate neighborhood was very attractive. We felt it added to our property value and made for a desirable place for other families to live. Closing down the school without a plan to reopen it soon will only serve to drive families away as the fate of their children's education would be uncertain in Potowomut.

Additional, it seems like this plan goes against the current interest in having sustainable communities in which we all, individuals and institutions, decrease their carbon footprint. Not only will the children be bussed to a school further away but parents will be traveling further distances to pick their children up from after school activities. This put more cars on the road but it also may result in Potowomut parents being less involved in the new schools as time would be more of an issue. Another aside is that there is a movement to have more children walk or bike to school in order to make a small step against the epidemic of childhood obesity. By closing down the school, many of the Potowomut children who walk or bike to school will no longer have that opportunity. In addition they will have less time to play after school since they will be on the bus. This decrease in activity will only add to the problem of childhood obesity.

With this letter we would like to formally register our support of the Potowomut Charter School Application. Thank you again for your time.

Warm regards,  
Ingrid Lofgren  
Joshua Persson

**Oliveira, Keith**

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**From:** Godfrey, Steven [sgodfrey@hasbro.com]  
**Sent:** Wednesday, June 04, 2008 1:38 PM  
**To:** Oliveira, Keith  
**Subject:** Potowomut Charter Application

I am sending this email to mention that I support the charter school application for Potowomut, Keith. I think it is a great idea to have a charter school at the former Potowomut elementary school. I live near the school and my kids attended the school several years ago.

Thanks, Steve Godfrey

**Oliveira, Keith**

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**From:** Liz Bastien [ebastien@verizon.net]  
**Sent:** Wednesday, June 04, 2008 3:38 PM  
**To:** Oliveira, Keith  
**Subject:** Potowomut Charter School Application

Dear Mr. Oliveira,

I was in attendance at last's night meeting at Potowomut School. Since public speaking makes me quite nervous, I never got up and spoke, however, I wish to tell you that I am in full support of the Potowomut Charter school application. I believe a charter school in our community, as well as in our city, would be extremely beneficial to our children. I currently have two children in Potowomut School and one who has already gone through. I love my school very much and we all are like family there. As the saying said behind you on the wall last.....POTOWOMUT SCHOOL.....WHERE GREAT THINGS HAPPEN EVERY DAY!

Thank you,

Elizabeth Bastien

## **The Nathaniel Greene/Potowomut Academy for Technology and Humanities (PATH) Lottery and Admissions Policy**

When fewer students apply to PATH than are seats available, all students shall be enrolled in the school. If, by the application deadline, more students apply to PATH than there are available slots, PATH will hold a blind random lottery to determine the students who will be admitted to the charter school. The lottery will be run in accordance with the following criteria:

- Students already admitted to the school in any given year are not required to participate in the lottery for the next year.
- Siblings of students already admitted to or attending PATH are exempt from the lottery.
- Children of PATH's founders are exempt from the lottery, provided that the total number of students under this exemption constitutes only a small percentage of the school's total enrollment.
- PATH will recruit in a manner that does not discriminate against students of a particular race, color, national origin, religion, or sex, or against student with disabilities.
- If PATH operates a tuition-based pre-kindergarten program, it will hold the lottery early for its prospective applicants. PATH will inform them that any child selected through the lottery would be guaranteed a slot in the kindergarten program a few years later, whether or not the child enrolls in the pre-kindergarten program.
- PATH shall notify the Rhode Island Department of Education at least two (2) weeks prior to conducting the lottery in order for a RIDE representative to be present during the lottery.
- PATH shall maintain a waiting list of those not selected for admission in the lottery process. Such students shall be on the waiting list in the order that they were drawn during the lottery. Any enrollment forms submitted after the application deadline shall not be considered until the students on the waiting list have been admitted. Waiting lists shall not be carried over from year to year.

***Laura N. Wilkinson***

(b)(6)

**Education:**

Vanderbilt University, 1985, Juris Doctor

University of Rhode Island, 1981, B.A. Secondary Education and History (Minors in Math and English)

**Work Experience**

***Partner***

Edwards Angell Palmer & Dodge, LLP, Providence, RI

06/1985 - present

Legal ethics and conflicts partner for Edwards Angell Palmer & Dodge, LLP.

Partner in the securities practice group in the Business Law Department of Edwards Angell Palmer & Dodge, LLP, representing public company clients in a variety of corporate finance transactions, as well as advising on reporting and corporate governance issues. Works with members of the firm's Business Law and Private Equity groups to advise smaller, private companies as they wade through the rules relating to the private issuance of securities.

***History Teacher***

South Kingstown High School

01/1982-06/1982

Long-term substitute teacher in high school history department.

**Other Experience**

***Co-Founder and President***

Nathanael Greene Potowomut Academy of Technology and Humanities

08/2007-present

Principal drafts person of charter application to Rhode Island Department of Education and grant application to US Department of Education.

***Parent Volunteer***

Moses Brown School

09/2001-6/2008

Served in multiple roles for the Moses Brown Parents' Association, including Upper School Coordinator (coordinated all events and parent class representatives in Grades 9-12); Corresponding Secretary for Parents' Association Executive Board; Parent Class

Representative for two terms (coordinated communication with other parents and planned social events); and Chairperson of Nominating Committee

***State Arts Chairperson, "Reflections"***

Rhode Island State Parent Teacher Association

2002-2004

Served as state chairperson for Rhode Island in the PTA's "Reflections" program, a cultural arts program for students in grades K-12 developed to interest children, parents, teachers and communities in the arts.

***Parent Volunteer***

Potowomut School

09/1994-06/2005

Served in multiple roles for the Potowomut PTA, including President, Vice President, Treasurer, Book Fair Chairperson and Reflections Chairperson.

## Vita

### Robert Pilkington

(b)(6)

#### *Education*

Ed. D. (2008)	Doctoral candidate in Educational Leadership at Johnson and Wales University. Coursework completed, dissertation in progress
M.A.T.	Rhode Island College, 1986, Secondary Education
B.A.	Rhode Island College, 1983, English
A.A.	Rhode Island Junior College, 1981, Liberal Arts

#### *Experience*

2005 to present	Principal of the Beacon Charter High School for the Arts
2006/2007	Author of the Middle College Charter School and Village Green Virtual Elementary School charter proposals (currently pending with RIDE)
1985 to 2005	<i>Providence School Department, serving in the following capacities:</i>
1998 to 2005	Operations Officer, Textron/Chamber of Commerce Charter School
1997 to 1998	Textron/Chamber of Commerce Charter School Acting Director, 1 <sup>st</sup> charter school administrator in Rhode Island
1996 to 1997	Co-author, with Gary Davis, of the Textron/Chamber of Commerce School's charter
1995 to 1997	English teacher and founding faculty member of the Chamber of Commerce High School, Providence
1994 to 1995	Chamber of Commerce High School Design Team
1985 to 1994	English teacher, Central High School and Roger Williams Middle School, Providence

#### *Honors and Professional Activities*

- Founder and past president of the RI League of Charter Schools
- Longest serving administrator in Rhode Island's charter school movement
- RI State Certified Secondary level principal
- RI Dept. of Education External Reviewer of proposed charter schools
- RI Dept. of Education PBGR/Gate's Network Exhibition Toolkit co-author
- Presenter at 2000 National Charter School Convention, *Building State-wide Organizations*
- Author of the 1996 **Work-Prep** RI Charter school application
- Consultant on numerous charter applications, facilitated school re-design teams including the Marriott Hospitality Charter School in Washington DC and the Franklin Career Academy in Franklin, NH (New Hampshire's first charter school).
- Author and publisher of *The Chartered Course*, RI's only charter school newsletter
- 2002 RIC English Alumni of the Year, 1997 PROBE Teacher of the Year
- Board member of the Textron/Chamber School 1998 to 2005
- Providence Teachers Union Executive Board member, COPE Chair 1994-2000
- Active member of the Council of Educational Facility Planners International
- Active member of the National Charter School Leadership Council, NASSP and NADE
- Member of the Juvenile Hearing Board, Office of the Mayor, Warwick, RI

## Jacqueline A. Procopio

(b)(6)

### Experience

**2008 – present**, Educational Advocate for a student in his junior year at Toll Gate High School.

**2007 – present**, Member of the School Improvement Team at Toll Gate High School.

**2006-2007**, Assistant Coordinator of the After School Program at Potowomut Elementary School and assistant production manager of the all school play.

**2006 – present**, Member of the Charter School Application Drafting Committee (a sub committee of SOS) and voted to be Vice President, Community Relations during the initial application period.

**2005**, Commenced the Save Our School Committee (SOS) in response to the threat to close the elementary school and was voted president of SOS.

**2005 – present**, Member of the School Improvement Team at Winman Jr. High.

**2003 & 2004**, Participated in the organizing and hosting two Memorial 5 K Road Race fundraisers for the family of a victim of the Station Night Club Fire of 2003.

**1999 - 2006**, Coordinator of the After School Program holding a variety of programs three days a week during the school year. The production manager of seven all school plays.

**1999**, Initiated and founded an after school enrichment program for grades 1 – 6 at my children's elementary school (Potowomut Elementary School).

**1998 – present**, Established a Neighborhood Watch in collaboration with the Warwick Police Department. Organize community events and act as community advocate and liaison to city officials in role of president of Potowomut Watch. Such events are: Earth Day Cleanup, Summer Teen Pizza Parties, Annual Community Block Parties, Bike Safety Rodeos, and petitions for community causes.

**1998**, Member of the School Improvement Team at Potowomut Elementary School.

### Professional

**1986 – 1991**, Registered and Licensed Respiratory Therapist at Childrens Hospital, Boston, Massachusetts.

Responsibilities included:

- ◆ primary therapist in the Medical ICU, Cardiac ICU and Neonatal ICU,
- ◆ orientation of new therapists
- ◆ assist bronchoscopies and in-service therapists on procedure
- ◆ emergency care
- ◆ Extra Corporeal Membrane Oxygenation (ECMO)



**1986**, Registered and Licensed Respiratory Therapist at Rhode Island Hospital, Providence, Rhode Island.

Assignments included:

- ◆ routine respiratory care on non emergency floors
- ◆ emergency and intensive care
- ◆ obtain blood gas samples

**1985**, Registered and Licensed Respiratory Therapist at Western Medical Center, Tustin, California.

Provided respiratory care as trauma and intensive care therapist.

**1984**, Respiratory Therapist at Faulkner Hospital, Boston, Massachusetts.

Fulfilled all respiratory care including:

- ◆ floor therapy, emergency and intensive therapy
- ◆ obtaining and processing blood gases
- ◆ monitored and recorded sleep apnea studies.

## **Education**

**1986**, Respiratory License in Massachusetts

**1985**, Registered Respiratory Therapist, Respiratory License in California

**1984**, Northeastern University, Boston, Massachusetts,  
Associate Degree Respiratory Therapy

# JOSEPH P. GLEASON

(b)(6)

## TECHNOLOGY SALES EXECUTIVE

*New Business Development ~ Account Management ~ Government Relations*

Dedicated, decisive, and detail-oriented Sales Professional with proven skills and accomplishments in identifying new business opportunities and expanding sales and services within the existing client base. Motivational leader and “hands-on” team participant that manages individuals while selling to large multi-national accounts. Customer service oriented and develops trusting relationships through integrity, professional character, and industry expertise. Effective communication skills and handles multiple responsibilities simultaneously in a fast-paced, time sensitive environment. Proficient in the use of computers for all business, reporting, presentation development, research, and Internet functions. Highly qualified in the following areas:

- ~ Direct and Channel Sales
- ~ OEM Partnerships
- ~ Government Relations
- ~ Training and Development
- ~ Sales Management
- ~ Community Affairs
- ~ Consultative Sales
- ~ Internetworking

## PROFESSIONAL EXPERIENCE

AMERICAN POWER CONVERSION, APC-MGE, West Kingston, Rhode Island 1997 – Present

*Executive Director of Public Affairs and Government Relations,*

Corporate HQ, West Kingston 2006-2007

- Responsible for APC-MGE Government Relations and Public Affairs for North America
- Develop and execute the corporate strategic plan for Community Relations
- Manage, budget and develop corporate contributions program globally. Budget of 6 Million dollars
- Represent APC-MGE to the public at large and government and community organizations

*Sales Director of Global Accounts,* NY Metro Area 2004-2005 (Repatriation Program)

- Manage a team of Sales Professionals while maintain direct account responsibilities.
- Maximize products and service offerings in the Global financial markets.
- Select accounts and develop business plan for the Global accounts; establish team quotas and goals; and attend CIO meetings.

*Sales Director Asia Pacific,* Sydney, Australia and West Kingston, Rhode Island, 2001-2004

- Led the Asia Pacific Enterprise Sales Group, a team of 320 professionals with an annual sales achievement of \$350 Million.
- Oversaw all direct and OEM sales for the enterprise market, which included product design, construction, and marketing strategies of power protection equipment: surge suppressors, UPS's, power conditioning equipment, and related software for computer and computer-related equipment.
- Developed the divisional Business Plan and managed a budget of \$1.5 Million.
  - Improved the sales methodologies and the associated content to optimize the divisional sales.

*Director of Communications,* West Kingston, Rhode Island, 1997-2001

- Led the Strategic Partners Organization (OEM); and managed a group of 10 individuals to open and pursue emerging vertical markets in the Telco/ Internetworking arena.
- Developed a business plan and marketing strategies to transition this peripheral company into the fast growing internetworking space.
  - Justified the need to pursue opportunities for emerging applications (VOIP).
- Managed accounts that included Cisco, Nortel/Bay, 3Com, Siemens, Erickson, Cabletron, Motorola, Telllabs, AT&T/TCI, ISP's, and Cable MSO's.
- Performed Executive level briefings, and met with national accounts.

CISCO SYSTEMS, INC., Waltham, Massachusetts 1995 - 1997

***Account Manager***

- Continually exceeded sales goals and expectations:
  - Ranked # 1 in the northeast region for 1997, and recognized for achieving the highest percentage of goal for three quarters, with a client order rate of \$8 Million, on a Quota of \$7.5 Million.
  - Attained highest revenue for new sales person in 1996, generating \$4.5 Million in new business.
- Grew territory from \$300,000 to \$4.5 Million in first year of sales within the Rhode Island Territory.
  - Opened 30 new accounts in one year; and marketed to a customer base that included: Gtech Corporation, Fleet Bank, Textron, Lifespan, Citizens Bank, CVS, Brown University, and Stanley Fasteners.

MADGE NETWORKS, New York, NY 1993 - 1995

***Regional Manager***

MEMOREX TELEX CORPORATION, New York, NY 1990 – 1993

***Account Manager***

DATA SYSTEMS INC, New York, NY 1987 – 1990

***Account Manager***

PC NETWORKS, New York, NY 1984 – 1987

***Account Manager***

**EDUCATION**

***Fordham University, Rose Hill, Bronx, New York, 1985***

## John A. Robinson

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### Professional Experience

**Mahr Federal, Inc.**, Providence, Rhode Island 2005- Present  
The Mahr Group is the world's third largest manufacturer of a complete range of production dimensional measuring technology. Mahr Federal Inc. with annual sales of \$45 million is a wholly owned subsidiary of the Mahr Group.

#### Chief Financial Officer

Duties include: Complete responsibilities for all accounting functions to include, cost and general accounting, accounts payable and receivable, tax; information technology. Currently have 5 direct reports with a staff of 12 professionals.

**Accomplishments include:** Turned a company operating at a loss to a profitable company for the past three years; increased sales an average of 8% a year; replaced various administrative vendors for an average savings of \$100K per year; implemented new manufacturing metrics; reduced days sales outstanding; increased average days payable; reduced monthly close time.

**FULFLEX**, Lincoln, Rhode Island 2003- 2005  
A manufacturer of specialized elastometrics used in various industries. Fulflex with annual sales of \$60 million is a division of the Moore Company.

#### Controller

Duties include: Complete responsibilities for all accounting functions to include, cost and general accounting, accounts payable and receivable; budgeting and forecasting; supervise four employees.

**Accomplishments include:** Implemented weekly metrics; reduced days sales outstanding; increased average days payable; reduced monthly close time; implemented new software for better dissemination of key business information; implemented minimum order quantities.

**ARMSTRONG PHARMACEUTICALS**, Canton, Massachusetts 2002-2003  
A manufacturer specializing in the production of pharmaceutical nasal and meter dose inhalers with \$50 million in annual sales. Armstrong is a division of Andrx Pharmaceuticals with \$800 million in annual sales.

#### Controller

Duties include: Complete responsibilities for all accounting functions to include, cost and general accounting, accounts payable and payroll; budgeting and forecasting ; supervise three employees; financial analysis for new product lines.

**Accomplishments include:** Created a monthly reporting package; implemented weekly metrics; member of JD Edwards implementation team.

**STANLEY BOSTITCH**, East Greenwich, Rhode Island 2001-2002

A manufacturer of pneumatic tools, home and office supplies, staples and nails with \$600 million annual sales. Stanley Bostitch is a division of Stanley Works with \$2.75 billion in annual sales.

**Plant Controller**

Duties include: Responsible for the East Greenwich manufacturing plant, largest manufacturing plant in Stanley Works, \$371 million annual sales; work with operations in maximizing plant utilization and profitability; prepare budgets; establish standards; forecast and track productivity; educate non financial employees on how they impact financials; physical inventory; strategic planning analysis; make vs. buy analysis.

**Accomplishments include:** Created a daily tracking mechanism for production and inventory levels; created a checkbook to monitor spending during the course of the month; streamlined the month end close to half the time; helped increase year over year productivity \$5 million.

**LIGHTOLIER, Fall River, Massachusetts**

1998-2001

A manufacturer of lighting products with \$300 million in annual sales.

**Group Controller** 1999-2001

Duties include: Manage four employees directly, three plant controllers indirectly; coordination of company wide physical inventories as well as standard cost roll; standardization of company reporting; budget preparation as well as budget review; balance sheet account analysis; intercompany pricing; audits of four manufacturing facilities; product line margin analysis; preparation of monthly forecast package.

**Cost Accounting Supervisor** 1998-1999

Duties include: Supervise two employees; acting plant controller for an outlying plant; month-end account analysis; finished goods inventory; finished goods physical inventory; special projects; reserve analysis; budget preparation; cost of sales; cost of production; intercompany transactions.

**Accomplishments include:** Standardized the budgeting procedure company wide by developing a budgeting package; redesigned how labor and manufacturing variances are captured; created plant absorption analysis; implemented a standard cost system for a start up division; core member of Oracle implementation team; performed due diligence on an acquisition team; selected for the high potential management program.

**SMITH & NEPHEW ENDOSCOPY, Mansfield, Massachusetts**

1996-1998

An International medical device company that develops and manufactures products for use in arthroscopy minimally invasive surgery with \$180 million in annual sales.

**Cost Accountant**

Duties include: Preparing detailed financial reporting packages which include the manufacturing portion of the Income Statement and Balance Sheet; preparing overhead, labor and material variance analysis; absorption and spending to budget analysis; scrap reports, purchase price variance reports, reconciling perpetual inventory to general ledger; payroll; month end entries.

**A.J. OSTER COMPANY, Warwick, Rhode Island**

1992-1996

A manufacturing and service center with \$240 million in annual sales.

**Staff Accountant**

Duties include: LIFO & FIFO valuation of perpetual inventory; preparing LIFO gain/loss reports; reconciling perpetual inventory to the general ledger; overseeing annual physical inventory; performing

standard cost analysis; preparing purchase price variance reports; sales and margin analysis; creating and updating standard cost tables; creating scrap loss reports; month end entries; reconciling toll account balances.

**ADVANCED CHEMICAL INC.,** Warwick, Rhode Island 1990-1992  
**A manufacturer of gold plating solutions and supplies as well as a refiner of precious metals.**

**Accountant**

Duties include: Valuation of all chemical inventories, raw material as well as WIP; maintained customer toll account balances; purchased all chemical raw material; maintained the assay database for all incoming refining jobs.

**Computer Experience**

BPCS, Man Man, Oracle (implemented), Custom AS400 packages, JD Edwards, Microsoft software, Lotus

**Education**

**RHODE ISLAND COLLEGE, Providence, Rhode Island**  
**MASTERS PROFESSIONAL ACCOUNTANCY / ACCOUNTING**  
**BACHELOR OF SCIENCE / ACCOUNTING**  
**BACHELOR OF SCIENCE / BUSINESS MANAGEMENT**  
**OFFICERS BASIC COURSE U.S. ARMY**


108 Potowomut Road

Warwick, R.I. 02818

1-401-885-5229

ninarosesnow@verizon.net

## **OBJECTIVES**

Position in the field of Secondary History.

## **EDUCATION**

**Rhode Island College**

December 2008

Teacher of Secondary History with Honors

**CCRI**

May 2003

Law of Sciences/Criminal Justice with Honors

Southwest Texas State University

Undergraduate

**James Bowie High School 1988-1992**

Austin, Texas

## **CERTIFICATION**

Rhode Island Secondary Certificate in History, December 2008

B.A. Secondary Education/History

Assoc. Laws of Sciences with Honors

## **EXPERIENCE**

### **Student Teacher, 2007-2008**

Roger Williams Middle School

Providence, R.I.

Hope High School

Providence, R.I.

North Kingston High School- current

### **Substitute Teacher Assistant**

**East Greenwich School Department**

**East Greenwich, R.I. 02818**

2006 - 2007

2003-2004

Organized cooperative learning activities

Worked with students seeking additional guidance with course work

Assisted with student with special needs in inclusion settings



**RELEVANT INTERESTS:**

- Girl Scouts of Rhode Island Leader 2000-current
- PTA of Rhode Island Potowomut Elementary 2001-2008
- Nominated for inclusion into 2008-2009 Cambridge Who's Who Among Women Executives and Professionals in Education and Research
- Teen Hotline volunteer Austin Texas
- Who's Who Among American High School Students 1990-1992

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: 1234-PATH budget narrative.doc

**Nathanael Greene/Potowomut Academy for Technology and Humanities  
Budget Narrative**

**Section A—Federal Funds**

PATH's period for post-award planning and design of the educational program is 12 months from October 1, 2008-September 30, 2009. PATH's period for initial implementation of the charter school is the following 24 months from October 1, 2009-September 30, 2011.

	Year 1	Year 2	Year 3
Personnel (1)	\$30,875	--	--
Fringes (2)	--	--	--
Travel (3)	11,020	\$12,320	\$13,020
Equipment (4)	120,112	30,550	77,000
Supplies (5)	90,952	58,952	17,050
Contractual (6)	102,415	79,900	67,900
Construction (7)	--	--	--
Other (8)	--	--	--
<b>Total Direct Costs</b>	<b>355,374</b>	<b>181,722</b>	<b>174,970</b>
Indirect Costs (9)	--	--	--
Training Stipends (10)	61,550	88,215	67,875
<b>Total Costs</b>	<b>\$416,924</b>	<b>\$269,937</b>	<b>\$242,845</b>

(1) **Personnel.** Included in Year 1 is three months' salary and benefits for the Executive Director to begin working for PATH to help in recruiting faculty and staff, developing curriculum and other post-award planning and design.

- \$30,875 (3 months @ annual salary of \$95,000 plus benefits)

(2) **Fringes.** PATH has no funds allocated to fringes in any of the grant years.

(3) **Travel.** The following funds are needed to allow PATH personnel to travel to programs for which PATH is requesting funding in other parts of this Budget Narrative:

- Two project staff to travel to Washington, D.C. to attend a project directors' meeting (flight @ \$300; one night overnight @ \$300; meals @ \$100) (\$1,400 in each grant year)

- 8 PATH teachers to attend a math workshop such as “Making Math Real” (flight @ \$300 each; four rooms for two nights @ \$300 each; \$100 meals each) (\$5,600 in Year 1)
- 3 PATH teachers to attend specialized math workshop such as “Making Math Real” (flight @ \$300 each; two rooms for 8 nights @ \$300 each; \$400 meals each) (\$6,900 in Year 2)
- 4 PATH teachers to attend specialized math workshop such as “Making Math Real” (flight @ \$300 each; two rooms for 8 nights @ \$300 each; \$400 meals each) (\$7,600 in Year 3)
- Mileage reimbursement for transportation for students from inner city schools (20 weeks for two times a week for 100 miles @ \$.505/mile) (\$2,020 in each grant year)
- Field trip busses for diversity partnership program (4 field trips @\$500 each) (\$2,000 in each grant year)

**(4) Equipment.**

Year 1. Included in this line item is the following furniture and equipment for Year 1:

**Classroom and library furniture and equipment (\$34,672).** This furniture and equipment is necessary in order for PATH to educate students in an atmosphere conducive to teaching and learning:

- Student classroom desks (130 @ \$47) (\$6,110)
- Student classroom chairs (including library and art room) (44 12” for Grades 1 and 2 @ \$36.98; 74 14” for Grades 2 and 3, library and art @ \$36.98; and 66 for Grades 4, 5 and 6 @ \$41.09) (\$7,075)
- Desks for teachers (8 class, art, science, music) and library (12 @ \$875) (\$10,500)
- Chairs for teachers (8 class, art, science, music) and library (12 @ \$120) (\$1,440)
- Bulletin boards for 8 classrooms, library, art, music and science (12 @ \$50) (\$600)
- Library and art tables (12 @ \$140) (\$1,680)
- Conference room and teacher lunchroom tables (4 @ \$300) (\$1,200)
- Round work tables for classrooms for individualized teacher/student interactions (including art and music) (10 @ \$32.50) (\$325)
- Round pre-K and kindergarten tables (10 @ \$37.50) (\$375)
- Science tables for science room (8 @ \$319) (\$2,552)
- Stools for science room (22 @ \$53.40) \$1,175)
- Pre-K and kindergarten tabletop easels (10 @ \$36.50) (\$365)
- Pre-K and kindergarten coat racks with cubbies (4 @ \$300) (\$1,200)
- US flags for classrooms (8 @ \$9.38) (\$75)

**Office/teachers' room furniture and equipment (\$29,215).** This furniture and equipment is necessary in order for PATH to educate students in an atmosphere conducive to teaching and learning:

- Desks for office (2 @ \$875) (\$1,750)
- Chairs for office (2 @ \$120) (\$240)
- Bulletin board for office (\$50)
- Office filing cabinets (2 @ \$350) (\$700)
- Mailboxes for office (set of 18) (\$300)
- Locking storage cabinets for office (2 @ \$337.50) (\$675)
- Microwave for teachers' room (\$100)
- Refrigerator for teachers' room (\$400)
- Copier/scanner (\$10,000)
- Phone system (\$15,000)

**All-Purpose Room/Lunchroom (\$12,060).** This furniture and equipment is necessary in order for PATH to educate students in an atmosphere conducive to teaching and learning. This furniture and equipment is also required so that PATH can invite families to the school and to hold various programs in furtherance of its parent/family cooperative initiative.

- Lunch tables with benches (10 @ \$827.50) (\$8,275)
- Folding chairs for parent meetings and special programs (100 @ \$17) (\$1,700)
- Racks for folding chairs (3 @ \$161.99) (\$485)
- Gymnastics mats (10 4x6 mats @ \$150) (\$1,500)
- Large garbage cans for lunchroom (4 @ \$25) (\$100)

**Specific library furniture and equipment (\$590).** This furniture and equipment is necessary for PATH to efficiently operate a library with an inviting atmosphere, to encourage in students a love of reading.

- Library cart (\$275)
- Reading rug for library (\$200)
- Globe for library (\$115)

**IT Equipment (\$31,850).** This IT equipment will provide PATH staff and students with the necessary equipment to further PATH's technology curriculum.

- Laptops for principal and administrator (2 @ \$1,500) (\$3,000)
- Desktop for office secretary (\$850)
- Desktops for classrooms (12 @ \$850) (\$10,200)
- Printers for classrooms (12 @ \$150) (\$1,800)
- Desktops for computer lab/library (4 @ \$850) (\$3,400)
- Printers for computer lab/library (2 @ \$150) (\$300)
- Software (MS Office) (\$3,000)

- Network software (\$2,500)
- Servers (domain/e-mail) (\$3,600)
- MS Exchange Software (\$1,200)
- Firewall (\$500)
- Other miscellaneous IT hardware (\$1,500)

**Audio-Visual Equipment (\$4,755).** This equipment is essential to a humanities-based educational program. The video conferencing equipment and screens particularly will help further PATH's program for distance learning.

- Movie screens for classrooms (8 @ \$45.63) (\$365)
- Overhead projector (\$145)
- Cart for overhead projector (\$135)
- Television (\$375)
- Television cart (\$160)
- Audio-visual cart (\$75)
- Flag stand kit (US and RI) for all-purpose room (2 @ \$250) (\$500)
- Video conferencing equipment for library (\$3,000)

**Music and Art (\$3,915).** This equipment is essential to a humanities-based curriculum.

- Music stands (20 @ \$47.50) (\$950)
- Recorders and books (20 @ \$11.25) (\$225)
- Choral risers (\$525)
- Paper storage cabinet for art room (\$375)
- Electric piano (\$1,600)
- CD and cassette players (\$140)
- VCR and DVD player (\$100)

**Miscellaneous (\$3,055).** This miscellaneous equipment is necessary in order for PATH to educate students in an atmosphere conducive to teaching and learning:

- Hand truck (\$50)
- Clocks for classrooms, office, library, science, art, music, nurse (15 @ \$19) (\$285)
- Trash cans for classrooms, office, library, science, art, music, nurse (15 @ \$20) (\$300)
- Laminator (\$1,650)
- First aid cot for nurse's office (\$350)
- Cleaning cart (\$285)
- Bucket side press (\$80)
- Mop (\$25)
- Dust mop (\$30)

**Year 2. Included in this line item is the following furniture and equipment for Year 2 (\$30,550).** These items will further PATH's goals as stated for this category in Year 1.

- Laptops for teachers (12 @\$850) (\$10,200)
- Dry erase boards with easels for classrooms and library (\$2,250)
- Bookcases for classrooms (\$3,800)
- Circular book rack for library (\$325)
- Periodical shelving for library (\$575)
- Enclosed bulletin boards for entryway to showcase artwork (\$800)
- Podium/lectern for meetings with parents/programs (\$200)
- Refrigerator for lunchroom (\$400)
- Video conferencing equipment for Grades 3-6 (4 @ \$3,000) (\$12,000)

**Year 3. Included in this line item is the following furniture and equipment for Year 3 (\$77,000).** These items will further PATH's goals as stated for this category in Year 1.

- Video conferencing equipment for Grades K-2 (3 @ \$3,000) (\$9,000)
- Laptops for Grade 3-6 students (80 @ \$850) (\$68,000)

- (5) **Supplies.** These books and other reading materials and supplies are necessary in order for PATH to educate students in an atmosphere conducive to teaching and learning. In particular, the reading materials and textbooks are essential for teachers to teach and students to learn in all subject areas. In particular, the reading materials and textbooks are essential for teachers to teach and students to learn in all subject areas.

**Year 1. Included in this line item are the following supplies for Year 1 (\$90,952):**

- Books for library (recommended, 20 books per student; 10/student first year) (\$39,402)
- Periodicals for library (20 subscriptions @ \$15 each) (\$300)
- Textbooks (5 subjects @ average \$40 per subject for 160 students) (\$32,000)
- Reading resource books (\$2,500)
- Supplies (pencils, pens, paper, etc. @ \$50 for 160 students) (\$8,000)
- Art supplies (paper, paint, crayons, misc. @ \$50 for 160 students) (\$8,000)
- Supplies for after-school program (\$750)

**Year 2. Included in this line item are the following supplies for Year 2 (\$58,952):**

- Books for library (recommended, 20 books per student; 10/student second year) (\$39,402)
- Periodicals for library (20 subscriptions @ \$15 each) (\$300)
- Reading resource books (\$2,500)
- Supplies (pencils, pens, paper, etc. @ \$50 for 160 students) (\$8,000)
- Art supplies (paper, paint, crayons, misc. @ \$50 for 160 students) (\$8,000)

- Supplies for after-school program (\$750)

**Year 3. Included in this line item are the following supplies for Year 3 (\$17,050):**

- Periodicals for library (20 subscriptions @ \$15 each) (\$300)
- Supplies (pencils, pens, paper, etc. @ \$50 for 160 student) (\$8,000)
- Art supplies (paper, paint, crayons, misc. @ \$50 for 160 student) (\$8,000)
- Supplies for after-school program (\$750)

**(6) Contractual.** The following items are necessary for PATH to develop its curriculum and train its teachers in the highest standards.

**Year 1. Included in this line item are the following contractual items for Year 1 (\$102,415):**

- Humanities curriculum development (\$25,000)
  - \$25,000 to hire curriculum developer and/or purchase humanities curriculum
- Technology curriculum development (\$2,315)
  - On-line technology course on using technology in the classroom (8 teachers @ \$125) (\$1,000)
  - Development of technology curriculum (technology coach/librarian @ \$35/hour for 30 hours) (\$1,050)
  - Payroll taxes for technology coach/librarian (25% of salary) (\$265)
- SmArt School Initiative (\$63,500) \*See detail in draft proposal included at end of Budget Narrative
- Professional development—inclusion classrooms (\$800):
  - Speaker for in-school workshop (8 hours @ \$100/hour) (\$800)
- Professional development—Teaching diversity (\$400):
  - Speaker for in-school workshop (4 hours @ \$100/hour) (\$400)
- After-school program (\$9,600)
  - Contract with theatre company to run all-school play (\$6,000)
  - French and Spanish foreign language after-school program instructors (22 weeks) (\$2,600)
  - Parent/family cooperative initiative workshops (2 speakers @ \$500 each) (\$1,000)
- Advertising cost for enrollment (\$300)
- Advertising cost for search for Executive Director and faculty, including from underrepresented groups (\$500)



**Year 2. Included in this line item are the following contractual items for Year 2 (\$79,900):**

- On-line technology course on using technology in the classroom (\$1,000)
- SmArt School Initiative (\$67,500) \*See detail in draft proposal included at end of Budget Narrative
- Professional development—inclusion classrooms (\$800):
  - Speaker for in-school workshop (8 hours @ \$100/hour) (\$800)
- Professional development—Teaching diversity (\$400):
  - Speaker for in-school workshop (4 hours @ \$100/hour) (\$400)
- After-school program (\$9,600)
  - Contract with theatre company to run all-school play (\$6,000)
  - French and Spanish foreign language after-school program instructors (22 weeks) (\$2,600)
  - Parent/family cooperative initiative workshops (2 speakers @ \$500 each) (\$1,000)
- Advertising cost for enrollment (\$300)
- Advertising cost for search for faculty from underrepresented groups (\$300)

**Year 3. Included in this line item are the following contractual items for Year 3 (\$67,900):**

- On-line technology course on using technology in the classroom (\$1,000)
- SmArt School Initiative (\$55,500) \*See detail in draft proposal included at end of Budget Narrative
- Professional development—inclusion classrooms (\$800):
  - Speaker for in-school workshop (8 hours @ \$100/hour) (\$800)
- Professional development—Teaching diversity (\$400):
  - Speaker for in-school workshop (4 hours @ \$100/hour) (\$400)
- After-school program (\$9,600)
  - Contract with theatre company to run all-school play (\$6,000)
  - French and Spanish foreign language after-school program instructors (22 weeks) (\$2,600)

- Parent/family cooperative initiative workshops (2 speakers @ \$500 each) (\$1,000)

- Advertising cost for enrollment (\$300)
- Advertising cost for search for faculty from underrepresented groups (\$300)

**(7) Construction**

PATH has no funds allocated to construction in any of the grant years.

**(8) Other**

PATH has no funds allocated to other in any of the grant years.

**(9) Indirect Costs**

PATH has no funds allocated to indirect costs in any of the grant years.

**(10) Training Stipends.** The following items are necessary for PATH to develop its curriculum and train its teachers in the highest standards.

**Year 1. Included in this line item are the following items for training for Year 1 (\$61,550):**

- Technology professional development (\$4,200)
  - Teacher salaries for on-line technology course on using technology in the classroom (8 teachers for 2 hours for six weeks @ \$35/hour (\$3,360)
  - Payroll taxes for teachers (25% of salary) (\$840)
- SmArt School Initiative (\$36,750) \*See detail in draft proposal included at end of Budget Narrative
  - Summer Institute (\$17,500—40 hours @ \$35/hour for 10 teachers plus 25% payroll taxes)
  - Mini-Institute (\$14,000—32 hours @ \$35/hour for 10 teachers plus 25% payroll taxes)
  - Collaborative Leadership Team Training (\$5,250—40 hours @ \$35/hour for 3 teachers plus 25% payroll taxes)
- Multisensory literacy professional development (\$9,000):
  - Dunn Institute course fee (\$750 for Grades pre-K to 3) (\$3,750)
  - Teacher salaries (4 teachers for 30 hours @ \$35/hour) (\$4,200)
  - Payroll taxes for teachers (25% of salary) (\$1,050)
- Math professional development (\$7,400):

- Making Math Real (\$225 for Grades pre-K to 6) (\$1,800)
- Teacher salaries (8 teachers for 16 hours @ \$35/hour) (\$4,480)
- Payroll taxes for teachers (25% of salary) (\$1,120)
- Professional development—inclusion classrooms (\$2,800):
  - Teacher salaries to attend in-school workshops with speaker (8 teachers for 8 hours @ \$35/hour) (\$2,240)
  - Payroll taxes for teachers (25% of salary) (\$560)
- Professional development—Teaching diversity (\$1,400):
  - Teacher salaries to attend in-school workshops with speaker (8 teachers for 4 hours @ \$35/hour) (\$1,120)
  - Payroll taxes for teachers (25% of salary) (\$280)

**Year 2. Included in this line item are the following items for training for Year 2 (\$88,215):**

- Humanities curriculum development in-school workshops (\$5,600):
  - Teacher salaries to attend workshops (8 teachers for 16 hours @ \$35/hour) (\$4,480)
  - Payroll taxes for teachers (25% of salary) (\$1,120)
- Technology professional development (\$7,350)
  - Teacher salaries for on-line technology course on using technology in the classroom (8 teachers for 2 hours for six weeks @ \$35/hour) (\$3,360)
  - Payroll taxes for teachers (25% of salary) (\$840)
  - Teacher salaries to attend in-school workshops with technology coach (8 teachers and one coach @ 8 hours @ \$35/hour) (\$2,520)
  - Payroll taxes for teachers (25% of salary) (\$630)
- SmArt School Initiative (\$54,600) \*See detail in draft proposal included at end of Budget Narrative
  - Summer Institute (\$17,500—40 hours @ \$35/hour for 10 teachers plus 25% payroll taxes)
  - Mini-Institute (\$14,000—32 hours @ \$35/hour for 10 teachers plus 25% payroll taxes)
  - Professional Learning Communities (\$21,000—48 hours @ \$35/hour for 10 teachers plus payroll taxes)
  - Collaborative Leadership Team Training (\$2,100—16 hours @ \$35/hour for 3 teachers plus 25% payroll taxes)
- Multisensory literacy professional development (\$6,190):
  - Dunn Institute course fee (\$750 for Grades 4-6) (\$2,250)
  - Teacher salaries (3 teachers for 30 hours @ \$35/hour) (\$3,150)
  - Payroll taxes for teachers (25% of salary) (\$790)

- Math professional development (\$10,275):
  - Making Math Real specialized course (\$800 for Grades 4-6) (\$2,400)
  - Teacher salaries (3 teachers for 60 hours @ \$35/hour) (\$6,300)
  - Payroll taxes for teachers (25% of salary) (\$1,575)
- Professional development—inclusion classrooms (\$2,800):
  - Teacher salaries to attend in-school workshops with speaker (8 teachers for 8 hours @ \$35/hour) (\$2,240)
  - Payroll taxes for teachers (25% of salary) (\$560)
- Professional development—Teaching diversity (\$1,400):
  - Teacher salaries to attend in-school workshops with speaker (8 teachers for 4 hours @ \$35/hour) (\$1,120)
  - Payroll taxes for teachers (25% of salary) (\$280)

**Year 3. Included in this line item are the following items for training for Year 3 (\$67,875):**

- Humanities curriculum development in-school workshops (\$5,600):
  - Teacher salaries to attend workshops (8 teachers for 16 hours @ \$35/hour) (\$4,480)
  - Payroll taxes for teachers (25% of salary) (\$1,120)
- Technology professional development (\$7,350)
  - Teacher salaries for on-line technology course on using technology in the classroom (8 teachers for 2 hours for six weeks @ \$35/hour) (\$3,360)
  - Payroll taxes for teachers (25% of salary) (\$840)
  - Teacher salaries to attend in-school workshops with technology coach (8 teachers and one coach for 8 hours @ \$35/hour) (\$2,520)
  - Payroll taxes for teachers (25% of salary) (\$630)
- SmArt School Initiative (\$33,600) \*See detail in draft proposal included at end of Budget Narrative
  - Summer Institute (\$17,500—40 hours @ \$35/hour for 10 teachers plus 25% payroll taxes)
  - Mini-Institute (\$14,000—32 hours @ \$35/hour for 10 teachers plus 25% payroll taxes)
  - Collaborative Leadership Team Training (\$2,100—16 hours @ \$35/hour for 3 teachers plus 25% payroll taxes)
- Math professional development (\$17,125):
  - Making Math Real specialized course (\$800 for Grades pre-K to 3) (\$4,000)
  - Teacher salaries (5 teachers for 60 hours @ \$35/hour) (\$10,500)
  - Payroll taxes for teachers (25% of salary) (\$2,625)

- Professional development—inclusion classrooms (\$2,800):
  - Teacher salaries to attend in-school workshops with speaker (8 teachers for 8 hours @ \$35/hour) (\$2,240)
  - Payroll taxes for teachers (25% of salary) (\$560)
  
- Professional development—Teaching diversity (\$1,400):
  - Teacher salaries to attend in-school workshops with speaker (8 teachers for 4 hours @ \$35/hour) (\$1,120)
  - Payroll taxes for teachers (25% of salary) (\$280)

**Section B—Non-Federal Funds**

***Non-Federal Revenues:***

PATH's non-federal income is comprised of funding from the State of Rhode Island, funding from the city or town or residence of each student and funding from its private pre-kindergarten program. For Year 1, revenue would be \$2,011,140; Year 2, \$2,084,274; and Year 3, \$2,119,002.

This assumes:

- the 2007-2008 funding formula set forth in the Rhode Island Charter Statute with all students from the City of Warwick which sets the total per pupil to PATH at \$12,651 for 2007-2008;
- a 3% increase per year;
- 140 kindergarten-6<sup>th</sup> grade students; and
- 20 pre-K students @ \$12,000 a year.

***Non-Federal Expenses:***

(b)(4)

**(6) Personnel (\$1,058,556 in Year 1; 3.0% increase per year thereafter).**

<b>Job Description</b>	<b>Annual Wage</b>
Principal	\$ 95,000
Secretary / Book Keeper	\$ 40,000
Administrator	\$ 35,000
Kindergarten	\$ 41,000

1st Grade	\$ 48,000
2nd Grade	\$ 48,000
3rd Grade	\$ 65,000
4th Grade	\$ 65,000
5th Grade	\$ 65,000
6th Grade	\$ 65,000
Teacher Assistant 1	\$ 35,000
Teacher Assistant 2	\$ 35,000
Music	\$ 65,000
Art	\$ 60,000
Librarian/Technology Coach	\$ 65,000
Literacy	\$ 65,000
Nurse	\$ 51,278
Science	\$ 51,278
Pre K Teacher	\$ 37,000
Pre K Assistant	\$ 27,000

**(7) Fringes (\$317,567 in Year 1; 3.0% increase per year thereafter)**

<u>Job Description</u>	<u>Fringes</u>
Principal	\$ 28,500
Secretary / Book Keeper	\$ 12,000
Administrator	\$ 10,500
Kindergarten	\$ 12,300
1st Grade	\$ 14,400
2nd Grade	\$ 14,400
3rd Grade	\$ 19,500
4th Grade	\$ 19,500
5th Grade	\$ 19,500
6th Grade	\$ 19,500
Teacher Assistant 1	\$ 10,500
Teacher Assistant 2	\$ 10,500
Music	\$ 19,500
Art	\$ 18,000
Librarian/Technology Coach	\$ 19,500
Literacy	\$ 19,500
Nurse	\$ 15,383
Science	\$ 15,383
Pre K Teacher	\$ 11,100
Pre K Assistant	\$ 8,100

**(8) Travel:**

PATH has no funds allocated to travel from non-federal funds.

**(9) Equipment.**

PATH has no funds allocated to equipment from non-federal funds.

**(5) Supplies (\$28,000 per year).**

- Supplies includes postage (\$1,000 in Year 1; 2.0% increase per year thereafter); office materials and supplies (\$25,000 in Year 1; 2.0% increase per year thereafter); and pre-K supplies and snacks (\$2,000)

**(6) Contractual.**

- Contractual includes bus transportation for students (\$54,000); insurance (\$20,000); legal (\$15,000); rent (\$125,000); utilities and building maintenance (\$78,250); equipment maintenance (\$1,000); telephone services (\$1,000); and outside personnel services, including lunchroom and custodial (\$175,000), all in Year 1 with 3.0% increase per year thereafter)

**(7) Construction**

PATH has no funds allocated to construction from non-federal funds.

**(8) Other (\$23,400 per year)**

- Other includes funds for other community events (\$8,400) and dues to the Rhode Island of Charter Schools (\$15,000).

**(9) Indirect Costs**

PATH has no funds allocated to indirect costs from non-federal funds.

**(10) Training Stipends**

PATH has no funds allocated to training stipends from non-federal funds.



## SmART Schools Professional Development and Support

Professional Activity	# days	Audience	Description	Estimated Cost Per Year for Professional Development
<b>Annual Summer Institute</b> (Every year for 3 years)	5 day institute in summer	Entire Staff including: Classroom teachers, arts educators, special ed and other support staff, building and district administrators.	<p><b>Summer Institute:</b> This 5 day institute centers on SmART Schools' brain-based approach to learning, utilizing all four arts disciplines (dance/movement, music, theatre, and visual arts). Throughout the institute participants will engage in user-friendly, hands-on studio workshops that focus on <b>Teaching for Understanding in and through the Arts.</b></p> <p>During the studio workshops, and the institute's daily common planning time, participants work with professional/master teaching artists to transform their classroom practice. They learn to authentically integrate the arts into their classroom instruction, thereby engaging and meeting the needs of diverse learners, and increasing the academic performance and social success of every student. Using the Wiggins, McTighe approach to designing backwards, this institute provides teachers with prototype, standards-based, curriculum units that model effective arts-integrated instruction.</p>	\$20,000 (professional master teaching artists in dance, music, theatre, and visual arts, and technology/i-movie, etc.)
<b>Annual Mini-Institutes (4)</b> (Every year for 3 years)	4 days (1 day each)	Classroom teachers, arts educators, special ed and other support staff, building and district administrators.	Each institute focuses on critical topics such as curriculum mapping	\$9,500 SmART School staff and/or master teaching artists in dance, music, theatre, and visual arts)
<b>Professional Learning Communities</b> <u>Year 2 only!</u>	6 days (3 two day sessions over the academic year)	8-12 Participants Made up of: Classroom teachers, arts educators, administrators, and support staff:	<p><b>Professional Learning Communities: Looking at Student Work Collaboratively.</b> Participants will learn how to work collaboratively to identify and articulate learning goals for students utilizing arts integrated curriculum, instruction and performance assessments across all academic subject areas. They will also learn how to reflect on their teaching practices and examine arts-integrated curriculum and instruction as they experience a joint ownership of students work. Participants also learn how to engage in peer observations, visiting one another's classrooms in order to provide thought-provoking and</p>	\$12,000 SmART Schools Staff

<p><b>Collaborative Leadership Team Training</b></p> <p>Every Year for 3 years</p>	<p>Year 1: 5 days each year (two 2 day retreats and 1 day follow up session)</p> <p>Year 2 &amp; 3: 2 day retreat</p>	<p>Max: 8-12 participants</p> <p>Myriad stakeholders made up of:</p> <p>District and building administrator/s, 1-2 classroom teachers 1-2 arts educators, school committee members, parents, and/or arts and cultural partners, etc.</p>	<p>meaningful feedback in approachable and user-friendly terms.</p> <p><b>Collaborative Leadership Team Training (CLT):The Leadership team will:</b> help school to cultivate an <i>arts-centered</i> professional learning community. This Leadership Team made up of classroom teachers, administrators, artists, arts educators and parents/community members will come together jointly shape each team's mission, vision, and action plan. Leadership teams will reflect on and assess their school's culture through use of the following strategies:</p> <ul style="list-style-type: none"> <li>Use multiple sources of performance data as a means to discuss and focus on improvement priorities</li> <li>Examine, discuss and make decisions regarding where various school initiative goals intersect, support, or obstruct one another.</li> <li>Create a vision and plan which support the implementation of initiatives which work toward meeting improvement priorities.</li> <li>Learn and practice leadership traits that support the vision and plan.</li> <li>Embrace the SmART Schools model as an important part of the vision plan.</li> </ul> <p><b>Year 3: Leadership<sup>1</sup> Team Plan for sustainability</b></p>	<p>Year 1 \$14,000</p> <p>Year 2 &amp; 3 \$6,000 (each year)</p> <p>SmART Schools Staff</p>
<p><b>On-going, On-site Support and follow-up on all aspects of SmART professional development activities</b></p> <p>(Every year for 3 years)</p>	<p>Estimated # days</p> <p>20</p>	<p>Whole-school</p>	<p>On- Site Support with SmART Schools Staff and Artists, and Unlimited e-mail and telephone technical support</p>	<p>20,000</p> <p>SmART Schools Staff &amp; Artists</p>

\*Note: that this budget does include \$ for stipends or subs