August 18, 2021

Mr. Thomas Anderson
Superintendent of Schools
New Bedford Public Schools
455 County Street
New Bedford, MA 02740

Dear Superintendent Anderson:

Please find enclosed the Initial Application for a Commonwealth Charter School, submitted to the Massachusetts Department of Elementary and Secondary Education. This copy is provided pursuant to 603 C.M.R. § 1.04(1). Members of our Founding Group would be pleased to speak with you about our application. Please contact Dr. Jack Sbrega at jack.sbrega@gmail.com if we may be of assistance in providing any additional information.

Sincerely,
The Founding Group of Innovators Charter School
Initial Application for a
Massachusetts Commonwealth Charter School

Submitted to the
Massachusetts Department of Elementary and Secondary Education by
the Innovators Charter School Founding Group

August 16, 2021
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This information is included with all submissions. The application, including this form, are posted on the Department website. Applicants are advised that the primary contact person may be contacted by the public and/or media with questions about the proposed school.

Name of Proposed Charter School: Innovators Charter School

School Address (if known):

School Location (City/Town REQUIRED): New Bedford, MA (subject to change)

Primary Contact Person: Dr. Jack Sbrega

Role or relationship of contact person to proposal: Anticipated Chair for the Prospective Board of Trustees

Address 18 Albany Street, Fall River, MA 02720

Daytime Tel: (508) 246-6873

Email: jack.sbrega@gmail.com

1. The proposed school will open in the fall of school year:  
   - X 2022-2023  
   - □ 2023-2024

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade Levels</th>
<th>Total Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year</td>
<td>6-8</td>
<td>315</td>
</tr>
<tr>
<td>Second Year</td>
<td>6-9</td>
<td>420</td>
</tr>
<tr>
<td>Third Year</td>
<td>6-10</td>
<td>525</td>
</tr>
<tr>
<td>Fourth Year</td>
<td>6-11</td>
<td>630</td>
</tr>
<tr>
<td>Fifth Year</td>
<td>6-12</td>
<td>735</td>
</tr>
</tbody>
</table>

Add additional rows as needed to show planned growth to reach full proposed grade span and maximum enrollment.

2. Grade span at full enrollment: 6-12
3. Total student enrollment when fully expanded: 735
4. Age at entry for kindergarten, if applicable: N/A
5. If applicable, the proposed Horace Mann charter school is: □ New or □ Conversion
6. If applicable, the proposed type of Horace Mann charter school is:
   □ Horace Mann I  □ Horace Mann II  □ Horace Mann III

Innovators Charter School – Initial Application  Page 3
July 30, 2021

Dr. John J. Sbrega, Proposed Chair for the Prospective Board of Trustees
18 Albany Street
Fall River, MA 02720
(508) 678-6230 • jack.sbrega@gmail.com

Massachusetts Department of Elementary and Secondary Education
Office of Charter Schools and School Redesign
75 Pleasant Street
Malden, MA 02148-4906

Dear Office of Charter Schools and School Redesign,

This letter indicates our intent to submit a Prospectus for a Commonwealth Charter School to the Department of Elementary and Secondary Education by the August 16, 2021 deadline.

The proposed regional charter school, named Innovators Charter School (ICS), will provide a rigorous wall-to-wall early college STEM education for historically underrepresented students in grades six through twelve from the Gateway Cities of New Bedford and Fall River, working with Bristol Community College and the University of Massachusetts Dartmouth.

The ICS educational program weaves together three key design elements: the science of adolescent development, the principles of deeper learning, and a comprehensive STEM early college curriculum design. The synergy across our three key design principles, embedded within a college going school culture, supports academic development, cognitive development, identity development, along with social and emotional development.

Our wall-to-wall early college STEM programming removes barriers, and supports students and families, so that all students can persist through the post-secondary pipeline to meaningful and high value careers.

The composition of the applicant group is as follows:
Dr. Jack Sbrega
Mr. Nicholas Christ
Ms. Starlene Alves, Esq.
Mr. Kevin Briggs
Mr. Pierce Larson
Dr. Meg Mayo-Brown
Ms. Evelyn Ranone
Dr. Fran Roy
Dr. Joany Santa
Ms. Sancia Santos, Esq.
Mr. Omar Walker
Ms. Melanie Winklosky

The applicant group seeks proven provider status through the submission of proven provider candidates Dr. Meg Mayo-Brown and Dr. Fran Roy.

Sincerely,

John J. Sbrega, Ph.D.
Questions #7-10 are for applications for a Commonwealth charter school ONLY.

7. Will this proposed Commonwealth school be a regional charter school? X Yes □ No

If yes, list the school districts (including regional school districts) in the proposed region. Please only list districts that are included in District Information on Enrollment Projections for New Applications and Expansion Amendments at http://www.doc.mass.edu/charter/new/?section=app. (Use additional rows if necessary.)

New Bedford
Fall River

If no, please specify the district’s population as reported in the most recent United States census estimate for the community the school intends to serve: __________.

The Board of Elementary and Secondary Education shall not approve a new Commonwealth charter school in any community with a population of less than 30,000 as determined by the most recent United States census estimate [available at http://www.census.gov/], unless it is a regional charter school. (MGL c. 71 § 89(i)(1)).

8. For all proposed Commonwealth charter schools, list the districts that are contiguous with the proposed school’s district or region. Please only list districts that are included in District Information on Enrollment Projections for New Applications and Expansion Amendments at http://www.doc.mass.edu/charter/new/?section=app. (Use additional rows if necessary.)

<table>
<thead>
<tr>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dartmouth</td>
</tr>
<tr>
<td>Freetown-Lakeville</td>
</tr>
<tr>
<td>Fairhaven</td>
</tr>
<tr>
<td>Westport</td>
</tr>
<tr>
<td>Acushnet</td>
</tr>
<tr>
<td>Somerset</td>
</tr>
<tr>
<td>Somerset-Berkley</td>
</tr>
</tbody>
</table>

9. Will the proposed Commonwealth charter school serve a district where overall student performance on MCAS is in the lowest 10 percent, as designated in District Information on Enrollment Projections for New Applications and Expansion Amendments or in any updated analysis performed by the Department? X Yes □ No

10. Will the proposed Commonwealth charter school serve a district or districts in which the 9 percent net school spending cap is, or could be, exceeded by applications during the upcoming cycle? □ Yes X No

11. Have members of the applicant group previously submitted an initial application or final application that did not result in a charter? X Yes □ No (Member: Nicholas Christ)

If yes, is the present submission related in content to the previous application? □ Yes X No
If yes, please indicate the name of the previous proposal and the year submitted.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Heights Charter School of Brockton</td>
<td>2013-2014</td>
</tr>
<tr>
<td>New Heights Charter School of Brockton</td>
<td>2014-2015</td>
</tr>
</tbody>
</table>

12. Is the applicant group currently the board of trustees of an existing charter school? □ Yes X No
If answered YES, please explain why the group is not using the charter application designed for use by a current board of trustees.

13. Do members of the applicant group currently operate or are they employed by a private or parochial school? □ Yes  X No

If yes, please indicate the person’s name, the school name and school location, and dates of employment or affiliation.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________

14. Are any members of the applicant group present or past members of a charter school board of trustees, school committee, or other type of public governing body? □ Yes  X No

If yes, please indicate the person’s name; the charter school name and school location, or school committee district; and dates of membership.

___________________________________________________________________________

___________________________________________________________________________

___________________________________________________________________________
The Mission. Innovators Charter School provides a rigorous wall-to-wall early college STEM education for historically underrepresented students in grades 6-12 from the Gateway Cities of Fall River and New Bedford. Our learners develop a strong sense of identity, advocacy and agency as they engage in deeper learning within a college-going culture. Our students learn the mindsets, content knowledge, and creative know-how to thrive in a world of change. Our educators understand the neuroscience of adolescent development and believe that students learn best in an environment where social, emotional and academic needs are met through relevant, rigorous, and authentic tasks applicable to their lives.

The Vision. Innovators Charter School (ICS) puts the science of learning and development into action. Schools largely remain institutions built upon historical practices and dated assumptions about student learning and educator development. The scientific knowledge about brain structure and development, combined with research on cognition, motivation, identity, and individual variability, presents an opportunity to challenge the traditional norms and structures of secondary schools. Innovators Charter School takes what we now know about adolescent development and merges it with conditions that support learning. Students graduate Innovators Charter School with the mindsets, creative know-how, content knowledge and wayfinding abilities necessary to persist through their post-secondary education and successfully enter the 21st century workforce.

The Need. Innovators Charter School’s early college STEM model provides students from the regions of New Bedford and Fall River an opportunity for economic mobility through high value STEM careers. Adjusted for population, Massachusetts has more demand for STEM jobs than almost every other state. More than 40 percent of all employment in the Commonwealth revolves around innovation industries such as clean energy, information technology, defense and advanced manufacturing. In addition, the enrollment and persistence gaps in post-secondary education have, on average, doubled between the Southcoast anchor districts that ICS will serve and the state. The ICS model will provide early college access to all students, allowing them to literally picture themselves succeeding in college, and accumulating free college credits while they are in high school.

The School. Innovators Charter School is a regional Commonwealth Charter School serving 735 students in grades 6-12. Opening in September 2022, ICS will enroll 315 students in grades 6-8, growing by one grade level each year until we reach capacity during our fifth year. Students engage in a curriculum reflecting our key design principles of adolescent development, deeper learning, and early college STEM. We are the region’s only wall-to-wall early college. During middle school, students engage in career exploration, exposure, and engagement activities. High school students enroll in one of three articulated career pathways focused on Engineering, Computer Science, or Biomedical. Innovators Charter School works with Bristol Community College and the University of Massachusetts Dartmouth to provide all ICS students with early college experiences, career pathways, and college credits. All students graduate with a minimum of 12 and up to 60 college credits.

Key Design Elements. Innovators Charter School is founded on an educational philosophy that identifies the unique and untapped potential of every student to grow and thrive in a rigorous academic STEM environment with a team of dedicated educators who guide each of our students to excel through a rigorous and relevant curriculum. We believe in supporting all students’ journeys to enroll and succeed in higher
education, particularly those students who are traditionally underrepresented, as a means to experience economic mobility and prosperity. We manifest our educational philosophy in our three key design elements which serve as the foundation of our model: The Science of Adolescent Development, Deeper Learning, and Early College focused on Science, Technology, Engineering, and Mathematics.

Communities to be Served. Increased graduation rates over the past five years have not translated into higher rates of post-secondary enrollment or persistence for the districts of Fall River and New Bedford. In fact, both communities have among the lowest postsecondary enrollment and persistence rates in the Commonwealth. And, economically disadvantaged students in these Gateway Cities are significantly less likely to both enroll and persist in post-secondary education compared to non-economically disadvantaged peers. ICS provides the region’s first wall-to-wall early college STEM model where students build a strong foundation in the middle grades and progress to articulated pathways aligned with college partners. During middle school, students engage in career exploration, exposure, and engagement activities. All ICS students engage in instruction grounded in the principles of deeper learning as articulated by the MyWays™ framework. This instructional model affords ICS students the opportunity to master core content knowledge and communicate their ideas effectively, think creatively, work collaboratively, and manage their own learning. All students have access to acceleration blocks to support their mastery of core content. ICS works with Bristol Community College, the University of Massachusetts Dartmouth and Landmark College to provide all ICS students with early college experiences, career pathways, and college credits.
Please Note: Applicant group must submit an updated certification statement with the final application, if invited to submit.

Proposed Charter School Name: Innovators Charter School

Proposed School Location (City/Town): New Bedford

I hereby certify that the information submitted in this initial application/final application is accurate to the best of my knowledge and belief and that this initial application/application has been or is being sent to the superintendent of each of the districts from which we expect to draw students. Further, I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. This is a true statement, made under the penalties of perjury.

Signature of Authorized Person: (Original Signature Submitted to Department). Date 8/14/21

Print/Type Name: John J. Sbrega, Ph.D.

Address: 18 Albany Street, Fall River, MA 02720

Daytime Phone: (508) 246-6873
I. HOW WILL THE SCHOOL DEMONSTRATE FAITHFULNESS TO CHARTER?

A. MISSION

The Mission. Innovators Charter School provides a rigorous wall-to-wall early college STEM education for historically underrepresented students in grades 6-12 from the Gateway Cities of Fall River and New Bedford. Our learners develop a strong sense of identity, advocacy and agency as they engage in deeper learning within a college-going culture. Our students learn the mindsets, content knowledge, and creative know-how to thrive in a world of change. Our educators understand the neuroscience of adolescent development and believe that students learn best in an environment where social, emotional and academic needs are met through relevant, rigorous, and authentic tasks applicable to their own lives.

B. KEY DESIGN ELEMENTS

The Vision. It’s time to put the science of learning and development into action. Schools largely remain institutions built upon historical practices and dated assumptions about student learning and educator development. The scientific knowledge about brain structure and development, combined with research on cognition, motivation, identity, and individual variability, presents an opportunity to challenge the traditional norms and structures of secondary schools, including the opportunity to earn up to sixty college credits while in high school. Innovators Charter School creates a school that takes what we now know about adolescent development, and merges it with conditions and environments that support learning. Students will graduate Innovators Charter School with the mindsets, creative know-how, content knowledge and wayfinding abilities necessary to persist through their post-secondary education and successfully enter the 21st century workforce.

The Need. Innovators Charter School early college STEM model provides students from the regions of New Bedford and Fall River an opportunity for economic mobility through high value STEM careers. According to the Massachusetts Executive Office of Education, more than 40% of all employment in the Commonwealth revolves around innovation industries such as clean energy, information technology, defense and advanced manufacturing. STEM workers represent 17% of the total Massachusetts workforce. Adjusted for population, Massachusetts has more demand for STEM jobs than almost every other state. And yet, in Massachusetts, Hispanic/Latinx are underrepresented in all STEM occupations, and black/African Americans are underrepresented in non-health care STEM occupations. Entry-level wages for STEM careers are twice that for all Massachusetts occupations. And while Innovators Charter School creates an articulated pathway to a bachelor’s degree, given 1 out of 5 STEM jobs only require a postsecondary certificate or associate’s degree, students have the opportunity to obtain stacked credentials along their pathway as temporary exit points are needed.

The School. Innovators Charter School is a regional Commonwealth Charter School serving 735 students in grades 6-12. During our first year, ICS will enroll 315 students in grades 6-8, growing by one grade level until we reach capacity during our fifth year. Students engage in a curriculum reflecting our key design principles of adolescent development, deeper learning, and early college STEM. We are the region’s only wall-to-wall early college. During middle school, students engage in career exploration, exposure, and engagement activities. High school students enroll in one of three articulated career pathways focused on
Engineering, Computer Science, or Biomedical. Innovators Charter School works with Bristol Community College and the University of Massachusetts Dartmouth to provide all ICS students with early college experiences, career pathways, and college credits. All students graduate with a minimum of 12 and up to 60 college credits.

Our Philosophy. Innovators Charter School is founded on an educational philosophy that identifies the unique and untapped potential of every student to grow and thrive in a rigorous academic STEM environment with a team of dedicated educators who guide each of our students to excel through a rigorous and relevant curriculum. We believe in supporting all students’ journeys to enroll and succeed in higher education, particularly those students who are traditionally underrepresented, as a means to experience economic mobility and prosperity. We manifest our educational philosophy in our three key design elements which serve as the foundation of our model: Adolescent Development, Deeper Learning, and Early College Design focused on Science, Technology, Engineering, and Mathematics.

Key Design Element #1: Science of Adolescent Development

Just as experts in the field of early childhood advocate for developmentally appropriate experiences for our youngest learners, Innovators Charter School embraces the neuroscience of adolescent development to design an early college STEM model that meets the needs and harnesses the strengths of the adolescent brain. Putting the science of adolescent development into practice means that all decisions, curriculum choices, programming, professional development, and even an instructional model, are intentionally grounded in adolescent neuroscience. This key design element is foundational, and supports the key design elements of Deeper Learning and Early College STEM. Below we describe how the tenets of adolescent neuroscience inform our school design and differentiate Innovators Charter School from traditional secondary schools.

Cognition and Emotion. During adolescence, plasticity in the cortex allows complex cognition to unfold. The adolescent brain becomes more specialized, ready to engage in critical thinking, abstract reasoning, metacognition, social cognition, and goal directed behaviors (Harper, 2018a). At the same time, the limbic (emotional) and reward systems become highly sensitized, driving adolescents to seek out peer relationships and sensitizing them to social evaluation, as they begin fostering meaningful and long-lasting connections outside of the home (Harper, 2018b; Siegel, 2015). Compared to childhood, the value adolescents place on learning plays a much larger role in their motivation to learn. Motivation to learn is driven by intrinsic values of the academic tasks in terms of pleasure and relevance, or extrinsic values of working with other peers and future career goals (Transcend, 2020). Innovators Charter School supports cognition and emotion through two primary operational strategies:

Complex Tasks and Peer Collaboration - Critical thinking, reasoning, and reflection is the foundation of all academic, goal driven, and social and emotional development. The ICS classroom will be alive with student discourse, debate, hypothesizing, defending one’s reasoning and critiquing that of others, as students collaboratively engage in solving complex and authentic problems. This active learning will occur with, and not in isolation from, other peers by necessity. We understand the drive of adolescents to be connected to peers and hence, students will come to see each other as resources for expanding their learning and success. This peer collaboration strategy is the underpinning of Uri Treisman’s (Fullilove and Treisman, 1990) research on the success of minority students in college mathematics classes, sparking a suite of programs from the
Charles A. Dana Center at the University of Texas at Austin aimed at putting this research into practice at the secondary school level.

**Specialization and Relevance** - As the adolescent brain matures, it starts to prune and specialization develops. Adolescents are no longer content with broad base learning but seek choice and relevance as characterized by their constant challenge of “Why do we have to learn this?” Our curriculum progression in STEM is designed to capitalize on this development through exposure to a broad base of STEM courses and career explorations in the earlier grades (6-8) but then allowing for increased choice as students progress through grades 9 - 12.

**Belonging, Identity and Purpose.** The development of the prefrontal cortex allows a student to ponder how and where they fit in this complex world, the meaning and purpose of life, and set goals for their future selves (Hermann, 2019). They begin to create coherent narratives of who they were, who they are, and who they want to become. Students also begin to reflect on and integrate their multiple cultural, racial, gender, religious, and academic identities. This development coupled with the need for novelty of the activated reward system is why we see adolescents become engaged in social and civic issues as they search for purpose. At the same time, the adolescent brain is highly sensitized to messages of acceptance and belonging. Feelings of not fitting in can then lead to social anxiety and depression, and for those from marginalized groups can lead to lower academic performance due to stereotype threat (Transcend 2020). Hence, it is imperative that students, especially those who come from marginalized groups according to race, culture, and socioeconomic status, see the intersectionality of their identities in concert with that of a college graduate, a future member of a professional culture, and an active participant in civic life. At ICS, belonging, identity and purpose are fostered through integrated (i.e., heterogenous) grouping, high expectations and culturally sustaining learning environments.

**Integrated Grouping and Culture of High Expectations** – Jeannie Oakes (1985) seminal work lays out how tracking, often beginning in middle school, denies underserved students the opportunity to learn rigorous coursework, and hence is one of the most explicit ways schools systematically structure inequity. Our key design strategy addresses this inequity through a culture of high expectations for all students. Data from Massachusetts schools indicates English learners, students with disabilities, economically disadvantaged students, as well as African American and Hispanic students, have significantly lower rates of advanced course completion. We view this inequity not only as denying students the necessary academic preparation for college, but also an insult to a student’s academic identity. Given the sensitivity to social comparison, neuroscience suggests that once schools sort students into the “capable” versus “not capable”, schools are implicitly or explicitly sending the message that you do not belong in a culture of high scholarly expectations. Each course at ICS will have one advanced level assigned and all students, including English learners and students with disabilities, will participate in those classes. We do understand, however, that students are at differing levels of skills and hence, we plan to differentiate the support and schedule as opposed to their coursework. The differentiated support structure via the schedule is described in detail in the program design section of the application.

**Culturally Sustaining Learning Environments** - Gloria Ladson-Billings (1995) defines a three-fold approach to culturally relevant teaching: high and transparent academic expectations, an understanding of students’ cultural backgrounds, and sociopolitical or critical consciousness. ICS teachers build on the high academic expectations for student learning described in the previous
section, by recognizing and celebrating their students’ identities, lived experiences and culture. ICS create culturally sustaining learning environments by using Zaretta Hammond’s *Culturally Responsive Teaching and the Brain* as our seminal text for curriculum and instructional design, as well as professional development. Hammond’s Ready for Rigor Framework codifies four core areas around how we engage students in conversation, give feedback, and provide affirmation and validation. Through this framework, ICS students become leaders of their own learning, and are supported to reflect on and integrate their multiple cultural, racial, gender, religious, and academic identities. ICS learners have opportunities to think, talk, and write about their life stories, heritage, family and community, so they can explore the impact each has had on them (Transcend, 2020).

**Self-Regulation, Self-Efficacy, and Agency.** Adults often attribute adolescent risk-taking and decision making to a lack of rationality. Neuroscience is revealing that this is not the case. Adolescents are often aware of the risks and the consequences of their behaviors, but they simply prioritize their decisions based on the perceived reward such as peer approval or novel explorations due to the highly active limbic system (Siegel, 2015). At the same time, the demands placed on adolescents to independently navigate a full load of school work, family obligations, peer relationships, and work are rising, demanding more self-regulation and executive functioning than ever before. Authors from the Center for the Developing Child (2016) describe the intersectionality of self-regulation, executive function, attention, and physiology in creating the competency one needs for successful adulthood and warn that, if adolescents do not get enough practice, guidance, and feedback in constructing these competencies, they are likely to be hampered moving into adulthood.

**Competency Development** - ICS creates time and space throughout the school day to model, teach, practice, and support self-regulation with students (Center on the Developing Child, 2016). Activities such as simulating, role-playing, and discussing stressful moments in students’ academic and personal lives help students develop self-regulatory skills (Alliance for Excellent Education, 2019). Our learning environment enables students to develop skills and mindsets that support a belief in themselves by setting challenging and achievable goals with effort and support (Dweck, 2006). ICS students receive appropriate autonomy over when, where, and how learning is pursued. And, students co-create academic and SEL goals, and provide input on school systems and structures for learning (Hermann, 2019).

**Stress Resilience and Adversity.** The strategies listed above for belonging, purpose, and efficacy all require access to the higher cortical functions of the brain. However, when stress responses are activated, individuals enter into fight, flight, or freeze mode, making access to the rational part of the brain challenging (Harris, 2018). In adolescence, this behavior may look like irritability, aggression, absenteeism, withdrawal from activities, trouble focusing, sleep disturbances, defiance, and suicide ideation (Warner, Koomar, Lary, & Cook, 2013). For those who have experienced acute trauma (a particular traumatic event), developmental trauma from childhood (e.g., neglect, substance abuse in the home, mental health of caregiver, and domestic violence), or chronic stressors that occur as a result of unsafe neighborhoods, income and housing insecurity, and systemic racism, the stress response is increasingly heightened (Winfrey & Perry, 2021). In short, unbuffered stress compromises an adolescent’s ability to learn, self-regulate, build relationships with others, and achieve long term goals (Warner, Westcott, Cook, & Finn, 2020). Neuroscience teaches us that the antidote to this stress lies in the quality of our relationships with others (Perry & Szalavitz, 2007). Hence, the learning environments at ICS will ensure a safe, supportive,
and caring foundation upon which our students and families can rely, which serves as the foundation of trauma-informed approaches as described below.

Collaborative Problem Solving - Collaborative Problem Solving, developed at Massachusetts General Hospital, is a trauma-informed approach proving effective in reducing challenging behavior and building social cognition skills. The premise behind CPS is that traditional operant approaches (i.e., rewards and punishments) do not work well with students who have challenging behavior problems and often escalate behavior difficulties. Yet, operant approaches like suspensions are still commonplace in schools, especially for students from underserved backgrounds. For example, in SY 2019, the Massachusetts out of school suspension rates for African American, Economically Disadvantaged, Hispanic, and students with special needs were up to 3 times higher than White peers. Rather, the CPS philosophy believes that these students lack skill and not will. CPS, much like our approach to deeper learning, understands that students can build these skills in the context of solving challenging problems. As opposed to an adult driven strategy, CPS empowers students to construct solutions to thorny problems alongside a caring adult, building skill and enhancing empathetic relationships.

Somatic Regulation - While CPS allows for regulation through an empathetic relationship with a caring adult, other trauma researchers stress that the overactive fight, flight, or freeze response in those with developmental trauma lives in the body, and the means to regulation and healing is also through the body (van der Kolk, 2014). Rather, the CPS philosophy believes that these students lack skill and not will. CPS, much like our approach to deeper learning, understands that students can build these skills in the context of solving challenging problems. As opposed to an adult driven strategy, CPS empowers students to construct solutions to thorny problems alongside a caring adult, building skill and enhancing empathetic relationships.

Key Design Element #2: Deeper Learning

The American Institutes for Research (2021) defines deeper learning as a combination of (1) a deeper understanding of core academic content, (2) the ability to apply that understanding to novel problems and situations, and (3) the development of a range of competencies, including people skills and self-control. In service of deeper learning, Innovators Charter School applies the MyWays™ framework from Next Generation Learning Challenges (NGLC) to develop competencies in the following four domains: content knowledge, habits of success, creative know-how, and wayfinding abilities. ICS selected the MyWays™ framework to operationalize deeper learning due to the explicit alignment with the science of adolescent development. Each of the domains described below incorporates the aforementioned areas in of cognition and emotion; belonging, identity and purpose; self-regulation, self-efficacy and agency; and stress resilience and adversity articulated in Key Design Element #1.

Content Knowledge. Mehta and Fine (2015) state, “[A]spirations for deeper learning pose a multi-pronged challenge to current practice. At minimum, they suggest the importance of a long-called-for but thus far unachieved increase in the cognitive demand of the tasks that most students, particularly high-poverty students are asked to complete.” As outlined in the MyWays™ framework (MyWays, Report 9), competencies in English Language Arts (ELA) and Math are core to developing competencies in three additional areas: (1) Science, Social Studies, Arts, and Languages, (2) Interdisciplinary and Global
Knowledge, and (3) Career-related Technical Skills. Addressing the ELA Core helps students master key components of the Massachusetts ELA standards, develop abilities to interpret and create a range of text types, comprehend as well as critique, and understand other perspectives and cultures. Addressing the Math Core helps students master components of the Massachusetts Math standards, demonstrate procedural skill and conceptual understanding, and develop varieties of expertise using Mathematical Practices.

**Addressing Content Knowledge** – As articulated in the MyWays™ Framework, ICS focuses on a few “high-leverage constructs” in each subject that are central to the structure of the discipline, transfer, and continued learning in a world of change. ICS educators choose content through a lens of “lifeworthy” (key concepts and topics) and “lifeready” (knowledge to solve problems, weigh options, make decisions, better understand the world). (Perkins, 2014). ICS students engage with content through learner-driven, purposeful, real-world experiences. All content is aligned with the Massachusetts Curriculum Frameworks, and balance is attained by developing T-shaped knowledge, pursuing appropriate breadth while also developing depth of expertise in chosen areas. While ICS is STEM focused, students develop a knowledge of human cultures, systems, languages and histories as well as global themes to understand, empathize, connect and work with others.

**Habits of Success.** The MyWays™ framework defines Habits of Success as “behaviors and practices that enable students to own their learning and cultivate personal effectiveness” (MyWays, Report 7, p.1). Five attributes described below are identified as central to successful learning, work, and well-being. Competencies within this domain contribute to internal agency, mindsets and perseverance, so students can discover and develop their strengths. Moreover, competencies in this realm help students navigate their way through postsecondary experiences, and successfully manage their own ongoing learning.

**Development of Core Attributes** – ICS embeds five core attributes in planning for academic and social emotional learning, in the context of strong adult relationships. ICS establishes expectations with accompanying support for *academic behavior*. This means that students go to school, go to class, participate fully, complete assignments and projects, and manage time and resources. *Self-direction and perseverance* are developed at ICS by helping students work on agency, initiative, adaptability, executive functioning, self-regulation, reflection, mindfulness, and curiosity. Students at ICS develop *learning strategies* through goal setting, learning study skills, processes and strategies. They develop metacognition and self-regulation for learning. Through thoughtfully designed academic and social emotional learning opportunities, ICS students continually develop *social skills and responsibility* focusing on their interpersonal skills, empathy, cooperation, leadership skills, ethics, moral reasoning, and build social networks. Finally, ICS students have *positive mindsets*, expressing “I belong in this community. My ability and competence grow with my effort. I can succeed at this task. This work has value for me.” ICS students experience day-to-day the active, authentic learning that enables them to work on their Habits of Success in integrated, sequenced, and explicit ways.

**Creative Know How.** This MyWays™ competency is defined as the “ability to analyze and reason effectively, and use systems thinking and design thinking, toward solving problems in varied settings.” The competencies described in Creative Know How shape who we are and how we interact with the world and are instrumental to self-development (MyWays, Report 8, p. 20). The key principles within this domain focus on developing and transferring competencies in novel, real-world contexts, and working on skills and content knowledge in integrated ways. Creative Know How skills are intellectual “muscles” that can be
genuinely strengthened only through doing and practice. Educators “need to help the learners recognize, develop vocabulary for, and practice the skill, as well as to provide them with ongoing and effective feedback on these efforts. They also need to coach and model the skill, exposing learners to a novice-to-expert progression” (p. 12).

**Curriculum and Instructional Planning** – Consistent with the MyWays™ framework, ICS will incorporate opportunities for critical thinking and problem solving into all curriculum and instructional planning. Students will identify and define problems and propose solutions using analytical thinking approaches, systems thinking approaches, and design thinking approaches. Using design thinking, students work creatively with others, implement innovation, and develop entrepreneurial skills and mindsets. Opportunities for communication and collaboration are evident in ICS classrooms as students articulate thoughts orally, in writing, and non-verbally; listen effectively; use communication for a range of purposes; communicate in diverse environments; work effectively and with respect in diverse teams; show flexibility; assume shared responsibility; and value individual contributions. Students develop information and media literacy; create media products for appropriate expression in diverse environments; and develop technology literacy, including computational knowledge and the ability to leverage the capabilities of big data, robotics, and other emerging technologies. And, ICS students learn to manage personal finances, learn about health, nutrition, and exercise. (MyWays, Report 8)

**Wayfinding Abilities.** MyWays™ characterizes Wayfinding Abilities as “[the] knowledge and capacity to successfully navigate learning, work, and life opportunities and choices” (MyWays, Report 10, p. 1). The lens of wayfinding focuses on the development of agency within the competencies. Specifically, as ICS learners navigate into the postsecondary work/learn landscape, they navigate transitions, learn from failure, and build social capital.

**Wayfinding Block** – Bill Burnett and Dave Evans (2020) describe wayfinding as “…the ancient art of figuring out where you are going when you don’t actually know your direction.” We prioritize Wayfinding blocks in the ICS schedule designed to cultivate a sense of belonging and purpose in students. Born out of the research conducted at the Center on Adolescence from Stanford University, the Project Wayfinder SEL curriculum is designed around a developmental progression (Malin et al., 2014) of establishing belonging in the middle school years and then moving to purpose during high school. As opposed to a traditional advisory, the ICS Wayfinding block is scheduled as a required core class (90 minutes 2-3 times per week) for grades 6-12, allowing the time to develop belonging, purpose, and habits of success, while supporting students’ social and emotional learning competencies. Details of the Wayfinding block are contained in the program delivery section of the application.

**Navigation Process** – The MyWays™ framework outlines five competencies in this domain, and notes Wayfinding is essentially a process — a navigation process (MyWays, Report 10, p. 10). As part of the Wayfinding process, ICS students research and gain real-world exposure to the rapidly evolving career and life options and identify the knowledge and skills associated with the careers that match their strengths and interests. Through authentic learning activities, students identify opportunities and set goals to develop self-knowledge, and access tools to diagnose strengths, interests, and personality traits. They identify learning, work, and life opportunities likely to match these abilities by focusing on the intersection of assets and aspirations, and create goals that point in a longer-term direction, but include interim steps. Students translate goals into action plans via
their My Career and Academic Plan platform (MyCAP), a student-centered, multi-year planning tool designed to provide students with ongoing opportunities to plan for their academic, personal/social and career success, for each new stage or transition. ICS students identify what resources they need; develop the help-seeking mindset and skills to successfully secure them; build the social capital needed to support all steps in the Wayfinding process, including mentors, role models, and strong family and friend supports; and deploy these relationships into a professional network that enables them to tap insights, find better opportunities, and make better career decisions. And, ICS students grow personal traits related to adaptability and flexibility; develop and practice more specific skills related to pivoting, reframing, and changing direction; strengthen their ability to accurately appraise and take on risk as they pursue opportunities; and develop the skills necessary to navigate systems while dealing with discrimination or other challenges (MyWays, Report 10, p. 5).

**Key Design Element #3: Early College STEM**

American Institutes for Research (2020) conducted two rigorous impact studies in recent years, finding significantly higher rates of high school graduation, college enrollment, and college degree attainment for early college students than for the control students. Moreover, the positive impacts of early college on college enrollment and degree attainment continued for at least 6 years after expected high school graduation. In Massachusetts, early evidence of success indicates early college significantly increases the likelihood that students will pursue higher education without interruption, and early college students are attending four-year institutions at higher rates (MassINC, 2021). However, while Massachusetts has made considerable progress in launching early college programs, schools are just reaching 3 percent of students attending Gateway City and majority-minority high schools and only 2 percent of students in high-poverty high schools (MassINC, 2021, p. 9). Hence, our third key design element is a **wall-to-wall** Early College STEM programming that removes barriers and supports students and families so that all students can persist through the post-secondary pipeline to meaningful careers.

**Course Progression and Career Experience** - Working with colleges in the South Coast region, ICS leverages our academic model and non-academic guidance and support to meet the requirements of college course completion, building a strong middle school to high school to college to career pipeline. The ICS early college STEM design provides equitable access to rigorous academic opportunities for South Coast students through unique guided STEM pathways developed by our academic team. Through enhanced student support strategies including career awareness, exploration and the potential for internships in the South Coast region, ICS provides students with both the academic knowledge, as well as opportunities for application to round out their education journey. Preparation for the rigor of college coursework begins as early as eighth grade, where students have access to and accrue high school credits. Advanced Placement (AP) coursework begins in grade 9 where students at a minimum begin their preparation for college courses and some students may receive college credits for performance on AP exams. Students are then eased into college coursework in grade 10, where they complete college courses on the high school campus. In grades 11 and 12, students travel to the college campus to complete coursework. ICS teachers are embedded in select college courses in order to support students in college courses back on the high school campus. Neurodiverse learners and students with learning differences may participate in specialized online college courses through Landmark College to support their college journey. All ICS students will earn a minimum of 12 college credits with an additional 50%
earning up to 60+ college credits. Sixty percent of ICS students will matriculate to four year post-secondary institutions. ICS students will have the option to complete certificates in key STEM areas to assist them in building an academic resume for future employment.

**Comprehensive STEM Curriculum** - The early college wall-to-wall design at ICS focuses on developing our students’ STEM knowledge through carefully curated pathways for math, science, technology and engineering. Our comprehensive early college STEM design is grounded in the Project Lead the Way (PLTW) curriculum. A study of 56,000 high school students (Pike & Robbins, 2014) indicates that high school graduates who participated in PLTW were up to six times more likely to study STEM, and eight times more likely to study engineering, in college than their peers who had not taken PLTW while in high school and had significantly higher persistence rates into the second year of college.

Beginning with PLTW Gateway for middle school; and PLTW Engineering, PLTW Computer Science, and PLTW Biomedical Science for high school, ICS students apply knowledge from a variety of subjects as they engage in hands-on activities, projects, and problems reflective of real-world scenarios and careers. In the process, ICS students develop skills in problem-solving, critical and creative thinking, and communication and collaboration. The middle school Project Lead the Way (PLTW Gateway) curriculum exposes students to broad STEM fields entailing the domains of computer programming, health and medical applications, environmental sustainability, and robotics, allowing students to get some broad exposure to a variety of STEM fields. Students will then have the opportunity to specialize into one of the PLTW high school pathways - Engineering, Computer Science, or Biomedical Science. Furthermore, because our high school sequence of courses begins in grade 8, students will have additional opportunities for choice as they take college courses specific to a given intended college major in STEM (e.g., nursing, medical laboratory, electrical engineering, data analytics) or other fields of study beginning as early as grade 11. This intentional early college design provides additional support for students as they will be provided with support from ICS staff as they take these courses.

**College-Going Culture** - A college-going culture includes a community of stakeholders such as students, teachers, and parents who strive to cultivate college readiness and high achievement among students. Connections between families and ICS build on parents’ strengths and consider them a valuable education resource for students. Educators and community groups work together to ensure that all families have access to essential knowledge of college preparation, admission, and financial aid. Moreover, Oakes (2003) advises adults to work to shape a multicultural college going school culture that “does not force students to choose between the culture, language, and values of their community and the majority culture and values” (p. 5). Building on the work of Pat McDonough’s [*Nine Critical Principles for Creating a College Going Culture*](#), we aim to build a college going culture through establishing liberatory family-school partnerships (Mapp & Bergman, 2021), and college and career bridge experiences. Weekly school-wide family meetings, professional development for staff on culturally relevant parental communication, a full-time administrative position dedicated to family and student support, college information nights, and frequent opportunities with families to discuss the assets, strengths, and challenges of their child in obtaining college and career goals are embedded throughout the ICS program.

**College and Career Bridges** - When students enrolled in early college high schools are exposed early and often, to a college culture, rigorous coursework, and high expectations, they develop
what Nakkula and Foster (2007) call an academic “identity.” By design, we include college bridge experiences beginning in middle school, so that students and families can visualize themselves on college campuses. As students progress, their college campus experiences will move from familiarity and exposure to skill-based training on how to read a syllabus, how to register for classes, how to seek out support from the professor, how to navigate university technology platforms, and culminating with taking classes on campus, alongside other college students. In the same vein, ICS students will participate in career internships and have access to career mentors. Students will experience firsthand different STEM careers in the context of their developing identities and passions. They will build social capital in terms of social skill sets and beneficial mentor career relationships. These new and challenging experiences are healthy developmental means for students to seek novelty, gain autonomy, and build agency.

In Five Years. The ICS wall-to-wall early college STEM school design is highlighted at the state and national levels for our approach to enacting deeper learning and the neuroscience of adolescent development. We have received Massachusetts Early College designation with our college partners: Bristol Community College and the University of Massachusetts Dartmouth. We host professional learning sessions to disseminate effective practices on curriculum development, pedagogy, and school design that engage all adolescent learners in powerful learning experiences, including English learners, students with learning differences, and neurodiverse learners. Most importantly, our students graduate with the mindsets, creative know-how, content knowledge and wayfinding abilities necessary to persist through their post-secondary education and successfully enter the 21st century workforce in high value careers. In the spring of 2027, during our commencement ceremony, our first class of ICS students walks across our stage to receive both a high school diploma and a college transcript, which will reflect up to 60 transferable college credits.

Evidence of ICS success. The success of ICS will be measured by the following key pieces of evidence:

1. A minimum of 95% of ICS enrollment will include students from Fall River or New Bedford.
2. A minimum of 80% of ICS students will be classified as high needs by DESE definition (i.e., English learners, students with disabilities, economically disadvantaged).
3. ICS will be fully enrolled at each grade level.
4. ICS will meet annual MCAS (achievement and growth) identified accountability progress targets for Math, ELA, and Science and Technology for grades 6-8, & 10.
5. ICS will receive Early College designation with Bristol Community College and the University of Massachusetts Dartmouth.
6. All ICS students will graduate with a minimum of 12 and up to 60 college credits.
7. The ICS graduation rate will exceed the state average graduation rate.
8. All ICS graduates will either enter employment in their industry field or continue enrollment in post-secondary education.
9. A minimum of 95% of students will complete the Free Application for Federal Student Aid Application (FAFSA).
10. A minimum of 95% of parents will report that they are "satisfied" or "very satisfied" with ICS on our annual parent survey.
11. A minimum of 95% of school partners, including higher education partners, will report that they are "satisfied" or "very satisfied" with ICS on our annual partner survey.
Positive impact on all stakeholders. ICS students will actively engage in a wall-to-wall early college design, developing STEM knowledge through strategically curated career pathways. As a result, students will learn about career opportunities and necessary credentials in STEM fields. ICS students will earn stacked credentials and college credit, resulting in an associate's degree, or will remain on their pathway to a bachelor’s degree. Families will have the opportunity to be actively engaged and participate in their child's education. Additionally, families will better understand how to navigate the college-going process, and will benefit economically as college credit obtained through ICS is of no-cost to students or their families. Importantly, since ICS intends to recruit first generation college-going students, we hope that our higher education partners will see family members of ICS students enroll in programming, as part of our families developed understanding and exploration of college programs. Educators will be part of a culture of continuous learning for all. Time is built into the schedule for daily collaboration and structures exist for shared decision-making. Educators will be part of a culture of collective efficacy, with extensive professional learning opportunities to put the science of learning and development into action. ICS educators will be highly skilled, highly collaborative, and highly knowledgeable of adolescent development. Board members will be positively contributing to the college-going culture in the region, and supporting the needs of underrepresented students. Members will have the opportunity to raise awareness of the low college enrollment and persistence rates of economically disadvantaged students in Fall River and New Bedford. By raising awareness, board members can advocate for partnerships in industry, business and higher education to support the career exploration and college experiences of ICS students. The South Coast region will benefit from a wall-to-wall early college STEM school that will serve the region's most underrepresented students. Students will experience economic mobility as they obtain credentials in STEM fields and enter high value careers in the workforce, aligned with industry needs of the region. The region will have a partner that desires to share best practices about enacting the science of learning and development to reimagine schools.

Why a Commonwealth Charter? The Commonwealth charter will provide the ICS Founding Group with the autonomy to address higher education enrollment and persistence gaps and interrupt the pervasive cycle of poverty in urban communities. ICS not only paves the way for a new model of secondary schooling, but provides families in the region with the region’s first wall-to-wall early college program where students graduate with their high school diploma and up to 60 college credits in an articulated pathway. Moreover, grounding professional development and programming in the science of adolescent development, accelerating coursework rather than sorting students via tracking, embedding wayfinding blocks as part of a standard teacher course load, grounding curriculum, assessment, and teaching in deeper learning, and partnering with higher education to deliver wall-to-wall college and career learning experiences for all students challenges conventional practices and long-standing structural inequalities of secondary schooling and hence, demands space to innovate. Our wall-to-wall 6-12 early college STEM design does not currently exist as an option for stakeholders in the South Coast. Further, the applicant group consists of experienced district and school leaders who have first-hand experience with the challenges of traditional structures and systems in school districts. A Commonwealth charter affords the opportunity to shepherd this school through a design, refine, and replicate process, ultimately leading a new design to be replicated by school districts to drastically improve educational attainment outcomes for students in the region and beyond.

Collaboration with school districts. While Massachusetts has made considerable progress in launching early college programs, early college programs are just reaching 3 percent of students attending Gateway Cities and majority-minority high schools, and only 2 percent of students in high-poverty high schools (MassINC, 2021, p. 9). In order to accelerate the number of economically disadvantaged students engaged
with early college programming, more schools will need to develop programming and curricula to support student needs in this area. The Founding Group of ICS views its role of dissemination as integral to the acceleration of early college programming, particularly the wall-to-wall design. ICS will disseminate its educational model, student support programs, curriculum and best practices to any interested school in the Commonwealth and beyond. We are eager to share our design and best practices to help all schools redesign and reimagine the secondary school experience for students.

**Key academic and nonacademic goals.** Authors of an American Institutes for Research report (Welch, Abulhab, & Therriault, 2017) offer evidence-based guideposts for educators to consider in designing and measuring the success of their programs through the lens of post-secondary enrollment and persistence. ICS uses AIR’s academic and nonacademic indicators to inform our goals in the area of our early college STEM design.

**Academic Goals aligned with Indicators**

1. *Intensity of high school curriculum.* 100% of students will participate in the ICS program of studies without tracking.

2. *End of course exams.* 100% of students will have access to weekly acceleration blocks to support proficiency in ICS’ end of course assessments through multiple measures.

3. *High school grades.* 100% of students will demonstrate proficiency in high school courses as measured by the ICS Deeper Learning Framework (see Section II of the application).

4. *SATs -* 100% of students will take the PSATs and/or SATs.

5. *Enrollment in early college classes.* 100% of ICS students will enroll in and complete college level courses.
   - a. In our inaugural 7th and 8th grade classes, 50% of students will attend college full-time in 11th and 12th grade.
   - b. In our inaugural 6th and beyond class, 75% of students will attend college full-time in 11th and 12th grade.

6. *Articulated academic and career goals.* A minimum of 95% ICS students will translate their goals into action plans via their My Career and Academic Plan platform (MyCAP) at each new stage or transition.

**Non-Academic Goals aligned with Indicators**

   - a. 100% of ICS students will co-create and co-monitor challenging and achievable academic and social emotional learning goals with their advisor as part of the Wayfinding block.

2. *Identity - related to one’s sense of self and confidence.*
   - a. 100% of students will have multiple opportunities to think, talk, and write about their life stories, heritage, family and community.
   - b. 100% of students will visit college campuses.
   - c. A minimum of 95% of students will complete a college portfolio, including the FAFSA, college essay, and a minimum of two submitted college applications.

3. *Competency - skills related to critical thinking, problem solving, and transferring knowledge to other settings or problems.*
   - a. 100% of students will maintain a portfolio of student work that provides samples from authentic learning tasks demonstrating their critical thinking, problem solving and transfer of knowledge to real world problems or dilemmas.
Within the key design element of **deeper learning**, our academic and nonacademic goals are aligned with mastery of core content knowledge and skill development for students to communicate their ideas effectively, think creatively, work collaboratively, and manage their own learning. Goals are intended to measure students’ opportunities for deeper learning, interpersonal and intrapersonal competencies. Goals will be measured by classroom observation, as well as a review of units of study and lesson planning. In addition, students will take the AIR student survey to measure opportunities for deeper learning and assess students’ perceptions of the ICS school environment. Similarly, ICS educators will take the teacher version of the AIR survey to measure ICS’ instructional culture and design.

**Academic Goals aligned with Opportunities for Deeper Learning**

1. 100% of ICS units of study will include learning experiences for students that offer authentic, interdisciplinary tasks that provide relevance and promote curiosity for students.
2. 100% of ICS units of study will include opportunities for students to engage in complex problem solving in all core content classes.
3. Design options for collaboration will be evident in 100% of lesson planning, including flexible groups, partners, peer tutoring, Socratic seminars, and academic discussion.
4. Throughout the learning experience, there will be evidence of weekly feedback loops to give students guidance on their progress toward the learning goals. This feedback can be teacher-to-student, student-to-student, or self-assessment. Feedback is formative and provides students with the safety and security of knowing they can take risks and try new things without fear of failure.

**Non-Academic Goals aligned with Opportunities for Deeper Learning**

1. 100% of students will co-develop with their teacher a learning progression that acts as a step-by-step guide to help the student track progress toward proficiency for each unit of study or identified skill.
2. 100% of students will develop a learning profile by identifying their academic strengths and challenges, to support self-understanding, self-reflection, self-management and self-advocacy.

The ICS mission statement highlights our commitment to our key design element focused on the science of adolescent development. While this particular key design element has its challenges in terms of measurement, given that it is foundational and embedded in our key design elements of deeper learning and early college STEM, our mission statement offers an opportunity to design measurement goals, stating, in part, “Our educators understand the neuroscience of adolescent development....” Therefore, the following goals are provided to measure the key design element of the science of adolescent development through the lens of staff capacity to apply the science of adolescent development in all programmatic decision-making and implementation.

**Goals aligned with the Science of Adolescent Development**

1. 100% of educators and administrators will participate in annual professional development designed to build their knowledge of adolescent development.
2. 100% of educators will implement the ICS Deeper Learning Framework as measured by classroom observation and units of study.
3. School level data from Waypoints will improve by 25% in all measures - agency, community, play, mental health, relationships, and self-awareness from Fall to Spring Administration.
While the academic goals and nonacademic goals described above align with and incorporate our three key design elements, our commitment to trauma-informed practices, as described in the key design element addressing the science of adolescent development, necessitates three additional goals within the area of stress resilience and adversity.

Goals aligned with Trauma-Informed Practices
1. 100% of ICS staff will receive training and implement Collaborative Problem Solving to reduce challenging behavior and build social cognition skills.
2. 100% of students will have regular access to Physical Education, Music, and the Arts to support life-long wellbeing and physiological regulation.
3. 100% of students will develop an understanding of how physical, social, and emotional wellness affect learning and contribute to personal and community well-being.

C. DESCRIPTION OF THE COMMUNITIES TO BE SERVED

The ICS Founding Group is aligned with all seven elements of state law that mandate the role charter schools play in the public school sector. Our Founding Group is particularly proud of our status as the first proposed early college STEM school that provides a wall-to-wall model for ALL students in the region. ICS is a public school and therefore open to all students in our charter region as well as those students outside of our region if there are available seats. ICS will not discriminate nor set admission criteria that are intended to discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special need, proficiency in the English language or in a foreign language, or prior academic achievement when recruiting or admitting students. Our Founding Group believes there is an opportunity to serve students in the South Coast region with a new school choice that offers accelerated STEM coursework coupled with a proven early college design, and embedded within the neuroscience of adolescent development.

Selection of the communities to be served. ICS proposes to serve a primary region of Fall River and New Bedford. The Founding Group knows this region as residents, community members, and educators; many of us have long-established roots in the area. The promise of increasing postsecondary enrollment and persistence rates in this region drives our interest in a charter school model that will change the educational landscape. The current levels of educational attainment in the Gateway Cities of Fall River and New Bedford are noted in Table 1.

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Educational Attainment in New Bedford and Fall River</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>New Bedford</td>
</tr>
<tr>
<td>High School Diploma</td>
<td>42.5%</td>
</tr>
<tr>
<td>Some college or Associate’s Degree</td>
<td>21.9%</td>
</tr>
<tr>
<td>Bachelor’s Degree or higher</td>
<td>14%</td>
</tr>
</tbody>
</table>

Source: 2019 Educational Attainment, American Community Survey, U.S. Census
The Founding Group of ICS believes that providing the region’s students with early college access and support, particularly with a STEM focus, serves as an opportunity for economic mobility for the region’s most underrepresented and impoverished students. Figure 1 details the current state of post-secondary enrollment from students enrolled in New Bedford Public Schools and Fall River Public Schools. The data indicates that postsecondary enrollment and persistence is not only steadily declining in both communities, but the gap with the state average continues to grow.

![Figure 1](image)

Similar to the enrollment trends noted above, Figure 2 establishes that persistence rates into the second year of post-secondary education have declined for districts of Fall River and New Bedford. Since 2015, the gap between the South Coast anchor districts and the state increased from 12 to 20 percentage points.

![Figure 2](image)

Further, when disaggregating enrollment and persistence data across economic lines, as detailed in Figure 3, the results are startling. The rate of New Bedford and Fall River students from economically disadvantaged households enrolling in post-secondary education within 16 months of high school graduation has declined.
Similarly, economically disadvantaged students from the South Coast anchor districts lost ground in the rate of persistence into year two of post-secondary education since 2015. This decline was greater for Fall River and New Bedford than the state average.

In the end, increased graduation rates over the past 5 years have not translated into higher rates of post-secondary enrollment or persistence for the districts of Fall River and New Bedford. And, comparison data shows that economically disadvantaged students are significantly less likely to both enroll and persist in post-secondary education compared to non-economically disadvantaged peers, as outlined in Figures 5 and 6.
The data detailed above underscores the Founding Group’s interest in selecting the region to establish a wall-to-wall early college STEM school. As discussed in later sections, 73% of students in Fall River Public Schools and New Bedford Public Schools are considered economically disadvantaged, as reported to the Department of Elementary and Secondary Education. It is well documented that a post-secondary degree yields a myriad of opportunities. According to Georgetown University’s Center on Education and the Workforce, college graduates make up a larger share of the workforce than workers with a high school diploma or less, and workers with at least some postsecondary education now make up 65 percent of the total employment. The Bureau of Labor Statistics highlights differences in earnings in Figure 5, and updating for 2020 workers with a bachelor’s degree had median weekly earnings of $1,305 in 2020, compared with $781 for workers with a high school diploma.
Employment projections for 2019-2029 from the Bureau of Labor Statistics suggests technological advancements are expected to support rapid employment growth in professional, business, and scientific services sectors, including computer systems design and related services as well as management, scientific, and technical consulting services. Further, employment is projected to grow markedly faster than the average within healthcare support occupations, community and social service occupations, and computer and mathematical occupations. In Massachusetts, more than 40% of all employment in the Commonwealth revolves around innovation industries such as clean energy, information technology, defense and advanced manufacturing, and STEM workers represent 17% of the total Massachusetts workforce. According to a Pew Research Center report, only six percent of bachelor’s degree holders live below the poverty line, while 22 percent of people without a college degree live in poverty.

**Student Population.** In alignment with our mission, ICS intends to serve historically underrepresented students in grades 6-12 from the Gateway Cities of Fall River and New Bedford. Our stated goal indicates a minimum of 80% of ICS students will be classified as high needs by DESE definition. High needs as defined by DESE is a student designated as economically disadvantaged, or an English language learner (ELL), or former ELL, or a student with disabilities. Table 1 identifies the percentage of high needs students, and specific subgroups in both school districts. Given the disproportionate number of the region’s economically disadvantaged students enrolling and persisting in post-secondary discussed in the previous section, ICS seeks to serve middle and high school students who are underrepresented in college enrollment and persistence.

<table>
<thead>
<tr>
<th>Students</th>
<th>Fall River Public Schools</th>
<th>New Bedford Public Schools</th>
<th>State</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>73.8%</td>
<td>74%</td>
<td>36.6%</td>
</tr>
<tr>
<td>English Language Learners</td>
<td>17.6%</td>
<td>26.3%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>23%</td>
<td>22.2%</td>
<td>18.7%</td>
</tr>
<tr>
<td>High Needs</td>
<td>81%</td>
<td>84.1%</td>
<td>51%</td>
</tr>
</tbody>
</table>

Source: MA Department of Elementary and Secondary Education
**Early College as an Educational Option.** As described in the previous section, post-secondary enrollment and persistence in the region is well below the state average. And, current Massachusetts early college programs are reaching just three percent of students attending Gateway City high schools (MassINC, 2021, p. 9). Importantly, studies indicate early college students had a higher overall college enrollment rate and not only were more likely to complete postsecondary degrees, but they also completed postsecondary degrees *more quickly* than control students (Song, et al, 2021). ICS provides the region’s first wall-to-wall early college STEM model where students build a strong foundation in the middle grades and progress to articulated pathways aligned with college partners. During middle school, students engage in career exploration, exposure, and engagement activities. All ICS students engage in instruction grounded in the principles of deeper learning as articulated by the MyWays™ framework. This instructional model affords ICS students the opportunity to master core content knowledge and communicate their ideas effectively, think creatively, work collaboratively, and manage their own learning. All students have access to acceleration blocks to support their mastery of core content. High school students enroll in one of three articulated career pathways focused on Engineering, Computer Science, or Biomedical Science. ICS works with Bristol Community College and the University of Massachusetts Dartmouth to provide all ICS students with early college experiences, career pathways, and college credits. All students graduate with a minimum of 12 and up to 60 college credits.

**Potential Eligible Students.** The New Bedford Public Schools and Fall River Public Schools communities serve over 3,073 (NBPS) and 2,422 (FRPS) students in grades 6-8, and 2,327 (FRPS) and 2,872 (NBPS) in high school. According to the current MA DESE charter school waitlist, 594 students in Fall River are currently on a waitlist for a charter school and in New Bedford there are 770 students on charter school waiting lists. Based on initial conversations in both communities, we are confident that there is a demand for a different kind of secondary education in these communities. We will hold focus groups with families as we prepare our final application to confirm what we’ve heard in our initial conversations.

**Rationale for Enrollment and Growth Strategy.** ICS will open our doors during the fall of 2022 with 315 students in grades 6-8. Our model is predicated upon building a strong foundation in middle school to ensure our students are ready to enter high school with the habits of mind and academic skills necessary to succeed in advanced STEM courses. Our Student Success Model (Wayfinder Block) also begins during the middle school years. There are several reasons for the size of our school: 1) The size of ICS is small enough to maintain an intentional culture and sense of community that promotes student identity, belonging, and attachment, and large enough to offer a coherent STEM curriculum. 2) Our enrollment size provides for personalization and sustained adult relationships. 3) Our enrollment size allows for educator and student voice, and provides necessary agility when change is needed. 4) Our enrollment model of 105 students per class offers us the opportunity through student tuition to provide programming that allows us to meet our mission and our goals. Moreover, our colleagues at New Heights Charter School at Brockton have demonstrated our proposed enrollment and growth plan are effective strategies as an early college model. The ICS Founding Group feels confident in our ability to attract a significant number of students to attend our school.

ICS will welcome a new sixth grade class of 105 students in addition to filling vacated seats through grade 10. In Year 2 and onward, ICS will admit a new class of sixth grade students and fill any vacant seats in grades 7-10. The Founding Group is aware that there is potential for enrollment fluctuation, a product of
student attrition or student transition. Therefore, a waiting list will be developed during the open enrollment period and utilized multiple times per year to fill vacated seats through grade 10.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Grade Levels</th>
<th>Total Student Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>6,7,8</td>
<td>315</td>
</tr>
<tr>
<td>Year 2</td>
<td>6,7,8,9</td>
<td>420</td>
</tr>
<tr>
<td>Year 3</td>
<td>6,7,8,9,10</td>
<td>525</td>
</tr>
<tr>
<td>Year 4</td>
<td>6,7,8,9,10,11</td>
<td>630</td>
</tr>
<tr>
<td>Year 5</td>
<td>6,7,8,9,10,11,12</td>
<td>735</td>
</tr>
</tbody>
</table>

As long time school leaders we understand the natural variation that occurs in school enrollment and our recruitment and retention plan will address both the maintenance of a strong waitlist as well as key strategies to attract and retain our students. We are prepared to fill any vacant seats up through grade 10 to ensure there will be little to no impact on our enrollment and to ensure that the students in our region who wish to attend ICS receive the opportunity to enroll.

**Maximum and Minimum Enrollment.** It is the intention of the ICS Founding Group to fill vacated seats multiple times per year during the year. By providing multiple access points for students we believe that we will meet our maximum enrollment on a year-to-year basis. It is also our intention, through the creation of our school culture, the roles of our administrative team, including social workers, guidance counselors and parent/family outreach coordinators, that parents and students will feel a strong sense of belonging to our school and will not leave. We believe that our culture, access and support to enroll and persist in college classes, as well as our back-fill policy will enable us to run at full capacity. However, in the event that we drop below our maximum enrollment, our Executive Director and proposed board have discussed several scenarios where we would reduce staff, increase fundraising efforts, and otherwise reduce overhead to ensure that our enrolled students will receive the same level of services and opportunities.

In September, October, and November ICS will hold information sessions in New Bedford and Fall River to meet with prospective students and their families. Information sessions will provide families the opportunity to ask questions and meet with prospective board members and ICS staff, complete an intent to enroll application, and learn about our innovative model. During the late summer and early fall our team will post individuals at local supermarkets, hair salons, and laundromats to share promotional material and help families complete our intent to enroll application.

**Publicizing and Marketing.** ICS will use a DESE-approved third party mail house to recruit prospective students. This mailer will be sent to all households in Fall River and New Bedford with age-eligible students and will be translated into our region's primary languages. In addition to the direct mailer, ICS will place advertisements in the local papers in Fall River and New Bedford advertising our information.
sessions and sharing our website for prospective families seeking more information. Our Founding Group will work with local media to ensure coverage of information sessions and opportunities for interviews of members of the Founding Group, including opportunities for radio and local television news programs. In order to reach families that are less informed about school choice options, ICS will work organizations such as local housing authority groups, the Boys and Girls Club, and the YMCA to place flyers and informational materials on community boards. We will also use our social media platforms to inform families of this new education opportunity in the South Coast region. Our specific outreach strategies include:

1. We have created a school website (www.innovatorscharterschool.org) with information for students, parents and caregivers.
2. We will reach out to community partners, including youth and family services, gyms, churches and youth groups, public housing agencies, and other youth-centered agencies to provide promotional material.
3. We will hold public forums at local churches, community centers, shopping centers, and youth advocacy groups to disseminate information about ICS to parents and caregivers.
4. We will utilize local radio and the newspapers to disseminate information about ICS. All of our materials will be translated into Portuguese and Spanish, to accommodate our English language learners and families for whom English is not the primary language spoken at home.
5. We will submit an editorial or public interest piece on ICS to local publications in New Bedford and Fall River.

Our enrollment practices will cast a wide net including community service agencies, local markets and laundromats, and afterschool programs to ensure that we follow non-discriminatory practices. Our application/intent to enroll will be available in paper form in Spanish and Portuguese at local agencies as well as on our website. Our enrollment packet will include descriptions of our student services model, providing families with a clear description of how ICS serves special education and English learners, as well as students with other diverse learning needs and economically disadvantaged students. The ICS enrollment team will work closely with community stakeholders to ensure our school meets our enrollment targets both through targeted recruitment and retention strategies designed to support all of our students. The Founding Group knows the region well having served as community members and school personnel in the region for many years. Our stated goals highlight our intent to recruit and retain a student population at ICS that is reflective of the local community including a high percentage of students who are economically disadvantaged, as well as English learners and students with disabilities.

**Enrollment Data Deadlines:** The Founding Group of ICS will be ready to submit enrollment data to DESE by mid-March following our first formal lottery, which will be held on March 4, 2022. Leading up to the lottery, ICS will hold multiple information sessions and a mailing will go out to all age-eligible students in our region, in our primary languages, to encourage families to submit an intent to enroll. Prospective families will be told that their intent to enroll is contingent upon ICS receiving a charter award in February.
II. HOW WILL THE SCHOOL DEMONSTRATE ACADEMIC SUCCESS?

A. OVERVIEW OF PROGRAM DELIVERY

Program Design. The ICS educational program weaves together the science of adolescent development, the principles of deeper learning, and a comprehensive STEM early college curriculum design, embedded within a college going school culture. The synergy across the three key design principles supports academic development, cognitive development, identity development, along with social and emotional development. The developmental areas are supported by researchers convened by Alliance for Excellent Education (A4Ed) as they developed Science of Adolescent Learning (SAL) Research Consensus Statements. The statements synthesize what researchers know about adolescent learning and development, challenging traditional thinking about what it means to teach and learn during this developmental period. The authors state, “students in middle and high school need opportunities to develop deeper learning competencies, such as problem solving and critical thinking, and other higher-order thinking skills to support application of those skills later in life. Therefore, education leaders must ensure that learning opportunities support the development of adolescents’ increasing cognitive capabilities and provide additional resources and services necessary to support learning and development of students during this period” (p. 1).

Our focus on each learner’s academic development, cognitive development, identity development, along with social and emotional development, through a lens of adolescent neuroscience and deeper learning, provides the opportunity for ICS to effectively support all students. ICS is committed to serving the diverse learning needs of all students. Our school design provides for special education within the general education curriculum, and English learner support dependent upon language proficiency levels. ICS welcomes students with disabilities and neurodiverse learners, and will provide specialized instruction and targeted intervention by qualified special education teachers and support staff in alignment with IEPs. We intend to use the resources of Landmark College to provide professional development and dual enrollment courses to support our students with learning differences.

ICS believes in culturally responsive teaching and relies on the work of Zaretta Hammond’s *Culturally Responsive Teaching and the Brain* as a seminal text for curriculum and instructional design, as well as professional development. Additionally, ICS relies on the work of Dr. Bruce Perry (*Neurosequential Model of Therapeutics*) and Dr. Stuart Albon (*Collaborative Problem Solving*) in establishing the context for understanding student behavior and performance.

Our comprehensive STEM early college design is grounded in Project Lead the Way (PLTW) curriculum. Beginning with PLTW Gateway for middle school; and PLTW Engineering, PLTW Computer Science, and PLTW Biomedical Science for high school. ICS students will apply knowledge from a variety of subjects as they engage in hands-on activities, projects, and problems reflective of real-world scenarios and careers. In the process, ICS students will develop skills in problem-solving, critical and creative thinking, and communication and collaboration. The middle school Project Lead the Way (PLTW Gateway) curriculum exposes students to broad STEM fields entailing the domains of computer programming, health and medical applications, environmental sustainability, and robotics, allowing students to get some initial exposure to real world stem applications. Students will then have the opportunity to specialize into one of the PLTW high school pathways - Engineering, Computer Science, or Biomedical Science.
School Calendar and Master Schedule. The academic school year for ICS students consists of 180 days. The ICS master schedule recognizes the various developmental levels of its students. The master schedule is divided into three areas: intermediate (grades 6-7), college preparation (grades 8-9), and college access (grades 10-12). The master student schedule is best described as eight instructional periods, delivered in four 90-minute blocks via A and B days, Monday through Thursday. On Fridays, blocks 1-4 are delivered one week, and blocks 5-8 the following week. The ICS school day begins at 8:00am with universal breakfast and morning meeting. Dismissal for students is at 3:20pm. ICS will exceed structured learning time requirements of 900 and 990 instructional hours, through 6 hours of daily instruction x 180 instructional days, totaling 1,080 instructional hours. Additionally, ICS proposes to provide optional after-school programming for enrichment and acceleration. The optional after-school programming will take place Monday–Thursday from 3:20–5:00pm, and includes opportunities for co-curricular activities and clubs based on student, staff, and family interests.

Consistent with adolescent neuroscience, as described in our first key design principle, there is no tracking at ICS. All courses at ICS will have one advanced level assigned to all students, including English learners and students with disabilities. All students will participate in the advanced level course and will receive additional support as necessary, via the schedule. For example, students who are demonstrating or approaching mastery in their grade level content will participate in eight courses over the course of an academic year. Students who need additional support to achieve mastery in grade level content will participate in an intervention block in lieu of an eighth course in order to receive scaffolded acceleration in particular subject areas, with potential gradual release over the course of the academic year. Acceleration challenges the common approach of remediation based on the misconception that in order for students to master new information they must go back and master previous grade level content. Rather, a learning acceleration approach asserts that every student is capable of accessing grade-level work with the right supports (TNTP, 2021). As described in detail in the diverse learning section of the application, students with disabilities will receive curriculum modification and accommodations as detailed within their Individualized Educational Plans. The ICS master schedule design is consistent with recommendations by the Learning Policy Institute & Turnaround for Children that encourage schools to “redesign by rethinking staffing patterns and master schedules to create consistent time for teacher collaboration and to put in place structures that support the development of long-term, positive relationships between educators, students, and families (e.g., looping, advisories, block scheduling)” (p. 144).

Additionally, the master schedule includes a Wayfinding period for all students. As articulated in our key design principle for deeper learning, Wayfinding is best described as developing the knowledge and capacity to successfully navigate learning, work, and life opportunities and choices. During the Wayfinding period, ICS will primarily utilize Project Wayfinder, a curriculum born at the Stanford d.school to help middle and high school students develop a sense of belonging, meaning, and purpose. According to Project Wayfinder research, purpose amongst teens has been shown to facilitate identity formation, increase positive attitudes towards diversity, attenuate antisocial behavior and bullying, decrease engagement in risky behaviors, and increase academic engagement. Through a set of thoughtfully designed tools, exercises, activities, and media, ICS students will become purposeful navigators of their lives. ICS students will participate in advisory work 2-3 times per week related to the Project Wayfinder Toolkit, along with tasks related to their My Career and Academic Plan (MyCAP). Additionally, ICS seeks to utilize The Playbook, an anti-discrimination and bias-prevention program as currently a collaboration between the Celtics Shamrock Foundation and Project 351. The program inspires a dialogue on race, religion, gender,
disability and sexual orientation and ultimately equips kids with the tools to intervene in challenging social situations.

All students and all core academic teachers participate in the Wayfinding period during the same period on the same day in the master schedule. By providing a school-wide Wayfinding period (the second period of the day on all B days), teachers can work creatively to implement a Wayfinding curriculum. A school-wide Wayfinding period also creates the opportunity for MyCAP sessions based on career interest.

**Sample Weekly Schedule.** The schedules below represent sample weekly student and teacher schedules for grade 6. The variations in the student schedule represent two different student schedules. Schedule A represents a student approaching mastery of grade level content who is taking eight courses over the academic year. Schedule B represents a student who is developing mastery of grade level content and needs acceleration, thus is taking seven courses with an intervention/acceleration block. Schedule B also demonstrates the range of electives during semester 1 and 2, given the acceleration block. Students needing the acceleration blocks still experience the full range of electives during the course of the academic year.

### Student Schedule A - Approaching Mastery

<table>
<thead>
<tr>
<th>Grade 6 Student</th>
<th>8 courses (A/B Block Schedule)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching Mastery</td>
<td>Monday - A Tuesday - B Wednesday - A Thursday - B Friday 1 - A Friday 2 - B</td>
</tr>
<tr>
<td>ELA</td>
<td>Math</td>
</tr>
<tr>
<td>PLTW</td>
<td>Wayfinding</td>
</tr>
<tr>
<td>Science</td>
<td>History</td>
</tr>
<tr>
<td>Art</td>
<td>Music</td>
</tr>
</tbody>
</table>

### Student Schedule B - Developing Mastery (Semester 1)

<table>
<thead>
<tr>
<th>Grade 6 Student</th>
<th>7 courses + acceleration block for STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching Mastery</td>
<td>Monday Tuesday Wednesday Thursday Friday 1 Friday 2</td>
</tr>
<tr>
<td>ELA</td>
<td>Math</td>
</tr>
<tr>
<td>PLTW</td>
<td>Wayfinding</td>
</tr>
<tr>
<td>Science</td>
<td>History</td>
</tr>
<tr>
<td>Acceleration Block (or Art)</td>
<td>Music Acceleration Block (or PE) World Languages</td>
</tr>
</tbody>
</table>

### Semester 2

<table>
<thead>
<tr>
<th>Grade 6 Student</th>
<th>7 courses + acceleration block for STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approaching Mastery</td>
<td>Monday Tuesday Wednesday Thursday Friday 1 Friday 2</td>
</tr>
</tbody>
</table>
The sample grade 6 teacher schedules below demonstrate our commitment to acceleration, as well as our commitment to providing teachers with common planning periods. Acceleration blocks are designed for flexible student grouping with instruction delivered by content area teachers. Opportunities for intervention/acceleration in ELA and/or History are available two to three times per week. Intentionally, ELA and History teachers have the same acceleration blocks so that teachers can flexibly group students who need support in these two content areas. Similarly, Math, Science and PLTW teachers share the same acceleration block in order to support the flexible grouping of students. This structure supports a multi-tiered system of support (MTSS) for all ICS students. It is important to underscore that acceleration blocks are intended to be flexible Tier 2 and 3 integrated systems of support for students. If students no longer need acceleration as determined by progress monitoring, students will opt into additional art, music or physical education classes. Moreover, the master teacher schedule provides for grade level common planning time as grouped by the content areas within Humanities and STEM.

Grade 6 Teacher Schedules - 8 periods delivered in A/B Alternating Days

<table>
<thead>
<tr>
<th>Grade 6 Teacher Schedules</th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
<th>Period 7</th>
<th>Period 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ELA Teacher</strong></td>
<td>6A</td>
<td>6B</td>
<td>6C</td>
<td>Prep</td>
<td>6D</td>
<td>Wayfinding</td>
<td>Prep</td>
<td>Acceleration Block</td>
</tr>
<tr>
<td><strong>History Teacher</strong></td>
<td>6B</td>
<td>6C</td>
<td>6D</td>
<td>Prep</td>
<td>Prep</td>
<td>Wayfinding</td>
<td>6A</td>
<td>Acceleration Block</td>
</tr>
<tr>
<td><strong>Science Teacher</strong></td>
<td>6D</td>
<td>Prep</td>
<td>6A</td>
<td>Acceleration Block</td>
<td>6B</td>
<td>Wayfinding</td>
<td>6C</td>
<td>Prep</td>
</tr>
<tr>
<td><strong>Math Teacher</strong></td>
<td>6C</td>
<td>6D</td>
<td>Prep</td>
<td>Acceleration Block</td>
<td>6A</td>
<td>Wayfinding</td>
<td>6B</td>
<td>Prep</td>
</tr>
<tr>
<td><strong>PLTW Teacher</strong></td>
<td>Prep</td>
<td>6A</td>
<td>6B</td>
<td>Acceleration Block</td>
<td>6C</td>
<td>Wayfinding</td>
<td>6D</td>
<td>Prep</td>
</tr>
<tr>
<td><strong>PE Art Music WL</strong></td>
<td>6A, 6B, 6C, 6D</td>
<td>6A, 6B, 6C, 6D</td>
<td>6A, 6B, 6C, 6D</td>
<td>6A, 6B, 6C, 6D</td>
<td>6A, 6B, 6C, 6D</td>
<td>6A, 6B, 6C, 6D</td>
<td>6A, 6B, 6C, 6D</td>
<td>6A, 6B, 6C, 6D</td>
</tr>
</tbody>
</table>

Given ICS has unique scheduling across grade level spans to include intermediate (grades 6-7), college preparation (grades 8-9), and college access (grades 10-12), master schedules for all grades are included in the appendix.
A Day in the Life of an ICS Math Teacher (Grade 6). Upon arriving in the parking lot at 7:30, I walk into ICS with a sense of pride, and enthusiasm for the day. Our school entry way is warm and welcoming, filled with student work and family resources. I head to the teachers’ lounge to drop off my lunch and I am stopped by my school leader, who regularly asks me how I am doing, and if there is anything I need for the day. She shares with me that she was able to get a guest speaker for my class from one of our industry partners. I know that my students will be so excited to hear from this engaging and dynamic individual as she shares how mathematics has shaped her career. The teachers’ lounge is alive with the voices of many with topics ranging from current events, personal stories, and planning for the school day. I touch base with my team members in science and PLTW to confirm that we have common planning time last period. I swing by my mailbox and pick up the ICS daily bulletin which has all of the important information for the day. I am excited that we have our school-wide Wayfinding block today. I have worked on the Project Wayfinder lesson, based on self-affirmation theory, “Toast to Myself” which will help my students practice positive self-talk. I make my way to my classroom. I’ve been able to design my space in a way that honors my students’ cultural backgrounds, while also paying tribute to mathematicians and mathematicians. It’s coming up on 8:00 and my 6A students are beginning to enter the classroom, some quiet, some chatty. We begin our day with breakfast in the classroom and announcements. I have built in time for morning circle so that we can begin our day as a community of learners. At 8:30 I begin class. All of my 6th grade classes are currently working on an interdisciplinary project that includes my history and science colleagues. Through the Lantern Projects my students are learning about geometry and algebra by designing and creating their own paper lanterns. At the same time, they are exploring various cultures around the world through the lens of important global issues. Today, I have another 6th grade class, 6B, then our Wayfinding block, then my acceleration block. During my acceleration block I am working with students who need additional support on graphing equations. I finish my day with common planning with my science and PLTW colleagues, we are reviewing student progress in our acceleration blocks.

A Day in the Life of a 6th Grade ICS Student. It’s 7:45 and my bus is pulling into school. It’s been loud on the bus and I’ve been trying to finish up some homework for History. My group has been researching Nicaragua as part of our 6th grade Lantern Project. In math class we are learning to make lanterns and we want to help kids in Nicaragua. We are going to auction our lanterns and we will send the money we make to Project Lantern for project #363 to help buy school supplies and storybooks. I don’t know how much we will raise, but every $5.00 buys a kit of supplies and books. My group needs to share all that we have learned so far about Nicaragua in History class today. I am supposed to talk about what schools are like in Nicaragua. As we get off the bus I see our school principal, and she gives me a big smile. I head to class and drop some of my things off in my cubby. I head into math class and I help hand out breakfast to everyone. While we’re eating we hear the morning announcements. I am excited that we have robotics club after school today. Our teacher tells us it’s time for morning circle. As part of morning circle, we do four corners. She asks us where we would rather travel - back in time, to outer space, to another country, or to a special place in the United States? We had to pick a corner depending on our answer, and share why we made the choice. After morning circle, we get to work on designing our lanterns. I am working in a team with two of my classmates. When math is over, I head next door to my class for Wayfinding block. During today’s Wayfinding period we learn about negative self-talk and reflecting on the positive. After learning what a toast is - we write a toast to ourselves. I am not sure what to write so my teacher suggests that I start my sentence with “Something that I’m good at is.....” We share our toasts in pairs and then in the group. We also spend time talking about social media and how reading it makes us feel. After Wayfinding, I go to lunch and sit with my friends. After lunch, I have History and Project Lead the Way. My group presents our poster on Nicaragua and we learn about other countries from other groups. We have to give all the
groups feedback on their presentations based on a rubric we created together. In PLTW we are learning about our energy footprint. We are using kidwind wind turbines, so that we can explore different blade designs, gear ratios, and generators. My teacher has my class in a wind turbine challenge to see which team can design a turbine with the highest torque. My group is putting our data in a class Google spreadsheet, and we are getting ready to write our report. It is time for dismissal but I am staying with my friends for robotics club. We are working on coding. My mom will pick me up at 5:00.

B. CURRICULUM AND INSTRUCTION

The ICS curriculum reflects our key design principles of adolescent development, deeper learning, and early college STEM. These principles, along with the guidance of the Massachusetts Curriculum Frameworks, are embedded into the following layers:

- **Design** - How will the courses be designed in terms of identifying units of study and course outcomes?
- **Scope and Sequence** - What courses will we offer, why are we offering these courses, and what is the rationale for the given scope and sequence?

**Design.** Each course will be designed around the ICS Deeper Learning Framework, which interfaces with the MyWays™ framework for Content Knowledge - Schemas; Content Knowledge - Fluency; and Creative Know-how and Habits of Success. The decision to differentiate schema and fluency is grounded in the cognitive research of how the brain learns new knowledge and stores knowledge in long term memory. The primer from Transcend (2020) describe this process as:

> ...when learners consciously attend to something—whether it’s new sensory stimuli, passing thoughts, or past memories—it is held in working memory. This is where learners grapple (emphasis added) with ideas, make connections, generate understanding, and solve problems. These processes help learners encode information into long-term memory in meaningful and memorable ways. Then, by regularly engaging in practice, receiving high-quality feedback, and thinking about their own thinking, learning becomes even deeper and longer-lasting (p. 15).

It is precisely this need to grapple in order to learn deeply that we embrace an inquiry approach to deeper learning and search for curricular resources that are grounded in this vision. Investigations, interdisciplinary applications and projects, reflection, argumentation, and problem solving will be a foundational component of all units of study. And from the research on adolescence and learning, we know that learners will persevere and grapple in search of connections and solving problems, if the content being learned has relevance and interest (Transcend, 2020). Hence the inquiries embedded into the curriculum will strive to be of interest and relevance to today’s adolescent learner.

However, Mehta and Fine (2019) warn that problem based learning does not always translate into deeper learning. Rather, deeper learning occurs when learners construct schemas that connect discrete pieces of knowledge within or across domains in meaningful ways (Mehta & Fine, 2015). We employ a backwards design model for each unit of study to ensure that the learning experiences leads to rigorous learning outcomes for students across the following domains of Deeper Learning:
<table>
<thead>
<tr>
<th>CONTENT KNOWLEDGE - SCHEMA</th>
<th>CONTENT KNOWLEDGE - FLUENCY</th>
<th>CREATIVE KNOW-HOW</th>
<th>HABITS OF SUCCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are 3 - 7 big ideas or schemas a student should construct and demonstrate competency in for this unit/course that will prepare the student for further study in this field?</td>
<td>What are 3 - 5 fluency skills (numeracy, literacy, or procedural) students should master to demonstrate competency in this unit/course and prepare the student for further study in this field?</td>
<td>What are the discipline based practices (e.g., Standards for Mathematical Practice or NGSS Science and Engineering Practices) that students are expected to develop through this unit/course?</td>
<td>What are the necessary self-management, organization, self-advocacy, and collaboration skills that students are expected to develop through this unit/course?</td>
</tr>
</tbody>
</table>

The above research then informs the design of our units of study. Teacher teams will design the curriculum maps, outlining the units of study for a given course. The Chief Officer for Learning and Development will provide feedback and approval. A variety of frameworks will guide the curriculum of a given course including the Massachusetts Curriculum Frameworks, course outlines associated with AP and PLTW, innovative curricular resources that align with the deeper learning research described above (see the table and links in the following section on scope and sequence for specific resources already identified), and teacher disciplinary knowledge and creativity. Teachers will be encouraged to enhance the relevancy, interest, and interdisciplinary connections of the units of study where appropriate. For example, AP Physics and Integrated Algebra II teacher could collaborate on a unit of study that integrates the study of kinematics with the study of linear and quadratic equations. Intentionally, our schedule is designed to allow for this type of cross-collaboration. Additionally, teachers will be supported to infuse social-emotional learning through the curriculum. Examples include perspective-taking and empathy in history and English language arts, and on community and social problem solving in social studies, mathematics, and science.

**Scope and Sequence.** Similar to the design of the curriculum, the ICS course scope and sequence is informed by the key design elements, leading to three essential considerations when choosing to offer a course and creating a scope and sequence that prepares students for early college STEM opportunities. The Science of Adolescent Development identifies the needs of the adolescent brain to pursue individual interests and engage in the world around them - *Specialization and Relevance.* From the evolving research base on *Deeper Learning,* courses should include not only high cognitive demand relevant tasks, but also privilege the integration of content areas and real-world complexity rather than silo disciplines. From *Early College STEM,* students will need exposure to coursework that infuses career awareness in the STEM fields and builds students’ disciplinary schemas to prepare them for the rigors of college coursework. Each course and its placement were filtered through the three criteria, *Specialization and Relevance,* *Deeper Learning* and *Early College STEM,* as captured in the below tables.
<table>
<thead>
<tr>
<th>Grades</th>
<th>Course</th>
<th>Specialization and Relevance</th>
<th>Deeper Learning</th>
<th>Early College STEM</th>
<th>Readiness Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-7</td>
<td>Intermediate Math I/II</td>
<td>Course will be grounded in Investigations and Real-World Applications. Upper grade level units (used both in grades 5 and 6) from <em>Contexts for Learning</em> will serve as a core resource for grade 6 and supported by the highly rated Agile Mind <em>Middle School Mathematics</em> program, which will also serve as core resource for grade 7 given the use of simulations.</td>
<td>Preparation for Integrated Algebra I</td>
<td>Passing previous grade</td>
<td></td>
</tr>
<tr>
<td>8-10</td>
<td>Integrated Algebra I/II</td>
<td>Considering <em>Agile Mind Integrated Pathways</em> as core resources given the function approach to the curriculum and use of simulations.</td>
<td>Integrate Geometry into algebraic applications; Pair Integ Alg II with AP Physics I to cover the study of Kinematics</td>
<td>Preparation for Integrated Algebra II/College Algebra</td>
<td>Passing Math 7/8 or Integrated Algebra I</td>
</tr>
<tr>
<td>10 - 12</td>
<td>Data Science</td>
<td>This is a HS course in lieu of the traditional statistics and will be required for all students given its relevance to careers, interdisciplinary learning, and citizenship. We will utilize the <em>HS Data Science</em> course developed by Jo Boaler from Stanford University and colleagues.</td>
<td>Prepartion for Data Science Majors and other Majors that require coursework in Statistics.</td>
<td></td>
<td>Passing Integrated Algebra I</td>
</tr>
<tr>
<td>10-11</td>
<td>MTH 148 - College Algebra</td>
<td>From the course syllabus, an emphasis on the conceptual underpinnings of functions serves as the course foundation.</td>
<td>First college course housed on HS campus; MTH 148 serves as prerequisite for many college courses in STEM disciplines</td>
<td></td>
<td>Integrated Algebra II - Many topics overlap with Integrated Algebra II</td>
</tr>
<tr>
<td>10 - 12</td>
<td></td>
<td></td>
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</tbody>
</table>

After successful completion of MTH 148 College Algebra, students will have the opportunity to enroll in other college level mathematics courses specific to the student’s intended field of study. See program of studies for a list of those options.
<table>
<thead>
<tr>
<th>Grade(s)</th>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>6 - 8</td>
<td>Science 6, 7, 8</td>
<td>Open SciEd is an innovative science curriculum that enacts the NGSS and is developed with teams of researchers and educators will serve as the core resource given that units are designed around inquiry of a given phenomenon, which adds relevance and inquiry. Some PLTW Gateway units will be mapped to the Open Sci Ed curriculum to integrate the science curriculum with additional STEM projects.</td>
<td>Prerequisites to HS Science Courses</td>
<td>Passing previous grade level</td>
<td></td>
</tr>
<tr>
<td>9-10</td>
<td>AP Physics I or Biology w/ Lab</td>
<td>In grade 9, students will choose which of these science courses dependent upon their PLTW interest (Biology - Biomedical Engineering - Physics, Computer Science - either). This alignment will support more depth versus breadth. For Biology, we are considering using Agile Mind Biology as a core resource given its use of simulations.</td>
<td>Student competency in AP Physics I or Biology with Lab will help determine what college level course a student is qualified for.</td>
<td>Passing Science 8</td>
<td></td>
</tr>
<tr>
<td>10-11</td>
<td>AP Chemistry</td>
<td>Although this course is guided by the AP outline and resources, we will make an effort for students to see the relevance of Chemistry to the world around us, through the real world applications of chemistry (e.g., see following resource on vaping). Also, cross disciplinary connection to the chemistry concepts embedded into PLTW courses such as Environmental Sustainability will be reinforced to support additional depth vs. breadth.</td>
<td>Given the ubiquitous nature of Chemistry throughout the STEM fields, we anticipate most students taking AP Chem in preparation for college Chemistry.</td>
<td>Passing AP Physics Course or Biology w/Lab</td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td>BIO 121 - Introductory Biology I</td>
<td>For students pursuing STEM Career that requires BIO 121</td>
<td>Serves as a college gateway course to higher level Biology Classes.</td>
<td>C or better HS Biology and Passing MTH 148</td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td>CHM 101 - General Chemistry I</td>
<td>For students pursuing STEM but not ready for CHM 151</td>
<td></td>
<td>For those students passing HIS Chemistry w/Lab but C or below; MTH 148 C or Better</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Course</td>
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<td>Deeper Learning</td>
<td>Early College STEM</td>
<td>Readiness Measure</td>
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<tr>
<td>6-8</td>
<td>PLTW - Gateway</td>
<td></td>
<td>Curriculum design includes real-world applications and career awareness in project based format</td>
<td>STEM Preparation</td>
<td>None</td>
</tr>
<tr>
<td>8 - 10</td>
<td>PLTW HS Biomedical Science, Engineering, Computer Science</td>
<td>Students have the option to select into one of three STEM Pathways based on Interest</td>
<td>Curriculum design includes real-world applications and career awareness in project based format</td>
<td>Preparation for college level Engineering courses; Some courses could be taken for college credit and industry credentialing</td>
<td>PLTW Gateway or PLTW Computer Science Essentials</td>
</tr>
<tr>
<td>11 - 12</td>
<td>CIS 180 - Object-Oriented Prog I</td>
<td>For those students interested in computer science, data science, or other related majors.</td>
<td></td>
<td>Entry Level course for higher CIS courses.</td>
<td>Passing Computer Science A</td>
</tr>
<tr>
<td>11-12</td>
<td>DSC 101 - Introduction to Data Science</td>
<td>For those students interested in a Data Science career, this course builds off of the high school data science course and focuses on applied data problems.</td>
<td></td>
<td>Passing HS Data Science and Computer Science A</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
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<tr>
<td>11-12</td>
<td>Introductory Engineering Courses BNG101, MNE 10, EGR 111, CEN 161, ECE 160</td>
<td>Students choose one based on intended field of study</td>
<td>These courses serve as a gatekeeper to higher level Engineering courses</td>
<td>2-Courses in PLTW Pathway, MTH 148, MTH 153 as specified</td>
<td></td>
</tr>
<tr>
<td>6-8</td>
<td>English Language Arts 6/7/8</td>
<td>We plan to use the highly rated Engage NY curriculum given that the units integrate literature with rigorous non-fiction texts, emphasize written argumentation, and provide flexibility allowing for supplemental interest-based readings through the module design.</td>
<td>Passing previous grade level</td>
<td></td>
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<tr>
<td>6-8</td>
<td>World Geo and Ancient Civ I/II and US and Mass Gov and Civic Life</td>
<td>Although aligned to the Massachusetts Curriculum Frameworks, we model our Social Studies Courses after the C3 framework because it grounds the study of Social Studies in inquiry, integrates Civics, Economics, Geography, and History, privileges critical analyses of evidence and sources, and leads to communicating and taking action. Teachers will be encouraged to tap into the resources designed specific to this framework (see C3 Inquiries) and other aligned resources that promote interest and relevance: Vision and Justice Civic Curriculum, Civic On-Line Reasoning, and Listenwise.</td>
<td>Passing previous grade level</td>
<td></td>
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<tr>
<td>9-10</td>
<td>Integrated US History and ELA I/II</td>
<td>We will use the above resources to add relevance and connections to current events.</td>
<td>Embedding Literacy in US History is preparing students for the content based literacy competencies they will need in college.</td>
<td>US and Mass Gov and Civic Life</td>
<td></td>
</tr>
<tr>
<td>9-11</td>
<td>AP Human Geography</td>
<td>This course is offered in lieu of traditional high school world history courses given the relevance and its integrated nature.</td>
<td>This AP course was chosen because it aligns to the C3 framework in terms of the cross-disciplinary nature of integrating the study of geo-spatial concepts, demography, socioeconomics, and culture—all through a critical analysis lens.</td>
<td>Passing World Geo and Ancient Civ II</td>
<td></td>
</tr>
<tr>
<td>Grade</td>
<td>Course Details</td>
<td>Course Description</td>
<td>Notes</td>
<td></td>
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<tr>
<td>10-11</td>
<td>AP Language and Composition</td>
<td>Students will have the opportunity to pursue World History in College if they desire.</td>
<td>literacy necessary for college courses.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-12</td>
<td>PSY 101 - Intro to Psychology and SOA 101 - Intro to Sociology</td>
<td>Because the units of study are theme based, the teacher can choose themes and topics that are of high interest and relevance.</td>
<td>Students will take this course prior to enrolling in a credit bearing college course in English (ENL 101/102).</td>
<td></td>
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</tr>
<tr>
<td>11-12</td>
<td>ENL 101 - Critical Writing and Reading I</td>
<td>Students can choose between PSY 101 and SOA 101</td>
<td>Will meet a college level university studies requirement and provide entry into college level coursework.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-8</td>
<td>Introductory Spanish I/II and Portuguese I/II</td>
<td>Spanish and Portuguese are the dominant non-English Languages spoken in the Southcoast region and so students may choose.</td>
<td>These courses are at the intermediate preparation level and meant to prepare students for more formal study of Language in HS or College.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-12</td>
<td>Spanish I/II or Portuguese I/II</td>
<td>Spanish and Portuguese are the dominant non-English Languages spoken in the Southcoast region and so students may choose.</td>
<td>These courses are at the intermediate preparation level and meant to prepare students for more formal study of Language in HS or College.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10-12</td>
<td>SPA 101 - Elementary Spanish I or POR 101 - Elementary Portuguese I</td>
<td>Spanish and Portuguese are the dominant non-English Languages spoken in the Southcoast region and so students may choose.</td>
<td>Meet the World Language requirement and provide elective college credit; Serves as entry to other world language.</td>
<td></td>
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<tr>
<td></td>
<td>Passing Integrated US History II or AP Human Geography</td>
<td>Passing MCAS or AP Course Completion</td>
<td>Passing AP Lang and Comp</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Passing AP Lang and Comp</td>
<td>None</td>
<td>None for Span or Port I; Passing Span I or Port I necessary for Part II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades</td>
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<tr>
<td>6-7</td>
<td>Art 6/7</td>
<td>The goal of these courses is for students to get a broad exposure to differing visual arts and reflect on their personal interest in pursuit later on.</td>
<td></td>
<td></td>
<td>Passing previous grade level</td>
</tr>
<tr>
<td>8-11</td>
<td>Drawing and Painting, Graphic Design, or Photography</td>
<td>Students will be allowed to choose which course they may want to pursue either in terms of intrinsic interest or more serious study in the field</td>
<td>The goal is to build competency around a given medium and promote intrinsic wellness goals through visual design.</td>
<td></td>
<td>Grade 8 and above</td>
</tr>
<tr>
<td>10-12</td>
<td>ARH 105-Visual Imagery a Critical Intro</td>
<td>This course is optional for students.</td>
<td>This course was chosen as an elective given that it aligns with previous experiences with Vision and Justice Civic Curriculum. It will provide additional experience with college level course work and count as HS Art course and satisfies university studies Visual and Performing Arts requirement.</td>
<td></td>
<td>AP Human Geography</td>
</tr>
<tr>
<td>11-12</td>
<td>FOU 110 - Foundation Structural Drawing</td>
<td>For students wishing to pursue Visual Art major in college</td>
<td>Entry Level Visual Art gateway course</td>
<td></td>
<td>HS Drawing and Painting</td>
</tr>
<tr>
<td>6-8</td>
<td>Piano, Guitar Music Skills</td>
<td>Students will choose between instrument of interest</td>
<td>The goal is to build competency around music by learning to play an instrument, promoting intrinsic wellness goals.</td>
<td>Provides background for students who may have an interest in pursuing music</td>
<td>None</td>
</tr>
</tbody>
</table>

**VISUAL AND PERFORMING ARTS**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>11-12</td>
<td>POR 120 Intro to the Port Speaking World</td>
<td>Given the ethnic relevance of the Portuguese culture to the Southcoast, this course is offered to build historical, political, and cultural awareness across continents.</td>
<td>Meets University Studies requirement - Nature of Global Society</td>
<td></td>
<td>AP Lang and Comp or Passing other college level course</td>
</tr>
</tbody>
</table>

Innovators Charter School – Initial Application
### Wellness: Physical Education and Health

<table>
<thead>
<tr>
<th>Grades</th>
<th>Course</th>
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<th>Early College STEM</th>
<th>Readiness Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-7</td>
<td>Physical Education and Health</td>
<td>Following the Massachusetts Curriculum Framework, these courses will integrate health and physical education and provide relevance to their growing and changing bodies.</td>
<td></td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>8-12</td>
<td>Fitness for Life and Fitness for Life Specialization</td>
<td>Grade 8 students will experience a broad base of recreational, team, and fitness activities that make connections to physical and mental health, and personal goals. In grades 9 - 12 students will be allowed to choose which type of physical activity they wish to pursue and continue to make connections to physical and mental health benefits.</td>
<td></td>
<td>None</td>
<td></td>
</tr>
<tr>
<td>11 -2</td>
<td>Safety, First Aid, and teen Mental Health First Aid</td>
<td>This course will be a graduation requirement given the significance of these skills and certification to life.</td>
<td>This course provides industry certification and exposure to careers that utilize and/or require this skill set.</td>
<td></td>
<td>Passing Grade 10</td>
</tr>
</tbody>
</table>

**Course Curricular.** ICS courses will be designed around the Deeper Learning Framework described above to help capture learning outcomes as well as inquiry based instructional activities that serve as the input or experiences upon which students develop deeper learning outcomes. The organization of the curriculum is multi-layered containing a course overview with the scope of sequence of the 5 -7 units of study all along with identified content knowledge outcomes. Each unit of study will contain a map of anticipated inquiry...
based instructional activities of the unit, the desired outcomes of the unit in terms of the deeper learning framework listed above, a mapping of the unit to the Massachusetts Curriculum Frameworks, a list of assessments used throughout and at the end of the unit, and a course syllabus that will be used with students to enculturate them to college structures. Common templates will be created for the Curriculum Overview, Units of Study, and Syllabus.

Teacher teams will be responsible for creating the curriculum maps with support and feedback provided by the Chief Officer for Learning and Development, the Head of School, and Dean of Teaching and Learning (starting Year 2). Each year, teacher teams will review, revise, and refine the curriculum maps. Teachers will be given some time throughout the year to collaborate on the unit maps. ICS has built in professional development time as follows: 7 days prior to school, one full day during the school year, and 4 half-days throughout the school year. This time will be used for both professional learning and opportunities to collaborate and work on curriculum maps. In addition, each teacher will have one 90-minute non-teaching period out of the 4 period day, and 2 of those will allow for collaboration among grade level Math, Science, and STEM staff, and Social Studies and ELA staff.

Cohort Model. In grades 6 - 7, students will travel as a cohort of 25 - 27 students during core academics, but then will be individually scheduled for specials, world languages, and acceleration blocks based on need and interest. This differentiation then expands in grades 8 - 10, as students begin to make individual choices for a PLTW pathway, additional advanced coursework, or need additional acceleration time. While the first college course (MTH 148 - College Algebra) will be taken as a cohort in grade 10 (for almost all students), we anticipate they will enroll in smaller pods or even as an individual to college courses in grades 11 and 12 depending on their needs, interests, career plans, and developmental stage. All students will be assigned a school issued Chromebook or laptop. Additional information regarding structure is provided in the course progression section of the application.

Core Instruction. As mentioned in the design of the curriculum, a core component of the pedagogical model will be inquiry rather than traditional transmission modes of instruction. While the approach to inquiry is part of Deeper Learning (Mehta and Fine, 2019), it also aligns with the enhanced cognition of the adolescent brain, and is grounded in the neuroscience of how the brain learns (Transcend, 2020). As students grapple with complex ideas, they make connections with existing knowledge, shaping the schemas they form about a discipline or knowledge base which in turn enhances long term memory of that knowledge. Hammond (2015) intersects this research with culture and proposes an instructional model that is culturally relevant and effective for teaching culturally diverse learners. She coins this model as ICCR - Ignite, Chunk, Chew, and Review. The ICCR Model is grounded in neuroscience and purports to build off of students’ funds of knowledge serving as entry point for access, overlapping with Universal Design for Learning Guidelines often purported as best practices for students with special needs. Hence, core instruction at ICS will be modeled off of the ICCR model. Lessons will begin with an ignitor or hook, followed by a deep “chunk and chew” or grappling of an inquiry, and after extensive time for investigation and reasoning, students will “review” their work by sharing it with others, getting feedback from peers, or revising and editing.

Tier 2. Despite a strong core academic experience, the Science of Individuality (Rose, 2016) helps us understand that not all students are on the same linear path of learning. Rather, students’ learning trajectories are jagged, with areas of acceleration and areas of developing skills, giving rise to the need for a tiered model of instruction while providing access to core instruction. Tier 2 instruction will be anchored
by the cognition principles identified in the designing for learning primer from Transcend (2020) - Effective Practice, High Quality Feedback, and Metacognitive Thinking. The authors (Transcend 2020, p.8) describe:

People learn best when they practice challenging-but-doable skills at frequent, focused intervals and across diverse contexts (Effective Practice). People learn best when they receive timely and targeted feedback to guide their improvement (High Quality Feedback). People learn best when they are able to plan, observe, evaluate, and adjust their own learning processes (Metacognitive Thinking).

Tier 2 instruction will be embedded into the 90-minute instructional block a minimum of 2 times a week with flexibility for teachers. For example, a Math class may spend 3 full instructional blocks investigating how to design a skateboard park but then pause any new topics and move into Tier 2 work. During this time, small groups of students will be working with teachers or other peers to revise errors on a formative assessment, practice fluency with meaning and understanding (e.g., see Jo Boaler’s approach to Fluency without Fear), interleaving practice, and from a metacognitive stance structure information into graphic organizers in preparation for an assessment. The content teacher along with the Special Educator and ESL teacher will provide this targeted support to students based on formative assessments of what students need according to the ICS Deeper Learning Framework - Content Knowledge - Schema, Content Knowledge - Fluency, Creative Know-How, and Habits of Success (see framework above).

Tier 3. Tier 3 academic support will occur in two ways. First, once again embracing the science of individuality and the idea of jagged development, student schedules may be differentiated based on their strengths, their ability to tolerate frustration and stress, and their developmental level in literacy and numeracy. So, while some students’ schedules may have no time for acceleration blocks, others will. During these acceleration blocks a more comprehensive diagnostic assessment (see section C. Student Performance, Assessment, and Program Evaluation) may be to determine if students’ literacy, numeracy, or social cognition skills are a barrier to learning. If so, the acceleration blocks will address those lagging skills in the context of their existing course work, resulting in acceleration as opposed to remediation. We have blocked out two types of acceleration blocks - STEM and Humanities. The STEM team is composed of the Math, Science, and PLTW teacher from each grade level and the Humanities team includes the ELA, Social Studies, and ESL teacher. The SPED teacher will support these teams depending upon the IEP goals of the student. In the A/B day schedule, these teams will have one common planning or one common accelerated learning block each day. For example, the three STEM team members will have a block to plan the acceleration block upon which they may choose to break the students into groups of 3 - one for each teacher or co-teach the acceleration block, or individualize support for one student.

Staff Capacity. In this section, we described a strong plan for a curriculum that utilizes innovative resources to align with deeper learning competencies as well as a tiered model of instruction meant to serve the differentiated or jagged learning profile of learners. However, the resources and structure of systems alone will not ensure quality impact and improved outcomes for students. Rather, it is the professional development and feedback we provide to staff that will accelerate learning. Hence, our investment in teacher collaboration time and professional development (7 summer days, one full day during school year, 4 - half days, and a 90 minute non-teaching planning or collaboration time for each day) is essential. Our theory of action for building teaching capacity is that any theory of teaching must be based on the science of learning. Without current and updated research on how the adolescent brain learns and develops,
teachers will revert back familiar forms of instruction and resist change. Hence, our foundation for the
teacher capacity will be the neuroscience of adolescent learning. We will all staff in the summer prior to
opening on the neuroscience of adolescent development connected to the science of learning. This initial
kick off training will be designed by the Chief Officer for Learning and Development and will be grounded
in the research and resources found at the Alliance for Excellent Education - Science of Adolescent
Learning. Further training will continue to immerse teachers in the research bases of learning (Transcend,
2020), neurodiverse learners to support those with special needs (e.g., Landmark College), and systemic
functional linguistics to support the development of English learners such as teacher resources from Brisk
(2021).

**Professional Development:** ICS professional development will be planned by the Chief Officer for
Learning and Development with a focus on the neuroscience of adolescent development, content
knowledge, content-specific pedagogy, the development of complex tasks, MyWays™ competency
development, culturally responsive teaching, social-emotional learning (i.e., Project Wayfinder), trauma-informed practices, English language development through systemic functional linguistics, and
Collaborative Problem Solving. Professional development topics will be addressed at summer staff retreats,
common planning time, and early release days. Additionally, based on the trends identified through
classroom observation and student work, as well as feedback provided to teachers, the professional
development needs of the staff will be further refined so that weekly common planning time and other
professional development opportunities will be responsive to educator and student need. Additionally, the
ICS partnership with NHCSB and the Resiliency Foundation will assist our administrators with identifying
additional professional needs of staff to support early college. Further, as further described in the diverse
learner section of the application, ICS will contract with Landmark College to provide professional
development in supporting students with learning differences. Additionally, all decision-making processes
will be informed by student-level academic, SEL and non-academic data. Data will be used not only to
develop professional development seminars, but also to inform instructional and wraparound practices
within the school. Administrators will also participate in a specific professional development addressing
observing and analyzing instructional practices, data review and analysis, MTSS, the Massachusetts teacher
evaluation process and tool, progress monitoring, instructional design to support ELs and students with
learning differences.

**Course descriptions.** The course descriptions detailed below are aligned with the Massachusetts
Curriculum Frameworks and include the content and skill to be taught in grades 6-12 at ICS in the areas of
mathematics, science, STEM, English, social science/humanities, wellness, visual and performing arts, and
world languages. The proposed program includes physical education as a required subject in all grades, as
required by Massachusetts G.L. c. 71 § 3. The identified levels throughout the course descriptions
intermediate preparation, college readiness, and college correspond with the following grades:
intermediate preparation (grades 6-7), college preparation (grades 8-9), and college (grades 10-12). Our
Founding Group believes the course descriptions detailed below reflect a coherent and rigorous sequence,
aligned with post-secondary success and graduation standards described in our application. Additionally,
for purposes of the application, the college courses are aligned with the current course catalog for the
University of Massachusetts Dartmouth. The Founding Group will work with leaders at Bristol Community
College to identify and align course descriptions and will be included with our final application.

**DEPARTMENT OF MATHEMATICS**
Intermediate Math I
Intermediate Math I focuses on the study of proportional reasoning, location in space, quantifying space, modeling relationships, and interpreting data. Students will use ratios and rates to solve real world problems, begin an exploration of modeling linear change through expressions and graphs, perform operations with fractions in the context of finding area and volume, and scale axes to display data sets and describe measures of central tendency. Students will extend their knowledge of distance on a coordinate grid with respect to an origin, leading to the central understanding of positive and negative numbers as having both magnitude and direction.

Prerequisites: None
Level: Intermediate Preparation

Intermediate Math II
Intermediate Math II extends students' knowledge of ratio and proportion from Intermediate Math I to more sophisticated applications of proportional reasoning such as relationships among fractions, decimals, and percents, representing proportional and linear relationships with equations, inequalities, and graphs, and solving linear equations. New applications of proportional reasoning include circle geometry, understanding π (pi) as the ratio of the circumference to the diameter, and probability as a rational number lying between 0 and 1, quantifying the continuum of likelihood. Fluency of the four operations with all rational numbers (positive and negative) will increase in the context of simplifying expressions, solving equations, and finding missing dimensions and attributes of 2-D and 3-D figures.

Prerequisites: Math 6 or Intern Math I
Level: Intermediate Preparation

Integrated Algebra I
Integrated Algebra I builds upon students' previous experiences with equations and graphs to a more formal study of functions, while integrating big geometric ideas of transformations and congruence. The course begins with a deep understanding of linear functions, the relationship between algebraic and graphical parameters (e.g., slope and y-intercept), and applications to modeling real-world situations with simultaneous equations and geometric transformations. Students will compare and contrast the proportionality of linear change with that of exponential change, and learn about the notation for integer (positive and negative) exponents. Within the context of quadratic functions, students will model parabolic change and apply the study of quadratics to the distance formula as an application of the Pythagorean Theorem, and solve quadratic equations with real solutions through factoring, providing context for understanding radicals and fractional exponents.

Prerequisites: Math 7 or Intern Math II
Level: College Readiness
Credit: 1 - HS

Integrated Algebra II
Integrated Algebra II builds upon the study of linear, quadratic, exponential functions in Integrated Algebra I to extend the study of logarithmic, polynomial, rational, and radical functions as models of real-world phenomena. Students will make connections to graphical representations and the zeroes of the functions, exploring techniques to solve equations yield real and complex solutions. They will use knowledge of polynomials to derive equations for circles and parabolas, and will solve problems involving volume and other dimensions of solids. Students will build off of right triangle trigonometry in Integrated Algebra I, to study the unit circle as well as geometric theorems associated with circles, leading to a study of trigonometric functions and their applications.

Prerequisites: Integrated Algebra I
Level: College Readiness
Credit: 1 - HS

Data Science
Students will learn to understand, ask questions of, and represent data through project-based units. The units will give students opportunities to be data explorers through active engagement, developing their understanding of data analysis, sampling, correlation/causation, bias and uncertainty, modeling with data, making and evaluating data based arguments, and the importance of data in society. At the end of the course, students will have a portfolio of their data science work to showcase their newly developed knowledge and understanding.

Prerequisites: Integrated Algebra I
Level: College Readiness
Credit: 1 - HS
Math Lab
This course is designed to support the learning for students enrolled in college going mathematics classes or in preparations for enrollment for those students needing extra foundational support. Students will receive extra support in terms of understanding concepts and applications, completing assignments, and learning for mastery. Each section will be designated specifically for a given college course (see below) and will be a semester based course.
Prerequisites: Integrated Algebra II Level: College Readiness Credit: 0.25 - HS

MTH 148 - College Algebra
An introduction to the main concepts and techniques of college algebra. Topics include: linear, quadratic, exponential and logarithmic functions, as well as modeling of data using functions. This is the first semester of the college math sequence designed for students interested in Biology and Life Sciences. This course fulfills the general education core requirements for Biology and Life Sciences majors who matriculated prior to Fall 2012 and has been approved by University Studies Curriculum for students matriculating in Fall 2012 or later.
Prerequisites: Integrated Algebra II Level: College (UMD) Credit: 3 - College

MTH 147 - Fundamentals of Statistics
An introduction to statistics and probability. Topics include: measures of central tendency and dispersion, elementary probability, binomial, normal, and t-distributions, hypothesis testing and confidence intervals, and a survey of correlation and regression analysis. It is recommended for intended Psychology, Sociology, Nursing, or other Liberal Arts and Fine Arts majors whose degree program does not require any other courses in mathematics.
Prerequisites: Integrated Algebra II Level: College (UMD) Credit: 3 - College

MTH 149 - Introductory Calculus
A brief introduction to the concepts of calculus and its applications to social and scientific fields. Topics include: functions and models, derivatives of algebraic and exponential functions, optimization problems, antiderivatives, and the concept of integrals. This is the second semester of the college math sequence designed for students interested in Biology and Life Sciences. This course fulfills the general education core requirements for Biology and Life Sciences majors who matriculated prior to Fall 2012 and has been approved by University Studies Curriculum for students matriculating in Fall 2012 or later.
Prerequisites: MTH 148 Level: College (UMD) Credit: 3 - College

MTH 150 - Precalculus
An intensive study of advanced algebra and trigonometry. Topics include: linear, quadratic, polynomial, rational, exponential, logarithmic and trigonometric functions, modeling and graphing these functions, and the effects of affine transformations on the graphs of functions. This course prepares students for the study of Calculus I (MTH 151 or MTH 153), which is required for majors in Mathematics, Physics, Chemistry, Engineering and Mathematical/Computational Biology. This course fulfills the general Calculus I prerequisites for Mathematics, Physics, Chemistry, Engineering and Mathematical/Computational Biology majors who matriculated prior to Fall 2012 and has been approved by University Studies Curriculum for students matriculating in Fall 2012 or later.
Prerequisites: MTH 148 Level: College (UMD) Credit: 3 - College

MTH 153 - Calculus for Applied Science and Engineering I
An intensive study of differential calculus and its applications, and an introduction to integrals. Topics include: limits, continuity, indeterminate forms, differentiation and integration of algebraic and transcendental functions, implicit and logarithmic differentiation, integration by substitution, the applications of calculus in science and engineering, and the use of technological tools (such as graphing calculator and computer algebra systems). This is the first semester of the standard calculus sequence
designed for Physics and Engineering majors in the integrated engineering curriculum. With your advisor’s consent, this course may be repeated as MTH 151. This course fulfills the general education core requirements for Physics and Engineering majors who matriculated prior to Fall 2012 and has been approved by University Studies Curriculum for students matriculating in Fall 2012 or later.

**Prerequisites: MTH 150**  
**Level: College (UMD)**  
**Credit: 4 - College**

**MTH 154 - Calculus for Applied Science and Engineering II**

An intensive study of the techniques and applications of integration and infinite series. Topics include: techniques and applications of integration, improper integrals, infinite series (including convergence tests, the interval of convergence for power series, and Taylor series), an introduction to vectors, and parametric and polar equations. This is the second semester of the standard calculus sequence designed for Physics and Engineering majors in the integrated engineering curriculum. With your advisor’s consent, this course may be repeated as MTH 152. This course fulfills the general education core requirements for Physics and Engineering majors who matriculated prior to Fall 2012 and has been approved by University Studies Curriculum for students matriculating in Fall 2012 or later.

**Prerequisites: MTH 153**  
**Level: College (UMD)**  
**Credit: 4 - College**

Students may enroll in additional college level mathematics courses dependent upon the requirements of their intended field of study and necessary prerequisites. See the [UMass Dartmouth catalogue](#) for more offerings.

### DEPARTMENT OF SCIENCE

**Science 6**

Through explanations of phenomena and solving problems, students will utilize focal science and engineering practices (e.g., investigating, modeling, evaluating, and designing solutions) as they study the macro- and microscopic world, such as Earth features and processes, the role of cells and anatomy in supporting living organisms, and properties of materials and waves. Students will make connections across units as they explore the crosscutting concepts of patterns, similarity, and diversity; cause and effect; scale, proportion and quantity; systems and system models; energy and matter; structure and function; and stability and change.

**Prerequisites: None**  
**Level: Intermediate Preparation**

**Science 7**

Through explanations of phenomena and solving problems, students will utilize focal science and engineering practices (e.g., investigating, modeling, evaluating, and designing solutions) as they study chemical reactions, matter and energy, the life science of metabolic reactions, photosynthesis, and ecosystems, and human impact on natural resources. Students will begin a process of moving from a more concrete to an abstract perspective, since many of the systems and cycles studied are not directly observable or experienced and make connections across units and grade levels as they explore the crosscutting concepts of patterns, similarity, and diversity; cause and effect; scale, proportion and quantity; systems and system models; energy and matter; structure and function; and stability and change.

**Prerequisites: Science 6**  
**Level: Intermediate Preparation**

**Science 8**

Through explanations of phenomena and solving problems, students will utilize focal science and engineering practices (e.g., investigating, modeling, evaluating, and designing solutions) as they study forces and kinetic and potential energy, sound waves, force and motion in space, and genetic and natural selection. Students will begin a process of moving from a concrete to an abstract perspective, since many of the systems and cycles studied are not directly observable or experienced and make connections across units and grade levels as they explore the crosscutting concepts of patterns, similarity, and diversity; cause and effect; scale, proportion and quantity; systems and system models; energy and matter; structure and function; and stability and change. Being able to analyze phenomena for evidence of causes and processes.
that often cannot be seen, and being able to conceptualize and describe those is a significant outcome for grade 8 students.

Prerequisites: Science 7  Level: Intermediate Preparation

AP Physics I
AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore the following topics: kinematics, dynamics, circular motion and gravitation, energy, momentum, simple harmonic motion, torque and rotational motion, electric charge and electric force, DC circuits, and mechanical waves and sound. This year-long course can be taken for an additional 0.5 credits for those who wish to prepare for the AP Physics I Exam.

Prerequisites: Co-req; Integ Alg II and PLTW DE  Level: College Readiness  Credit: 1/1.5 - HS

Biology
This course introduces fundamental principles in molecular biology, cellular biology, heredity & genetics, and evolutionary theory. Students will explore cell function and reproduction in answering how organisms live and grow, the cycle of matter and energy flow as they explore the interactions between organisms and the environment, and explore the role of DNA in helping us understand how traits are passed down and how we evolved as a species. Emphasis is placed on the process of scientific discovery, evidence, and logic that support these principles.

Prerequisites: Grade 8 Science  Level: College Readiness  Credit: 1-HS

AP Chemistry
The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore content such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. This year-long course will be double blocked and can be taken for an additional 0.5 credits for those who wish to prepare for the AP Chemistry Exam.

Prerequisites: AP Physics or Biology  Level: College Readiness  Credit: 2/2.5 - HS

BIO 105 - Human Nutrition
Major nutrients and their role in human function. Provides the foundation for understanding the relationship of nutrition to health, fitness, energy, weight management, longevity, and disease prevention. Nutritional strategies to promote the health of persons will be introduced. Identification of nutritional needs at each stage in the life cycle will be explored. Skills in written communication and computer data analysis will be enhanced by a dietary self-analysis.

Prerequisites: Biology  Level: College (UMD)  Credit: 3 - College

BIO 121 - Introductory Biology I
A broad survey of the field of biology; first of two semester sequence. This course introduces fundamental principles in molecular biology, cellular biology, heredity & genetics, and evolutionary theory. Emphasis is placed on the process of scientific discovery, evidence, and logic that support these principles. Pre-requisite for 200, 300, & 400 level biology courses.

Prerequisite: Biology  Level: College (UMD)  Credit: 3 - College

BIO 122 - Introductory Biology II
A broad survey of the field of biology; second of a two semester sequence. This course explores the diversity of living things, examines topics in anatomy & physiology, and introduces the field of ecology. Emphasis is placed on the process of scientific discovery, evidence, and logic that support the concepts associated with these fields. Additional emphasis is placed on the use of biological information in society.

Prerequisite: BIO 121  Level: College (UMD)  Credit: 3 - College
BIO 131 - Introductory Biology Laboratory I
The first of a two-semester sequence designed to provide freshman biology majors and other students with hands-on training in scientific thinking & techniques. This course emphasizes hypothesis generation, experimental design, and communication of results through peer-review style written reports. During most class sessions, students learn techniques, and then develop their own hypotheses & design experiments to test in consultation with the lab instructor.
Prerequisite: Biology Level: College (UMD) Credit: 1 - College

BIO 132 - Introductory Biology Laboratory II
The second of a two-semester sequence designed to provide freshman biology majors and other students with hands-on training in scientific thinking & techniques. This course emphasizes data analysis through statistical techniques. Emphasis is also placed on presentation of original research through both peer-review style written reports, and through a group poster presentation.
Prerequisite: BIO 131 Level: College (UMD) Credit: 1 - College

CHM 105 - Chemistry for Health Sciences
Introduction to the chemical building blocks of living organisms, and essential biochemical reactions central to the role of chemistry in human physiology.
Prerequisite: AP Chem Mth 148 Level: College (UMD) Credit: 1 - College

CHM 151 - Principles of Modern Chemistry I
Physical and chemical principles pertaining to the structure of chemical species and the nature, extent, and rates of chemical reactions. The details of stoichiometry, energy changes associated with chemical reactions, atomic and molecular structure, chemical bonding, and the phenomenon of chemical periodicity are emphasized and discussed in light of modern scientific theories. For science and engineering majors.
Prerequisites: AP Chem, Mth 150 Level: College (UMD) Credit: 4 - College

CHM 152 - Principles of Modern Chemistry II
Requirements: Pre-req: At least C- in CHM 151 or CHM 153
A continuation of CHM 151. The details of the behavior of solids, liquids, & gases, the types of intermolecular forces, colligative properties, gaseous equilibrium, aqueous equilibrium, thermodynamics, electrochemistry, kinetics, and nuclear chemistry are emphasized and discussed in light of modern scientific theories. For science and engineering majors. Honors sections are offered.
Prerequisites: C- in CHM 151 Level: College (UMD) Credit: 4 - College

PHY 101 - Introduction to Physics I
An introductory course in physics covering mechanics including motion in 1 and 2-dimensions, Newton’s Laws of Motion, energy and momentum, rotational motion and fluids. Emphasis is on fundamentals and their application to practical problems. Non-calculus presentation.
Prerequisites: MTH 148 Level: College (UMD) Credit: 3 - College

PHY 113 - Classical Physics I
Calculus-based introduction to classical mechanics, emphasizing problem solving. Topics include 1- and 2-dimensional kinematics and dynamics; Newton’s Laws of Motion; work, energy and momentum; and rotational motion and angular momentum. Many of these topics are further explored in laboratory experiments.
Prerequisites: MTH 153 Level: College (UMD) Credit: 4 - College

PHY 111 - Physics for Science and Engineering I
Calculus-based introduction to the concepts of classical mechanics, emphasizing problem solving and covering the same topics as PHY 113. Topics include 1- and 2-dimensional kinematics and dynamics; Newton’s Laws of Motion; work, energy and momentum; and rotational motion and angular momentum. Many of these topics are further explored in laboratory experiments.
**PHY 114 - Classical Physics II**
Requirements: Prerequisite: PHY 111 or PHY 113; MTH 152 or MTH 154 or permission of instructor
A calculus-based introduction to the concepts of electricity and magnetism. Study of electric and magnetic fields, electric potential, capacitance and inductance, elementary circuits, and electromagnetic oscillations. Laboratory experiments provide students with a solid understanding of basic DC circuit concepts and an introduction to AC circuits.
Prerequisite: PLTW DE; PHY 111/113; MTH 154 Level: College (UMD) Credits: 4 - College

Students may enroll in additional college level science courses dependent upon the requirements of their intended field of study. See the UMass Dartmouth catalogue for more offerings.

**DEPARTMENT OF STEM**

**PLTW Design and Modeling**
Design and Modeling (DM) provides students opportunities to apply the design process to creatively solve problems. Students are introduced to the unit problem in the first activity and are asked to make connections to the problem throughout the lessons in the unit. Students learn and utilize methods for communicating design ideas through sketches, solid models, and mathematical models. Students will understand how models can be stimulated to represent an authentic situation and generate data for further analysis and observations. Students work in teams to identify design requirements, research the topic, and engage stakeholders. Teams design a toy or game for a child with cerebral palsy, fabricate and test it, and make necessary modifications to optimize the design solution.
Prerequisites: None Level: Intermediate Preparation

**PLTW Science of Technology**
Science impacts the technology of yesterday, today, and the future. Students apply the concepts of physics, chemistry, and nanotechnology to STEM activities and projects, including making ice cream, cleaning up an oil spill, and discovering the properties of nano-materials. Students use tools such as the engineering design process, an engineering notebook, computer simulations, and prototyping materials to invent and innovate.
Prerequisites: None Level: Intermediate Preparation

**PLTW Computer Science for Innovators and Makers**
Computer Science for Innovators and Makers teaches students that programming goes beyond the virtual world into the physical world. Students are challenged to creatively use sensors and actuators to develop systems that interact with their environment. Designing algorithms and using computational thinking practices, they code and upload programs to microcontrollers that perform a variety of authentic tasks. The unit broadens students’ understanding of computer science concepts through meaningful applications. Teams select and solve a personally relevant problem related to wearable technology, interactive art, or mechanical devices.
Prerequisites: None Level: Intermediate Preparation

**PLTW Green Architecture**
Students use tools such as the engineering design process, an engineering notebook, and Autodesk® Revit® software to invent and innovate in an age of “green” choices. In this unit, students learn how to apply this concept to the fields of architecture and construction by exploring dimensioning, measuring, and architectural sustainability as they design affordable housing units using Autodesk’s® 3D architectural design software.
Prerequisites: None Level: Intermediate Preparation

**PLTW Flight and Space**
The exciting world of aerospace comes alive through the Flight and Space (FS) unit. Students become engineers as they design, prototype, and test models to learn about the science of flight and what it takes to travel and live in space. They solve real-world aviation and space challenges and plan a mission to Mars.

Prerequisites: None

PLTW Automation and Robotics
Students use tools such as the engineering design process, an engineering notebook, and VEX Robotics® programming software to invent and innovate. Automation and Robotics (AR) allows students to trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

Prerequisites: None

PLTW App Creators
App Creators introduces students to the field of computer science and the concepts of computational thinking, through the creation of mobile apps. Students are challenged to be creative and innovative, as they collaboratively design and develop mobile solutions to engaging, authentic problems. Students experience the positive impact of the application of computer science to society as well as other disciplines, particularly biomedical science. The unit provides students opportunities for self-expression. Teams identify a personal or community problem of interest to them that can be solved with a mobile app solution. The problem can address issues such as health and wellness, the environment, school culture, emergency preparedness, education, or community service.

Prerequisites: None

PLTW Energy and the Environment
Students are challenged to think big and toward the future as they explore sustainable solutions to our energy needs and investigate the impact of energy on our lives and the world. Students use tools such as the engineering design process, an engineering notebook, and alternative energy modeling to invent and innovate. They design and model alternative energy sources and evaluate options for reducing energy consumption.

Prerequisites: None

PLTW Green Architecture
Students use tools such as the engineering design process, an engineering notebook, and Autodesk® Revit® software to invent and innovate in an age of “green” choices. In this unit, students learn how to apply this concept to the fields of architecture and construction by exploring dimensioning, measuring, and architectural sustainability as they design affordable housing units using Autodesk’s® 3D architectural design software.

Prerequisites: None

PLTW Magic of Electrons
Through hands-on projects, students explore electricity, the behavior and parts of atoms, and sensing devices. They learn knowledge and skills in basic circuitry design, and examine the impact of electricity on the world around them. Students use tools such as the engineering design process, an engineering notebook, computer simulations, and circuit design prototyping materials to invent and innovate.

Prerequisites: None

PLTW Medical Detectives
Students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a “crime scene.” They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health.
**Prerequisites:** None  

**PLTW Computer Science Essentials**  
Computer Science Essentials exposes students to a diverse set of computational thinking concepts, fundamentals, and tools, allowing them to gain understanding and build confidence. Students use visual, block-based programming and seamlessly transition to text-based programming with languages such as Python® to create apps and develop websites, and learn how to make computers work together to put their design into practice. They apply computational thinking practices, build their vocabulary, and collaborate just as computing professionals do to create products that address topics and problems important to them. This course is appropriate for students without a strong background in the Gateway PLTW courses.

**Prerequisites:** None  

**Level:** College Readiness  
**Credit:** 0.5 - HS

**PLTW Computer Science Principles**  
Using Python® as a primary tool and incorporating multiple platforms and languages for computation, this course aims to develop computational thinking, generate excitement about career paths that utilize computing, and introduce professional tools that foster creativity and collaboration. CSP helps students develop programming expertise and explore the workings of the Internet. Projects and problems include app development, visualization of data, cybersecurity, and simulation. The course aligns to the AP CS Principles framework.

**Prerequisites:** CSE or PLTW Gateway  
**Level:** College Readiness  
**Credit:** 1 - HS

**Computer Science A**  
CSA focuses on further developing computational thinking skills through the medium of Android™ App development for mobile platforms. The course utilizes industry-standard tools such as Android Studio, Java™ programming language, XML, and device emulators. Students collaborate to create original solutions to problems of their own choosing by designing and implementing user interfaces and Web-based databases. The course aligns to the AP Computer Science A framework. Students Will have the option to pursue AP Computer Science Credit for an additional 0.5 credit of work.

**Prerequisites:** CSE or PLTW Gateway  
**Level:** College Readiness  
**Credit:** 1/1.5 - HS

**Cybersecurity**  
SEC introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in SEC, students solve problems by understanding and closing these vulnerabilities. This course raises students’ knowledge of and commitment to ethical computing behavior. It also aims to develop students’ skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

**Prerequisites:** CSE or PLTW Gateway  
**Level:** College Readiness  
**Credit:** 0.5 - HS

**PLTW Introduction to Engineering Design**  
In this course, students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

**Prerequisites:** None  
**Level:** College Readiness  
**Credit:** 1 - HS

**PLTW Civil Engineering and Architecture**  
Civil Engineering and Architecture (CEA) is a high school level specialization course in the PLTW Engineering Program. In CEA students are introduced to important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architectural design software. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will progress from
completing structured activities to solving open ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

**Prerequisites: Integrated Algebra I**

**Level:** College Readiness  
**Credit:** 1 - HS

**PLTW Computer Integrated Manufacturing**

Computer Integrated Manufacturing is one of the specialization courses in the PLTW Engineering program. The course deepens the skills and knowledge of an engineering student within the context of efficiently creating the products all around us. Students build upon their Computer Aided Design (CAD) experience through the use of Computer Aided Manufacturing (CAM) software. CAM transforms a digital design into a program that a Computer Numerical Controlled (CNC) mill uses to transform a block of raw material into a product designed by a student. Students learn and apply concepts related to integrating robotic systems such as Automated Guided Vehicles (AGV) and robotic arms into manufacturing systems.

**Prerequisites: Integrated Algebra I**

**Level:** College Readiness  
**Credit:** 1 - HS

**PLTW Digital Electronics**

Digital electronics is the study of electronic circuits that are used to process and control digital signals. In contrast to analog electronics, where information is represented by a continuously varying voltage, digital signals are represented by two discrete voltages or logic levels. This distinction allows for greater signal speed and storage capabilities and has revolutionized the world of electronics. The major focus of the DE course is to expose students to the design process of combinational and sequential logic design, teamwork, communication methods, engineering standards, and technical documentation. Utilizing the activity-project-problem-based (APB) teaching and learning pedagogy, students will analyze, design, and build digital electronic circuits.

**Prerequisites: Integrated Algebra I**

**Level:** College Readiness  
**Credit:** 1 - HS

**PLTW Environmental Sustainability**

Environmental Sustainability (ES) is a high school-level specialization course in PLTW Engineering. In ES, students investigate and design solutions to solve real-world challenges related to clean drinking water, a stable food supply, and renewable energy. Students are introduced to environmental issues and use the engineering design process to research and design potential solutions. Utilizing the activity-, project-, problem-based (APB) teaching and learning pedagogy, students transition from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills.

**Prerequisites: Integrated Algebra I**

**Level:** College Readiness  
**Credit:** 1 - HS

**PLTW Engineering Design and Development**

Engineering Design and Development (EDD) is the capstone course in the PLTW high school engineering program. It is an open-ended engineering research course in which students work in teams to design and develop an original solution to a well-defined and justified open-ended problem by applying an engineering design process. Students will perform research to select, define, and justify a problem. After carefully defining the design requirements and creating multiple solution approaches, teams of students select an approach, create, and test their solution prototype. Student teams will present and defend their original solution to an outside panel. While progressing through the engineering design process, students will work closely with experts and will continually hone their organizational, communication and interpersonal skills, their creative and problem solving abilities, and their understanding of the design process.

**Prerequisites: Integrated Algebra I**

**Level:** College Readiness  
**Credit:** 1 - HS

**PLTW Principles of Biomedical Science**

Principles of Biomedical Science (PBS) is a full-year high school course in the PLTW Biomedical Science Program. This course serves to provide foundational knowledge and skills in fields such as biology, anatomy & physiology, genetics, microbiology, and epidemiology as well as engage students in how this content can be applied to real world situations, cases, and problems. Through both individual and collaborative team activities, projects, and problems, students will tackle real-world challenges faced by
biomedical professionals in the field. They will work with the same tools and equipment used in hospitals and labs as they engage in relevant hands-on work. In addition, students will explore how connections to other disciplines such as computer science and engineering shape the future of medicine and practice collaboration techniques that will help them connect with professionals across any field.

**Prerequisites:** Co-req Biology  Level: College Readiness  Credit: 1 - HS

**PLTW Human Body Systems**
In the Human Body Systems (HBS) course, students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases, and often play the role of biomedical professionals to solve medical mysteries.

**Prerequisites:** PLTW PBS  Level: College Readiness  Credit: 1 - HS

**PLTW Medical Interventions**
Medical Interventions (MI) allows students to investigate the variety of interventions involved in the prevention, diagnosis, and treatment of disease as they follow the lives of a fictitious family. A “How-To” manual for maintaining overall health and homeostasis in the body, the course will explore how to prevent and fight infection, how to screen and evaluate the code in our DNA, how to prevent, diagnose, and treat cancer, and how to prevail when the organs of the body begin to fail. Through these scenarios students will be exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important role that scientific thinking and engineering design play in the development of interventions of the future.

**Prerequisites:** Human Body Systems  Level: College Readiness  Credit: 1 - HS

**PLTW Biomedical Innovation**
In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician’s office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community.

**Prerequisites:** Medical Interventions  Level: College Readiness  Credit: 1 - HS

**DSC 101 - Introduction to Data Science**
Foundational topics in data science. Students will learn a broad range of data science skills applicable across different domains, including social sciences, finance, crime and justice, social networks, and engineering. Students will develop statistical and computational thinking skills, and they will apply these skills to real-world datasets. Specific topics include applied data problems, statistical software, data frames, descriptive statistics, natural language processing, data storage, data merging, linear regression, and data mining. The core skills developed in this course lay a foundation for more advanced coursework in data management, visualization, exploratory data analysis, and machine learning. No prior knowledge of programming or statistics is required.

**Prerequisites:** HS Data Science  Level: College (UMD)  Credit: 3 - College

**CIS 180 - Object-Oriented Prog I**
Basic concepts in programming, and introduction to the object paradigm. The course introduces the concept of the object paradigm and teaches how to design and implement simple programs in an object-oriented language. The course also covers the basics of how to use a computer and basic software tools, including libraries of components, in the process of developing programs.
Prerequisites: PLTW Comp Sci A  
Level: College (UMD)  
Credit: 4 - College

CIS 181 - Object-Oriented Prog II
Software development using advanced object paradigm concepts. This course introduces threads, networking, and exception handling and covers in depth the advanced topics of object paradigm such as inheritance and polymorphism. These concepts are introduced in the context of developing software using software tools including the libraries of components.
Prerequisites: CIS 181  
Level: College (UMD)  
Credit: 4 - College

BNG 101 - Introduction to Bioengineering
Overview of important areas of bioengineering with a particular focus on biomedical engineering. Orthopedic and soft tissue implants will be discussed with related areas of biomechanics. Function and repair of eyes, kidneys, hearts, and other organs will be covered. The course will also cover FDA regulation, ethics and the biomedical business.
Prerequisites: PLTW MI  
Level: College (UMD)  
Credit: 3 - College

EGR 111 - Introduction to Engineering and Computing
Introduction to engineering and computing with emphasis on development of problem solving skills through projects. The course is designed to increase the success of first year students. It includes an overview of majors in the college, and the importance of engaged learning. Team work, written and oral communication skills are covered. Ethical issues in engineering and computing are discussed.
Prerequisites: PLTW CEA, CIM or DE  
Level: College (UMD)  
Credit: 3 - College

CEN 161 - Civil Eng Design Graphic
The standard graphical means of communication between the civil engineer and the constructor are introduced. The students’ graphic communication skills are developed including the ability to use computer-aided graphic systems.
Prerequisites: PLTW CEA  
Level: College (UMD)  
Credit: 2 - College

ECE 160 - Foundations of Computer Engineering I
Algorithm development, syntax and semantics of the C programming language stressing computer systems concepts. Concepts of the machine model, procedural programming and program development including coding, debugging and testing of programs are covered. The use of libraries, header files and macros are covered. Engineering examples are used. Variables, operators, control, input/output, arrays, functions, pointers, and files are covered using engineering examples.
Prerequisites: PLTW CIM or DE  
Level: College (UMD)  
Credit: 4 - College

MNE 101 - Introduction to Mechanical Engineering
Introduce students to the fundamental concepts of Mechanical Engineering, through design, product tear down, problem solving and seminars.
Prerequisites: MTH 153  
Level: College (UMD)  
Credit: 3 - College

STEM—Workplace Experience
This course provides workplace experience in terms of paid or non-paid internships specific to a STEM related career field. Goals are set cooperatively by the student, teacher, and employer. These courses will include reflection on the habits of mind and creative know-how learned through the workplace experience and assessment of future career goals based on this work experience.
Prerequisites: 2 PLTW HS Courses  
Level: College Readiness  
Credit: 1-3 - HS

Students may enroll in additional college level STEM courses dependent upon the requirements of their intended field of study. See the UMass Dartmouth catalogue for more offerings.
English Language Arts (ELA) 6
By the end of the school year, 6th grade students will read and comprehend literary and informational texts that are appropriately at or above grade level designed to create opportunities for learners to engage with a variety of topics and texts, and have discussions about texts that support language development and knowledge building. Students will use the evidence from the text to read complex texts closely focusing on authors’ craft, and point of view. Through the context of a variety of genres, students will begin an explicit shift from oral language structures to academic written language as they strengthen writing skills to learn, create narratives, and make argumentative and research based claims orally and in writing.
Prerequisites: None
Level: Intermediate Preparation

English Language Arts (ELA) 7
By the end of the school year, 7th grade students will strengthen their skills from grade 6 to read closely, use evidence from the text for comprehension and interaction of story elements as they read and comprehend literary and informational texts that are appropriately at or above grade level about a knowledge building topic. Students’ academic writing will increase in sophistication as they are building capacity to embed the different language functions of developing a topic, expressing complex ideas, connecting with audience, and forming cohesion in a text through engaging in genre specific writing.
Prerequisites: ELA 6
Level: Intermediate Preparation

English Language Arts (ELA) 8
By the end of 8th grade students will strengthen their skills from grade 7 to read closely, use evidence from the text for comprehension and interaction of story elements as they read and comprehend literary and informational texts that are appropriately in the Grades 8 - 10 levels with the goal of building knowledge. Students’ writing reflects a higher level of academic language as they use the language functions of developing a topic, expressing complex ideas, connecting with audience, and forming cohesion in a text through genre specific writing.
Prerequisites: ELA 7
Level: Intermediate Preparation

US History I and ELA 9
This US History I course is a literacy based course that integrates the literacy skills of fiction and non-fiction texts and writing to study the history of the U.S. from 1763 to the End of World War I. Students begin their study with a review of the origins and main events of the American Revolution, Constitutional principles, and events of the early Republic. They examine the causes and consequences of the Civil War, industrialization, immigration, Progressivism and the role of the United States in World War I. They explore guiding questions such as “What are some examples of continuity and change in the first 150 years of United States history?” They will read fictional, informational, and primary source documents and produce a range of writing to express understanding appropriate for grades 9 - 10.
Prerequisites: Grade 8 - US and Mass Gov
Level: College Readiness
Credit: 2 - HS

US History II and ELA 10
This US History II is a literacy-based course that integrates the literacy skills of fiction and non-fiction texts, and writing to continue the study of United States history into the 20th and 21st centuries. They learn about the economic history of the Great Depression, New Deal, World War II, and the Cold War, concluding with an examination of domestic and global policies and politics in the 21st century. Students explore guiding questions such as, “How has the United States government responded to economic crises?” and “What are the sources of political and cultural differences in the modern United States?” They will read fictional, informational, and primary source documents and produce a range of writing to express understanding appropriate for grades 9 - 10.
Prerequisites: USI and ELA 9
Level: College Readiness
Credit: 2 - HS

AP English Language and Composition
An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course focuses on the development and revision of evidence-based analytic and argumentative writing, the rhetorical analysis of nonfiction texts, and the decisions writers make as they compose and revise. Students evaluate, synthesize, and cite research to support their arguments. Additionally, they read and analyze rhetorical elements and their effects in nonfiction texts—including images as forms of text—from a range of disciplines and historical periods.

Prerequisites: ELA 8  Level: College Readiness  Credit: 2

ENL 101 Critical Reading and Writing I
Argument-focused course that introduces students to scholarly reading and writing strategies. Students practice widely-applicable methods of reading, writing, and revising arguments. Students read college-level arguments from diverse popular, public, and academic genres in order to develop their academic skills of analyzing single arguments, synthesizing multiple perspectives, and composing informed responses to an ongoing conversation.

Prerequisites: AP Lang and Comp  Level: College (UMD)  Credit: 3 - College

ENL 102 Critical Reading and Writing II
Synthesis-focused course that builds on ENL 101. Students sharpen analytical skills by reading complex texts across public and academic genres. Students also create individual research questions, build college-level research skills, compose sophisticated syntheses, and revise their own argumentative, academic contributions to a defined conversation. Students leave the course prepared for intermediate reading and writing tasks in a broad variety of disciplines as well as with improved research skills and the reflective habits of successful, life-long learners.

Prerequisites: AP Lang and Comp  Level: College (UMD)  Credit: 3 - College

Students may enroll in additional college level English courses dependent upon the requirements of their intended field of study. See the UMass Dartmouth catalogue for more offerings.

DEPARTMENT OF SOCIAL SCIENCE AND HUMANITIES

World Geography and Ancient Civilizations I
This is the first course of a two-year sequence in which students study regions of the world by examining physical geography, nations in the region today, and selected ancient and classical societies before 1000 CE. This course will study Western Asia, North Africa, and the Middle East; Sub-Saharan Africa; and Central America, the Caribbean, and South America. Students investigate guiding questions such as “How does geography affect how societies develop and interact?” and “How have human societies differed from one another across time and regions?”

Prerequisites: None  Level: Intermediate Preparation

World Geography and Ancient Civilizations II
This course continues the sequence of World Geography and Ancient Civilizations I, studying the development of ancient and classical civilizations and physical geography of Asia, Oceania, and Europe. Students study these topics by exploring guiding questions such as, “How did the concept of self-government develop?” and “Why do empires rise and fall?”

Prerequisites: World Geography and Ancient Civilizations I  Level: Intermediate Preparation

United States and Massachusetts Government and Civic Life
Students study the roots and foundations of U.S. democracy, how and why it has developed over time, and the role of individuals in maintaining a healthy democracy. The topics span foundations of government and political systems, the Constitution, Amendments and the Supreme Court, the structure of state and local
governments and the role of media. Students will also engage in reasoning and judging the validity of online resources as they navigate media for purposes of civic participation.

Prerequisites: World Geography and Ancient Civilizations II  Level: Intermediate Preparation

US History I and ELA 9
This US History I course is a literacy based course that integrates the literacy skills of fiction and non-fiction texts and writing to study the history of the U.S. from 1763 to the End of World War I. Students begin their study with a review of the origins and main events of the American Revolution, Constitutional principles, and events of the early Republic. They examine the causes and consequences of the Civil War, industrialization, immigration, Progressivism and the role of the United States in World War I. They explore guiding questions such as “What are some examples of continuity and change in the first 150 years of United States history?” They will read fictional, informational, and primary source documents and produce a range of writing to express understanding appropriate for grades 9 - 10.

Prerequisites: Grade 8 - US and Mass Gov  Level: College Readiness  Credit: 2 - HS

US History II and ELA 10
This US History II is a literacy based course that integrates the literacy skills of fiction and non-fiction texts, and writing to continue the study of United States history into the 20th and 21st centuries. They learn about the economic history of the Great Depression, New Deal, World War II, and the Cold War, concluding with an examination of domestic and global policies and politics in the 21st century. Students explore guiding questions such as, “How has the United States government responded to economic crises?” and “What are the sources of political and cultural differences in the modern United States?” They will read fictional, informational, and primary source documents and produce a range of writing to express understanding appropriate for grades 9 - 10.

Prerequisites: US I and ELA 9  Level: College Readiness  Credit: 2 - HS

AP Human Geography
This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth’s surface. Students will develop skills in approaching problems geographically, using maps and geospatial technologies, thinking critically about texts and graphic images, interpreting cultural landscapes, and applying geographic concepts such as scale, region, diffusion, interdependence, and spatial interaction, among others. Historical information serves to enrich analysis of the impacts of phenomena such as globalization, colonialism, and human–environment relationships on places, regions, cultural landscapes, and patterns of interaction.

Prerequisites: ELA Grade 8  Level: College Readiness  Credit: 1 - HS

PSY 101 General Psychology
A broad survey of principles underlying the systematic study of behavior. Using examples from basic research and applied settings, a variety of perspectives are explored, including findings associated with the physiological, behavioral, cognitive, developmental and social approaches.

Prerequisites: US His II and ELA 10  Level: College (UMD)  Credit: 3 - College

SOA 101 - Introduction to Sociology
A survey of the fundamental principles of sociology and the basic factors conditioning social behavior.

Prerequisites: US His II and ELA 10  Level: College (UMD)  Credit: 3 - College

Humanities—Workplace Experience
This course provides workplace experience in terms of paid or non-paid internships specific to a Humanities related career field. Goals are set cooperatively by the student, teacher, and employer. These courses will include reflection on the habits of mind and creative know-how learned through the workplace experience and assessment of future career goals based on this work experience.

Prerequisites: None  Level: College Readiness  Credit: 1-3 - HS
Students may enroll in additional college level Social Science or Humanities courses dependent upon the requirements of their intended field of study. See the UMass Dartmouth catalogue for more offerings.

**DEPARTMENT OF WELLNESS**

**Physical Education and Health 6/7**
This course involves the acquisition of knowledge and skills that provide the foundation for sport, a physically active lifestyle, social development through physical activity, the relationship between physical activity and stress management, and physical changes in the adolescent body. Other health Activities typically include those that increase strength, endurance, and flexibility; reinforce safe technique; teach the rules and conventions of games and sports; and explore the relationship between physical activity and health. Topics covered within Health Education courses will be on the Massachusetts Curriculum Frameworks for Health and include nutrition, mental health and stress management, drug/alcohol abuse prevention, disease prevention, and first aid and consumer health issues.

*Prerequisites: None*  
-Level: Intermediate Preparation*

**Fitness for Life**
This course will expose students to the wellness (physical and mental) benefits of exercise through various recreational, sport, and fitness offerings. Students will experience the social connection that occurs through team activities, the somatically regulating activities of yoga, weightlifting, or walking in nature. Students will design an individual fitness plan that supports their physical and regulation needs.

*Prerequisites: Phys Ed and Health Grade 7  
-Level: College Readiness  
-Credit: 0.25 - HS*

**Fitness for Life—Specialization**
This course builds off of Fitness for Life allowing students choice in pursuing engagement in specific exercise domains and activities. Examples of student exercise choices may include yoga, walking, weight-lifting, hiking, or team sports. Students will be expected to create wellness goals around participation in these activities, monitor their progress, and make connections on how their fitness plan is connected with their overall health and larger sense of self and community.

*Prerequisites: Fitness for Life  
-Level: College Readiness  
-Credit: 0.25 - HS*

**Safety, First Aid, and Teen Mental Health First Aid**
This course provides specialized instruction in first aid techniques, cardiopulmonary resuscitation (CPR), relief of obstructed airways, and general safety procedures and behaviors leading to CPR and First Aid Certification. The teen Mental Health First Aid teaches high school students how to identify, understand and respond to signs of mental illnesses and substance use disorders among their friends and peers. The training gives students the skills to have supportive conversations with their friends and get a responsible and trusted adult to take over as necessary.

*Prerequisites: Grade 10  
-Level: College Readiness  
-Credit: 0.5 - HS*

**BIO 105 - Human Nutrition**
Major nutrients and their role in human function. Provides the foundation for understanding the relationship of nutrition to health, fitness, energy, weight management, longevity, and disease prevention. Nutritional strategies to promote the health of persons will be introduced. Identification of nutritional needs at each stage in the life cycle will be explored. Skills in written communication and computer data analysis will be enhanced by dietary self-analysis.

*Prerequisites: Biology  
-Level: College (UMD)  
-Credit: 3 - College*

**DEPARTMENT OF VISUAL AND PERFORMING ARTS**

**Art 6/7**
This course provides activities that foster creative expression, communication through artistic endeavor, and appreciation of culture and heritage. Activities may include those that enable students to refine their
technique, increase their artistic vocabulary, express themselves and their world view, make connections to other content areas, develop their own aesthetic, and strengthen their critical abilities through exposure to a broad variety of visual arts such as drawing, painting, sculpture, and photography.

Prerequisites: None

Level: Intermediate Preparation

Drawing and Painting
This course builds on the experiences in Art 7 but focuses on drawing and painting. In keeping with attention on two-dimensional work, students typically work with several media (such as pen-and-ink, pencil, chalk, watercolor, tempera, oils, acrylics, and so on). This course is recommended for students who are considering a Media Arts career.

Prerequisites: Art 7

Level: College Readiness

Credit: 0.5 - HS

Photography
Photography courses expose students to the materials, processes, and artistic techniques of taking artistic photographs. Students learn about the operation of a camera, composition, lighting techniques, depth of field, filters, camera angles, and film development. The course may cover black-and-white photography, color photography, or both. As students advance, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic style. These courses may also cover major photographers, art movements, and styles.

Prerequisites: Art 7

Level: College Readiness

Credit: 0.5 - HS

Graphic Design
Graphic Design courses emphasize design elements and principles in the purposeful arrangement of images and text to communicate a message. They focus on creating art products such as advertisements, product designs, and identity symbols. Graphic Design courses may investigate the computer's influence on and role in creating contemporary designs and provide a cultural and historical study of master design works of different periods and styles.

Prerequisites: Art 7

Level: College Readiness

Credit: 0.5 - HS

ARH 105 - Visual Imagery: A Critical Introduction
An introduction to analyzing images and the visual experience. This course focuses on 'reading' visual phenomena (painting, sculpture, photography, film and digital media) in light of the larger cultural forces which shape our interaction with them. 'Case studies' will introduce selected major movements and personalities within the history of art and visual culture.

Prerequisites: AP Human Geography

Level: College (UMD)

Credit: 3 - College

FOU 110 - Structural Drawing
Introduction to the comprehensive visual language of drawing. Various projects and presentations expose students to numerous drawing approaches, including working with line, sighting, positive and negative shapes, value and composition. Students will apply these skills to idea generation, form and space development, experimental variations on design, and creative problem solving. Students are also introduced to the processes involved in planning, researching, and actualizing a major drawing project. Critiques and lectures will help students develop an understanding of the critical issues of drawing and of its context within the history of art and design.

Prerequisites: Drawing and Painting

Level: College (UMD)

Credit: 3 - College

Piano
Piano courses provide students an introduction to, and refine the fundamentals of, music and keyboard including literature and techniques such as scales, chords, and melodic lines and may offer instruction in more advanced techniques. Formal and informal performances are typically included as well as experiences in creating and responding to music.

Prerequisites: None

Level: Intermediate Preparation
Guitar
Guitar courses provide students an introduction to, and refine the fundamentals of, music and guitar literature and techniques, such as strumming and chords and may offer instruction in more advanced techniques. These courses may include bass, ukulele and other plucked string instruments. Formal and informal performances are typically included as well as experiences in creating and responding to music.

*Prerequisites: None*  
*Level: Intermediate Preparation*

Music Skills
This course will allow a student to pursue expertise in playing either piano or guitar. As they gain more expertise in their instrument, they will extend their knowledge of intervals, scales, chords, metric/rhythmic patterns, and the ways they interact in a composition. Musical notation, analysis, composition, and aural skills are important components of the course.

*Prerequisites: Piano or Guitar*  
*Level: College Readiness*  
*Credit: 0.5 - HS*

Music Appreciation
This course focuses on students' appreciation of music, the positive impact it has on emotions, and the sociocultural roots of music genres. They are designed to help students explore the world of music and to develop an understanding of the importance of music in their lives. Students will demonstrate their knowledge through various hands-on activities, including a presentation on a composer of their choice.

*Prerequisites: Piano or Guitar*  
*Level: College Readiness*  
*Credit: 0.5 - HS*

MUS 106 - Popular Music in American Society
Examination of multicultural sources of popular music. As an overview for non-music majors, the course is intended to broaden students' socio-cultural perspectives through text-related lectures, listening to recordings, and viewing documentary videos. The diversity of American popular music offers a direct reflection of, and at times, an influence on, many factors in identifying and appreciating subcultures of age, ethnicity, gender, race, region, and religion.

*Prerequisites: Music Skills or Music Appreciation*  
*Level: College (UMD)*  
*Credit: 3 - College*

Arts—Workplace Experience
This course provides workplace experience in terms of paid or non-paid internships specific to a Visual or Performing arts related career field. Goals are set cooperatively by the student, teacher, and employer. These courses will include reflection on the habits of mind and creative know-how learned through the workplace experience and assessment of future career goals based on this work experience.

*Prerequisites: None*  
*Level: College Readiness*  
*Credit: 1-3 - HS*

Students may enroll in additional college level Visual and Performing Arts courses dependent upon the requirements of their intended field of study. See the UMass Dartmouth catalogue for more offerings.

DEPARTMENT OF WORLD LANGUAGES

Introductory Spanish I
This course prepares students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on concrete topics. This course introduces students to basic grammatical structures.

*Prerequisites: None*  
*Level: Intermediate Preparation*

Introductory Spanish II
This course builds on students/ experience in introductory Spanish to enhance authentic communication, in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on concrete topics. This course continues the study of grammatical structures and prepares students for a high school level course in Spanish.
Prerequisites: None

Level: Intermediate Preparation

Spanish I
Designed to introduce students to Spanish language and culture, Spanish I courses prepare students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on a variety of topics. They introduce the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

Prerequisites: None

Level: College Readiness

Credit: 1 - HS

Spanish II
Spanish II courses build upon skills developed in Spanish I, preparing students to communicate authentically in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on concrete topics. Spanish II courses introduce the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

Prerequisites: Spanish I

Level: College Readiness

Credit: 1 - HS

SPA 101 - Elementary Spanish I
Essentials of aural-oral, reading and writing with intensive drilling on pronunciation, intonation and grammar.

Prerequisites: Intro Spanish II

Level: College (UMD)

Credit: 3 - College

SPA 102 - Elementary Spanish II
Continues the study in elementary Spanish I to build essentials of aural-oral, reading and writing with intensive drilling on pronunciation, intonation and grammar.

Prerequisites: SPA 101

Level: College

Credit: 3 - College

Introductory Portuguese I
This course prepares students to communicate authentically in Portuguese by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on concrete topics. This course introduces students to basic grammatical structures.

Prerequisites: None

Level: Intermediate Preparation

Introductory Portuguese II
This course builds on students' experience in introductory Portuguese to enhance authentic communication, in Spanish by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on concrete topics. This course continues the study of grammatical structures and prepares students for a high school level course in Spanish.

Prerequisites: None

Level: Intermediate Preparation

Portuguese I
Designed to introduce students to language and culture, Portuguese I courses prepare students to communicate authentically in Portuguese by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on a variety of topics. They introduce the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

Prerequisites: None

Level: College Readiness

Credit: 1 - HS

Portuguese II
Spanish II courses build upon skills developed in Portuguese I, preparing students to communicate authentically in Portuguese by interpreting (reading, listening, viewing), exchanging (speaking and listening; reading and writing), and presenting (speaking, writing) information on concrete topics. Spanish
II courses introduce the relationships among the products, practices, and perspectives of Spanish-speaking cultures.

*Prerequisites: Port I Level: College Readiness Credit: 1 - HS*

**POR 101 - Elementary Portuguese I**
Introduction to the foundations of the Portuguese language for students who have little or no knowledge of Portuguese. Students develop listening comprehension, speaking, reading, and writing skills. The course offers regular presentation of music and slides/websites depicting everyday life in Portuguese-speaking countries.

*Prerequisites: Intro Portuguese II or Port I Level: College (UMD) Credit: 3 - College*

**POR 102 - Elementary Portuguese II**
Continuation of POR 101. Short readings on contemporary life in Portuguese-speaking countries will be introduced.

*Prerequisites: POR 101 Level: College (UMD) Credit: 3 - College*

**POR 120 - Introduction to The Portuguese-Speaking World**
An introductory overview of cultural, social, and political realities of the Portuguese-speaking world. Through a diverse array of short readings, audiovisual materials, and targeted research projects and written assignments, students acquire basic cultural literacy about eight Portuguese-speaking countries on four continents, including Portugal and Brazil, as well as diasporic communities of Portuguese-speaking immigrants around the globe.

*Prerequisites: POR 101 or College Readiness Equivalent Level: College (UMD) Credit: 3 - College*

In addition to the course described above, beginning in 8th grade, students will work with their teacher during the Wayfinding block to formalize career and academic planning using MyCAP and MEFA Pathways. According to research studies, MyCAP is a promising practice for personalized planning and delivery of quality career development opportunities. Students who were more engaged in MyCAP activities reported stronger goal-setting skills, increased motivation to attend school, and increased academic self-efficacy that led to better academic achievement, stress and health management, and readiness to engage in career decision-making. (Solberg, Wills, Redmond and Skaff, 2014).

<table>
<thead>
<tr>
<th>Career Development Education</th>
<th>Grade 8 Learning Objectives</th>
<th>Grade 8 Activities and Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Students will demonstrate knowledge and understanding of career clusters. &lt;br&gt; • Students will demonstrate critical thinking and informed decision-making skills to match their skills and abilities to particular career interests</td>
<td>• Introduce the concept of career clusters &lt;br&gt; • Using online platform, students analyze career clusters in relation to survey results &lt;br&gt; • Create an activity where students apply cluster analysis to self-identified interests, values, and skills &lt;br&gt; • Have students attend career fair and/or listen to guest speakers and/or interview someone in a career of interest &lt;br&gt; • Introduce the concepts of Work Based Learning [e.g., job shadow, volunteer...]</td>
</tr>
</tbody>
</table>
### Academic College and Career Planning
- Students will understand graduation requirements, MassCore requirements, AP options, and early college options
- Students will understand any available high school pathways and the variety of postsecondary options
- Students will be able to write a personal postsecondary goal and career goal.

- Postsecondary options lesson created using online resources [emphasis on postsecondary vocabulary]
- Have students prepare for, participate in and reflect about a college fair and/or a college tour
- Introduce any career pathway or early college options at school

### Personal Social
- Students will demonstrate knowledge, understanding, and personal awareness of their individual talents, interests, hopes, dreams, and passions
- Students will understand the concept of “growth mindset” and its importance relative to future planning

- Introductory activity where students identify their skills
- Introductory lesson orienting students to online platform
- Students complete online surveys
- Students write reflections about their results
- “Growth mindset” lessons, activities, and final product

## C. STUDENT PERFORMANCE, ASSESSMENT, AND PROGRAM EVALUATION

The ICS standards for course progression and promotion of students are grounded in the research on the science of individuality and actualized through our key design elements. The science of individuality identifies that learning is not necessarily linear. While some learners may progress quickly in one academic domain, they may lag in others. It isn’t the case that for those with lagging skills students cannot be successful, or that they need traditional remediation, but rather they may need additional time or experiences for their brain to develop connections in a given field. Hence, one of the key implications with
this research along with the neuroscience of adolescent development is the choice to not level courses (i.e. tracking), still common in comprehensive high schools. Given the readiness level of each student, we may choose to differentiate students' schedules so that they have more acceleration blocks and fewer courses. Alternatively, we may advance students through their course progressions with more course and fewer acceleration blocks. And, we may provide alternate course sequences based on individual needs. For example, we could delay the college level course English 101 until grade 12 for a student, while the student spends additional time building content based literacy skills in higher interest courses, such as the college level course Psychology 101. At the same time, that student may excel in mathematics coursework and enroll in Calculus II at the college level. Each student at ICS will have individualized pathways to reach their goals.

**Progression and Promotion.** As described in the previous scope and sequence section, ICS groups academic coursework into 3 levels - intermediate preparation, college readiness, and college. Intermediate preparation will provide course content to students in grades 6-8. All grade 6 and 7 students will take the intermediate preparation courses. Students will travel in cohorts of 25-27 and take courses in Math, Science, STEM, ELA, Social Studies, and special area subjects - Physical Education, Music, Art and World Languages, as described in the scope and sequence section of the application.

Given our innovative design of grade 6 and 7 course content in mathematics, students in grade 8 will take Integrated Algebra I, signaling their progression to college readiness courses, upon which they will receive high school credit. Depending on each student's assessed readiness level, some students in grade 8 may also begin PLTW and World Language college readiness coursework. Science, ELA, and Social Studies courses for grade 8 remain at the intermediate preparation level.

At the beginning of grade 9, differentiated schedules continue, based on interest and assessed readiness levels. Students may begin acceleration in Science through AP Physics I and content-based literacy through AP World Geography. In grade 10, we anticipate all students taking their first college course - MTH 148 College Algebra - after which students' schedules will be differentiated based on interests and readiness in terms of the number of overall courses students take and the number of college courses students enroll in.

**Graduation.** High school graduation requirements will meet Mass Core requirements with the specifics described in the below table.

<table>
<thead>
<tr>
<th>Domain</th>
<th>HS Unit</th>
<th>Minimum Graduation Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>4</td>
<td>2 of the 3 Core Science - AP Physics I, Biology, or AP Chemistry 2 -</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional courses from HS STEM or College Course</td>
</tr>
<tr>
<td>STEM</td>
<td>2</td>
<td>2 HS PLTW or College STEM course not applied to Math and Science requirement</td>
</tr>
<tr>
<td>ELA, SS, and</td>
<td>7</td>
<td>US History I and ELA 9, US History II and ELA 10, AP Human Geography, AP</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td>Language and Literature; 2 of these courses may be substituted for by</td>
</tr>
<tr>
<td></td>
<td></td>
<td>content based college courses in ELA, Social Studies or</td>
</tr>
<tr>
<td>Humanities</td>
<td></td>
<td></td>
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<tr>
<td>------------------</td>
<td>------------------</td>
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</tr>
<tr>
<td>World Languages</td>
<td>2</td>
<td>Spanish I and II or Portuguese I or II; College level World Languages can serve as substitutions for HS World Language requirements.</td>
</tr>
<tr>
<td>Wellness</td>
<td>4</td>
<td>Students are expected to enroll and pass one wellness course per year in grades 9 - 12. Students can substitute 1 wellness course for a visual or performing arts course at the HS or College level.</td>
</tr>
<tr>
<td>Visual and</td>
<td>1</td>
<td>See the program of studies for HS level and College level courses to fulfill this requirement.</td>
</tr>
<tr>
<td>Performing Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experiential</td>
<td>2</td>
<td>2 college, certification, or work experiences</td>
</tr>
<tr>
<td>Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Additional</td>
<td>3</td>
<td>Additional HS Level or College course work</td>
</tr>
<tr>
<td>Courses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The Program of Studies described in the previous section lists the credits assigned to each course, which identifies the amount of time a student is expected to spend to meet the standards of the course as a whole. Most core academic courses are assigned 1 Credit. However, some of the more intense courses such as the Integrated US History and ELA courses, AP Chemistry, and AP Language and Compositions are assigned two credits. Wellness and Visual and Performing Art courses can range from 0.25 - 1 credit. College Courses that are being used to satisfy high school graduation requirements will convert as follows: 3 College Credits = 1 High School Credit; 1 College Credit = 0.25 High School Credit.

**Promotion.** The ICS promotion criteria is listed below. Promotion for Grades 6-8 will use course completion for promotion, whereas grades 9 and up will follow accumulated credit guidelines. For students either not being promoted or not passing a given core course, a retention meeting will be held with the student’s team of educators, the student, and parent or guardian to discuss a path forward. The options to address failure of a course will include summer school, a structured acceleration block in the following academic year, or repeating the course in its entirety. The students’ age, individual circumstances, and reasons for struggle will all be considered during this process.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Promotion Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Passing at least 4 of 6 core academic classes in grade 6 - Math, Science, STEM, ELA, and Social Studies in grade 6</td>
</tr>
<tr>
<td>7</td>
<td>Passing at least 4 of 6 core academic classes for grade 7 - Math, Science, STEM, ELA, and Social Studies</td>
</tr>
<tr>
<td>8</td>
<td>Passing at least 4 of 6 core academic classes for grade 8 - Math, Science, STEM, ELA, and Social Studies</td>
</tr>
<tr>
<td>9</td>
<td>4 College Readiness Credits</td>
</tr>
<tr>
<td>10</td>
<td>10 Cumulative College Readiness Credits</td>
</tr>
<tr>
<td>11</td>
<td>16 Cumulative College Readiness Credits</td>
</tr>
</tbody>
</table>
Assessment. The ICS assessment system first and foremost prioritizes assessment for learning or to inform learning, rather than assessment of learning. Although our intent will be to disaggregate, analyze and report out data at the school and individual level, we do this through building upon the assessments that matter the most for students. Our assessment system is aligned to what we value rather than what is easily measurable. We capture these values accordingly in three domains - Academic, Wellness, and Early College, spanning both individual and school level measures.

Course Assessments. Assessments during or at the end of the school year should provide a measure that informs students’ strengths and areas of growth. Assigning one letter grade to the end of a unit exam or at the end of the course does not accomplish this. For example, if a student receives a B for Integrated Algebra II - what does that tell the student about what he did well on, what he needs to work on, and whether or not he is prepared for College Algebra II? Hence, we use the deeper learning framework to serve as an assessment system for each course. Each course will employ a combination of unit based assessments that look more traditional in nature (e.g., using MCAS released items), more open-ended project-based assessments (e.g., reports, and laboratories), and a student end of year reflection portfolio that provides evidence that will be assessed according to the below deeper learning framework. Homework will be assigned and expected as our goal is to prepare students for independent college work. However, homework will fit into the Habits of Success criteria as it shows the ability to manage time and independently complete assignments.

<table>
<thead>
<tr>
<th>CONTENT KNOWLEDGE: SCHEMA</th>
<th>CONTENT KNOWLEDGE: FLUENCY</th>
<th>CREATIVE KNOW-HOW</th>
<th>HABITS OF SUCCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the student’s level of competency with the foundational concepts (schemas) of this course that will serve as a foundation for further study in the discipline?</td>
<td>What is the student’s level of factual knowledge, and numeracy, literacy, or procedural fluency skills that were expected in this course and prepare the student for further study in the discipline?</td>
<td>What is the student’s level of competency with employing the expected discipline-based practices (e.g., problem solving, modeling) that was required in this course and necessary for further study in the discipline?</td>
<td>What is the student’s level of competency with employing the necessary executive function skills (e.g., complete assignments, manage time, and seek out support) that was required in this course and necessary for further study in the discipline?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Score</th>
<th>Readiness Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Competency demand has not been demonstrated in this course/unit</td>
</tr>
<tr>
<td>1</td>
<td>Competency demand is approaching expectations for this course/unit</td>
</tr>
<tr>
<td>2</td>
<td>Competency demand is meeting expectations for this course/unit</td>
</tr>
</tbody>
</table>
Students will be assessed along these lines at the end of each unit of study. Our purpose is to identify strengths and next level of improvement work for each student and his or her family consistently throughout the year, leading to a culmination Course Feedback Card: We provide a hypothetical example, resulting in a grade, for a 9th grade student.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CONTENT KNOWLEDGE - SCHEMA</th>
<th>CONTENT KNOWLEDGE - FLUENCY</th>
<th>CREATIVE KNOW-HOW</th>
<th>HABITS OF SUCCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrated Algebra II</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

**Feedback.** Nelson demonstrated strong conceptual understanding of the core ideas of translations of functions this year. On the exam this quarter his open response compared how the constant parameter shifted the graphs of all function types (linear, quadratic, exponential, and logarithmic) up or down by the given constant amount. He similarly described the role coefficient parameters have on stretching or shrinking graphs of functions as well. In the amusement park project, he was able to identify applications of all types of functions in determining speed and critical values, while embedding architectural design elements. (CK Schema - 3). Although his ability to solve equations through factoring has greatly improved, he is still building this fluency for solving exponential equations (CK - Fluency 2). Nelson should continue to use his understanding of inverse functions and the properties of logarithms to improve fluency in solving those equations. Nelson enjoys using his reasoning skills to critique the reasoning of others. During Gallery Walks, his comments to other peers centers on justification of solution strategies. For example, in the amusement park project he provided his peers with a suggestion to analyze the rate of change of speed when justifying the function, the team chose to model the speed of the roller coaster (CKH - 3). Nelson showed a vast amount of improvement managing his time and responsibilities over the course of the year. He turned in all assignments on time in term 4. Furthermore, his reflection portfolio showed specific strategies Nelson uses to complete his assignments such as completing HW immediately after dinner at home. However, Nelson rarely asks questions of classmates or support from the teacher when he begins to struggle with a topic (HoS - 2). Nelson should reach out to at least two people per class he would like to serve as a peer support.

**Final Grade:** CK-Schema x 0.60 + CK-Fluency x 0.10 + CKH x 0.15 + HoS x 0.15 = 2.75 A

**Recommendation.** MTH 148 College Algebra

Hence, these types of curriculum based measures will be used regularly by teams of teachers and school leadership to inform curriculum and planning, to provide individual feedback for improvement to students and families. Other standards or curriculum based measures include MCAS and ACCESS - both of which can provide data on individual students and provide larger picture school data disaggregated by content area and subgroups for the larger school community such as the ICS Board and families.

**Diagnostic Assessments.** Based on the Science of Individuality which posits that there is no average learner, we rebuff the wide use of normative assessments (e.g., NWEA MAP and STAR) that place students into
composite percentiles and or grade levels, and do little to identify strengths and levels of developmental need. Rather than beginning with skills in need of remediation, we seek to accelerate learning and plan to use a combination of standards based assessments such as MCAS, ACCESS, and end of unit exams to measure progress. English learners will be assessed regularly using the WIDA Model to guide and inform academic language needs for individual students. In addition, for students in need of more curriculum-based diagnostic information we plan to follow the model supported by the WILSON Reading System in Literacy, and the assessment from Math Recovery to help identify targeted needs for students struggling with literacy and numeracy. We intend this level of data to support individualized acceleration plans for struggling students or those with specialized academic or language learning needs. Hence, teacher teams of special educators, English as a second language teachers, and teachers in their role as facilitating the acceleration block will use this level data to meet targeted needs, in the context of the demands placed on them for core coursework.

Wellness Assessments. In addition to academic assessments, ICS’ goal is to measure the priorities with developing the adolescent as a whole. Hence, we plan to incorporate non-academic measures that identify students’ sense of belonging, purpose, and overall well-being such as Wayfinder’s Waypoint tool. Complimenting this SEL tool, we plan to develop portfolio based assessments that capture a student’s Wayfinding Abilities through a partnership with NGLC MyWays. These measures will serve as the tools to inform school and individual improvement by leadership teams and student adjustment counselors, and align to the MA DESE Views of Learning and Climate (VOCAL) survey administered in grades 8 and 10. The VOCAL survey is reported as school level data disaggregated by subgroups and is best used for larger stakeholders such as the Board and larger stakeholders. For students whose social and emotional skills seem to be impeding academic progress or reaching competency in other SEL measures, we plan to use tools from Collaborative Problem Solving (CPS) at Think:Kids to help identify lagging skills that lead to challenging behaviors. This data can support targeted plans for students whose SEL skills are impeding academic progress, and will be used primarily by counselors, the wayfinding teacher, and shared with other core teachers and parents to create student plans using the CPS model.

Early College Measures. The mission of ICS is to drastically improve the postsecondary outcomes for historically underrepresented students in the South Coast. While the curriculum based, diagnostic, and wellness measures described above provide some measure of criteria that may predict or explain post-secondary outcomes, we also capture school level data that measures the actual outcomes of post-secondary success. Hence, high school level data such as graduation rates, advanced course taking, college credits and credentialing prior to graduation and then college enrollment and persistence post-graduation will serve as key indicators to communicate and assess progress of the school.

The table below captures the suite of data points we plan to incorporate.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Purpose</th>
<th>School</th>
<th>Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>MCAS</td>
<td>Summative</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>ACCESS</td>
<td>Summative</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Academic</td>
<td>Summative</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>End of Year Feedback Card</td>
<td>Summative</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>End of Unit Exam</td>
<td>Interim</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>End of Unit Project</td>
<td>Interim</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>WIDA Model</td>
<td>Interim</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Wilson Reading</td>
<td>Diagnostic</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Math Recovery</td>
<td>Diagnostic</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>VOCAL Survey</td>
<td>Summative</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Waypoint</td>
<td>Summative</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Wayfinding Portfolio</td>
<td>Summative</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Thinking Skills Inventory</td>
<td>Diagnostic</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Early College</td>
<td>Outcome</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Advanced Course Passing</td>
<td>Outcome</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>College Credits</td>
<td>Outcome</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Industry Credentialing</td>
<td>Outcome</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>HS Graduation</td>
<td>Outcome</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Post-Secondary Enrollment</td>
<td>Outcome</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Post-Secondary Persistence</td>
<td>Outcome</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

**Accountability Plan:** The school level measures identified above will serve as guideposts for pieces of the ICS Accountability Plan that address two of the three key design elements. Deeper Learning aligns to the Academic and Wellness Measures and Early College STEM aligns to the Early College measures in the above table. In addition, we will add an objective for Key Design Element 1 (Science of Adolescent Development) to ensure all staff build their knowledge base around the neuroscience of adolescent development cross referenced with culture and trauma-informed practices. In addition, we will add an
additional objective for Family Engagement as we prioritize the role family plays in supporting their child to achieve their hopes and dreams. Finally, our dissemination objective will be designed around serving as an innovative pilot for early college programming in the South Coast and then working with other districts to bring the innovation to scale in their schools. The Chief Officer for Learning and Development will oversee the accountability plan and ensure that it is utilized as a live document that drives our work into a cohesive model of school improvement throughout the school year. The Data Analyst and Technology Coordinator will provide the technical assistant to house the data, that allows ease of use to staff. Hence, we plan to embed the monitoring of data, mid-course corrections based on the data, and future planning that results from data analysis into existing systems and structures. The ICS organization chart shows the school's systems and teams through which this accountability plan will drive the school's improvement work. Finally, the measures of this accountability plan will also be used to communicate the impact of the school with the ICS Board (minimum of twice per year), Community Stakeholders, and Families.

<table>
<thead>
<tr>
<th>Objective</th>
<th>System for Oversight</th>
</tr>
</thead>
<tbody>
<tr>
<td>KDE 1: Adolescent Development</td>
<td>Instructional Leadership Team</td>
</tr>
<tr>
<td>KDE2: Deeper Learning - Academic</td>
<td>Academics Committee</td>
</tr>
<tr>
<td>KDE2: Deeper Learning - Wellness</td>
<td>Social and Emotional Learning Committee</td>
</tr>
<tr>
<td>KDE 3: Early College STEM</td>
<td>College and Career Working Group</td>
</tr>
<tr>
<td>Family Engagement</td>
<td>Family Engagement Committee</td>
</tr>
<tr>
<td>Dissemination</td>
<td>Executive Team</td>
</tr>
</tbody>
</table>

**Teacher Performance Evaluation.** ICS will use the Massachusetts Model System designed by the Department of Elementary and Secondary Education (DESE), pursuant to the educator evaluation regulation, 603 CMR 35.00 as our comprehensive educator evaluation system. In Year 1, ICS educators will draft a student learning goal and a professional practice goal as part of our summer retreat. The Chief Officer for Learning and Development and Head of School will lead the development of student learning goals, based on the learning profiles of incoming students. ICS educators will propose in September their final student learning and professional practice SMART goals for approval from the Head of School. Upon approval of their goals, educators will develop their educator plan with key action steps, with alignment to the ICS professional development plan and academic goals. From October to May educators will implement their plan, and the educator and Head of School will collect evidence of practice related to the standards and goals. During January and February, the Head of School will complete the formative assessment process with the educator, noting progress on goals, and performance on standards (with rubric). During the months of May and June, the Head of School will complete the summative evaluation, after analyzing evidence. The Head of School will use her professional judgement to assign a summative rating of proficient, needs improvement, exemplary, or unsatisfactory. The Head of School will also use her professional judgement to determine whether the educator remains on a one year plan, or shifts to a self-directed two year plan.

D. SUPPORTS FOR DIVERSE LEARNERS
ICS is prepared to enroll and welcome students with diverse learning needs including English learners (ELs) and students with disabilities, all of whom will be provided with full and meaningful access to the ICS general educational curriculum. ICS will provide a full continuum of services so that all students can receive needed services in an appropriate setting and participate fully in the educational goals and mission of the school.

**English language learners.** In accordance with DESE guidelines, ICS will develop written policies and procedures to accurately identify ELs and FELs in a timely, valid, and reliable manner. The policies and procedures will clearly state the purposes of intended uses of the Home Language Survey (HLS), including procedures for analyzing HLS results. ICS will utilize the student’s educational background to determine whether a language proficiency screening test is required. Additionally, ICS will establish clear procedures to identify students who enroll in the school as Former English Learners (FELs) in order to complete the four year monitoring process, providing instructional support as necessary. ICS will define the roles and responsibilities of staff who are responsible for making initial placement decisions and communicating with parents. ICS will train all personnel involved in the initial identification process to ensure that they have sufficient knowledge to implement our initial identification procedures.

**Process to Identify English Language Learners.** An ICS staff member trained in the administration of the DESE-provided HLS will administer it to all new students. ICS will maintain the HLS in students’ cumulative folders, and will keep a record of the parents’ preferred language for communication purposes. ICS will screen every newly enrolled student whose HLS indicates that there is a language other than English spoken at home. Exceptions to the screening include students who were previously classified as ELs and were then reclassified as FELs in their former districts; students who transferred from another district within Massachusetts who did not qualify as ELs on the English proficiency screening test administered in their former districts; and students who transferred from another district within Massachusetts or with ACCESS results from the last calendar year. ICS will use WIDA screening assessments, including WIDA Screener online and paper forms. ICS will use the results of the language screening assessment to determine whether the student is or is not an EL. ICS will follow DESE guidelines to determine English proficiency: Any student who takes the WIDA Screener and scores an overall composite proficiency level and a composite literacy (reading/writing) proficiency level of 4.0 or below is an EL and is eligible for ELE services. Only students who achieve a 4.5 composite proficiency level as well as 4.5 composite literacy (reading/writing) proficiency level are deemed English proficient. ICS will place students identified as ELs in an ELE program to address their limited English proficiency so that they have the opportunity to participate meaningfully and equally in the ICS educational program (G.L. c. 71A, § 4; 603 CMR 14.04). Further, ICS will ensure that we identify students with interrupted or limited formal education (SLIFE) properly according to DESE’s Massachusetts Students with Limited or Interrupted Formal Education (SLIFE) Definition and Guidance.

ICS will submit required data for the Department's Student Information Management System (SIMS) collection. ICS will code all students identified as “Limited English Proficient (LEP)” on SIMS Data Element DOE025 in all SIMS reports.

**Parent Notification.** ICS will notify parents and/or legal guardians, in their home language, of screening test results and the initial placement decision. Consistent with DESE expectations, within the first 30 days of the school year, ICS will provide parents of ELs identified for participation with information about the reasons for the identification of their child as an EL and the need for the child’s placement in an ELE
program; the child's level of English proficiency, how such level was assessed; the methods of instruction used in the program in which their child will be participating; how the program in which their child will be participating will meet the educational strengths and needs of their child; how the program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation; the specific exit requirements for the ICS ELE program, including the expected rate of transition from such program into mainstream classrooms, and the expected rate of graduation from high school; in the case of a child with a disability, how the ICS ELE program meets the objectives of the individualized education program of the child; and information pertaining to parental rights that includes written guidance:

- detailing the right that parents have to have their child immediately removed from their ELE program upon their request;
- detailing the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available; and
- assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered.

Additionally, ICS will annually provide parents/caregivers of ELs with a notification that includes an easily understood description of the purpose, method, and the content of the available ELE programs at ICS; information regarding parents’ right to choose an ELE program among those offered by the ICS; information regarding parents’ rights to request a new language acquisition program in accordance with the law; information about available conferences or meetings for parents to learn about the ELE programs offered in the school; information regarding parents’ rights to visit an ELE program in the school; and information regarding the parents’ right to withdraw a student from a language acquisition program.

**Opt-out Provision.** Parents of ELs may notify ICS of their wish to have their child “opt out” of the ELE program. In those instances, ICS will not provide separate English as a Second Language (ESL) instruction, but we will provide the necessary support and actively monitor the student’s progress so as to meet the student’s English-language and academic needs. Students will be placed in classrooms with an SEI-endorsed teacher and ICS will maintain the parent’s opt out notice for each year in the student’s file. ICS will also classify students who have opted-out as “ELs” on district reports, annually assess their language proficiency with the state mandated English language proficiency test ACCESS for ELLs, and notify parents of their child’s participation in such assessments, as well as assessment results.

**English Language Education Program.** All ICS EL students will have access to the curriculum and receive the same opportunities to master the academic standards and curriculum frameworks as their native English-speaking peers, including early college access and career readiness. ICS will use Sheltered English Immersion (SEI) to meet the academic and language needs of our EL population by providing ELs with systematic, explicit, and sustained English language development and meaningful participation in the ICS’ general educational program. Sheltered content classes are taught in English by licensed and SEI trained teachers who are certified in the grade level. Core academic teachers must possess an ESL license or hold the SEI Endorsement to be qualified as teachers of ELs. ICS will include English as a Second Language (ESL) instruction in the implementation of our ELE program to advance English language development and promote academic achievement of ELs. Our ESL instruction will also include social and academic language in all four domains, including listening, speaking, reading, and writing. Only licensed ESL teachers will provide instruction in English Language Development (ELD) or English as a Second
Language (ESL) classes. ICS will annually assess the English proficiency of all EL students, in grades 6-12 with the ACCESS for ELs 2.0 standardized exam. ELs, including opt-out students, will be assessed annually using ACCESS until such time as their assessments and other relevant data indicate English language proficiency. The ACCESS for ELs test will be administered by staff members who have participated in assessment training.

**Curriculum and Instruction.** ICS will provide ELs with subject matter content and ESL instruction aligned to the Massachusetts Curriculum Frameworks and the WIDA ELD Standards Framework. Our Chief Officer for Learning and Development will procure curricular materials that advance ELs’ academic and linguistic development simultaneously and align fully to the content and rigor of grade-level standards as described in our scope and sequence and course descriptions. Importantly, ICS is aligning its program development with the *Massachusetts Vision and Blueprint for English Learner Success.* As described in the Blueprint, four distinct pillars identify specific building blocks at the classroom and school levels. ICS is committed to an asset-based teaching and learning approach where educators know their students and deliver instruction that reflects their cultures, families, and experiences, such that it promotes student success with rigorous content. Further, ICS educators will empower ELs by providing instruction that leverages their cultures, families, and experiences and supports them to take academic and linguistic risks. ICS educators will draw upon their training and preparation to teach culturally and linguistically diverse students using research-based best practices, using specific content and pedagogical knowledge learned in the SEI endorsement course and other EL-related professional development provided by ICS.

In consideration of research-based practices, the National Academies of Sciences, Engineering, and Medicine released *Promoting the Educational Success of Children and Youth Learning English: Promising Futures* (2017) identifies promising and effective practices for ELs in grades preschool through grade twelve. For ELs in grades 6-8, the report captures the complexity of dual goals for language development and content area learning.

[ELs] face new challenges in middle school that influence their opportunities to learn both the English language and the rigorous academic subject matter required by today’s higher state standards and the middle school curriculum itself relative to their previous school experience. For adolescents, literacy involves more abstract language and concepts than the more concrete ideas encountered during the primary grades (Duke and Carlisle, 2011; Snow and Uccelli, 2009). Whether ELs are successful in meeting these new requirements will have consequences for their high school experiences and their career and postsecondary education prospects (p. 305).

Hence, ICS curriculum and instructional methods will incorporate the following research-based promising practices from the aforementioned report:

- **Promising Practice 1: Provide ELs Access to Grade-Level Core Course Content** - Providing middle school ELs with materials at the same grade level as that of materials provided to their peers is important to enable them to meet the requirements for deep understanding, interpretation, and reflection on academic texts in English, as long as such instruction is coupled with evidence-based methods that support ELs in comprehending the core content.

- **Promising Practice 2: Support Comprehension and Writing Related to Core Content** - students require support from teachers, both linguistically and strategically, to make sense of classroom discourse and course materials. Characteristics shared by intervention studies were the use of visual
supports (e.g., graphic organizers, illustrations, multimedia) and language supports (e.g., bilingual glossaries) to help ELs comprehend complex course content and write about the core content.

- **Practice 3: Capitalize on Students’ Home Language, Knowledge, and Cultural Assets** - Middle school studies that showed positive effects capitalized on ELs’ assets even when the instruction was delivered in English.

- **Promising Practice 4: Use Collaborative, Peer Group Learning Communities to Support and Extend Teacher-Led Instruction** - Adolescents’ growing awareness of their social status in peer groups in school and their community (Smetana et al., 2006), especially how they are perceived as ELs, needs to be considered in planning classroom practices (Cisco and Padrón, 2012; Kim and Viesca, 2016). It is important to foster the capacity to engage in dialogue with peers and teachers, especially in science (Gonzalez-Howard and McNeill, 2016).

In terms of promising practices in grades 9-12 the report acknowledges less available research on effective practices, but summarizes some promising practices.

There is less research on effective instructional practices for high school English learners (ELs) than for the other grade spans. However, some promising practices include a focus on academic language development that embraces all facets of academic language and includes both oral and written language across content areas; structured reading and writing instruction using a cognitive strategies approach and explicit instruction in reading comprehension strategies; opportunities for extended discussion of text and its meaning between teachers and students and in peer groups that may foster motivation and engagement in literacy learning; provision of peer-assisted learning opportunities; and rigorous, focused, and relevant support for long term ELs (p. 327).

In alignment with research-based practices and the *Massachusetts Vision and Blueprint for English Learner Success*, ICS educators will have and use curricular materials that advance ELs’ academic and linguistic development simultaneously and align fully to the content and rigor of grade-level standards. Moreover, ICS educators will engage in school-sponsored intentional and ongoing professional learning that provides them with the necessary tools and strategies to meet the academic and linguistic needs of ELs.

**Instructional and Support Staff.** ICS educators will hold the same expectations for all students and demonstrate the belief that all ELs can meet or exceed grade-level standards with the right supports and scaffolds in place. ICS educators assume responsibility for developing ELs’ academic and social language, and provide instruction and active practice opportunities for ELs that build their linguistic and academic skills continually. As ICS opens to 315 students in September 2022, it is reasonable to anticipate 56 ELs, based on the combined demographics and enrollment rates in New Bedford and Fall River. The ICS Year 1 budget includes three EL teachers to support the needs of our inaugural group of students. Additionally, our budget identifies that one of the ESL teachers will be designated as the ELL Coordinator, receiving a $10,000 stipend for additional responsibilities. Each teacher will be assigned to a grade level in grades 6-8. ESL teachers will have Massachusetts ESL licensure. Our average teacher salary for budget planning purposes is $62,000. ICS will add an additional ESL teacher in Year 2, and an additional ESL teacher in Year 3 for a total of 5 licensed ESL teachers for our first five years of operation. Additionally, as described in a later section, ICS staffing will include a Coordinator of Student and Family Support in Year 1, who will coordinate and provide direct support to students and families. Using a holistic wraparound model of support, the Coordinator of Student and Family Support will work with ICS educators to understand student and family assets and needs and ensure student support plans are coordinated across the classroom.
and the school, in the home, and in collaboration with community partners. ICS seeks a bi- or trilingual (Portuguese and/or Spanish) individual to fill the role, as engaging with our ELs and their families is of paramount importance to us.

Whenever possible, classes will be co-taught by an ESL teacher and a content teacher. Other configurations will feature a push in or pull out model of instruction. The details of student grouping and instructional delivery will be subject to the number of ELs enrolled at ICS, as well as the number of ELs at each given level and grade. All grade and EL level groupings will be made in accordance with DESE guidance. Students who test at a WIDA Level 1, Level 2 and Level 3 (ACCESS 2.0 Overall Scores 1.0-2.4) will be considered foundational, and will receive one 90-minute block per day of direct ESL instruction, delivered by a licensed ESL teacher. Students who test at WIDA Level 3, Level 4, Level 5 and Level 6 (ACCESS 2.0 Overall Scores 2.5 and higher) are considered transitional and will receive one 90-minute block every other day of direct ESL instruction.

ICS schedules for ELs ensure no disruption to core content instruction or ESL, two mandated instructional components in ELE programs. Foundational level ELs will receive pull out ESL services in lieu of world languages and one special for a total of 360 minutes per week. While not shown in a table, students at a transitional level will receive 270 minutes per week of ESL services. In addition to ESL services all ELs will be provided with acceleration blocks as part of their student schedule.

<table>
<thead>
<tr>
<th>Grade 6 Student English language learner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>ELA</td>
</tr>
<tr>
<td>PLTW</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>ESL instruction (Art/PE/Music)</td>
</tr>
</tbody>
</table>

Teachers who have obtained the SEI endorsement will teach content classes where ELs learn alongside their non-EL peers. Should any teachers not yet be SEI endorsed upon our school’s opening, they will immediately be enrolled in a course or obtain the endorsement by an otherwise DESE approved route. Our proposed Head of School has her SEI endorsement, and all other supervisory staff will be required to have their SEI endorsement, or will be immediately enrolled in a SEI endorsement course upon hiring. The ICS master schedule provides 90 minutes of planning and collaboration time for all teachers, every day. ESL teachers, general education teachers and, where appropriate, special education teachers have regular, collaborative planning time to provide effective instruction for ELs, including reviewing student data, analyzing student work, and designing instruction with appropriate scaffolds. Moreover, ICS educators will be supported to use the English Learner Education Collaboration Tool provided by DESE. In addition, ICS educators will have access to RETELL course offerings by DESE to support continued professional learning.

**English Language Learners with Disabilities.** ELs with disabilities are entitled to receive both English learner education (ELE) and special education services. ICS will design and implement language support
programs so that ELs with disabilities receive effective English language development and content instruction at appropriate academic levels and that they make progress towards meeting their English language proficiency benchmarks and Individualized Education Program (IEP) goals. In the case of an EL with a disability, the Individualized Education Program (IEP) team will specify which special education services are required for the student to have meaningful access to all educational programs, including the ELE program.

**Program Evaluation.** ICS will conduct periodic evaluations of its ELE program at least every two years to determine whether the program is efficient in developing students’ English language skills and increasing their ability to participate meaningfully in the general educational program. ICS will use criteria established by DESE to determine program effectiveness including:

- ELs’ growth in acquiring English and measured by Student Growth Percentiles for ACCESS (SGPAs).
- Participation rates of at least 95% of ICS ELs in the annual administration of MCAS exams as required and in accordance with Department guidelines.
- The use of qualified staff, appropriate procedures, and state-required assessments to identify students who are ELs and to assess their level of English proficiency in reading, writing, speaking, and listening, as appropriate for their grade.
- The grouping of students to ensure that ELs receive effective content instruction at appropriate academic levels and that ESL instruction is provided at the appropriate proficiency level.
- The degree to which ESL instruction is aligned to the Massachusetts Curriculum Frameworks and must integrate components of the WIDA English Language Development (ELD) Standards.
- The inclusion of parents or guardians of ELs in matters pertaining to their children’s education and ELE programs.
- The academic achievement of ELs and FELs as compared to their never-EL peers using MCAS scores and student growth percentiles (where applicable) in English Language Arts (ELA), Mathematics, and Science and Technology/Engineering (STE), as well as early college course completion rates and high school graduation rates.

The ICS final application will include a complete English Language Education Program Proposal.

**Special Education Services.** ICS is an inclusive school and we believe students with learning differences strengthen school culture and learning environments. The ICS Founding Group also believes that students with learning differences learn best when alongside their peers. The individual responsible for the development of this section of the application is our proposed Executive Director, who is a former special education teacher, licensed special education administrator, and licensed superintendent of schools, responsible for the delivery of special education services to thousands of students with disabilities over the course of her career.

In accordance with IDEA provisions, we will educate our students with disabilities in a least restrictive environment (LRE) to the greatest extent appropriate and defined by each student’s Individualized Education Plan. In-class special education teachers will support students with disabilities through accommodations and, as necessary, modifications to curriculum, instruction or the classroom learning environment. Should an IEP call for services to be delivered outside of the general education classroom, students will receive those services from a licensed special education teacher or related service provider. Moreover, ICS will offer our students a full range of services to ensure their academic and social emotional
success. We commit to our mission as an inclusive school that does not discriminate, in any way, including against students with disabilities (Section 504, Rehabilitation Act of 1973; Title II, ADA; M.G.L. c. 71, §89(m); 603 CMR 1.06(1)) and as such we will provide all required services to a student with a disability who is eligible for enrollment.

**Identifying Special Education Students.** *Students who enter with an IEP:* Upon enrollment, parents and/or guardians will complete questionnaires (translated into their native language, as needed) to specify if their child has been diagnosed with a disability or has received special education services. The Director of Student Support will use formal school records and communication with parents to gain further insight, while requesting IEPs from the student’s previous school. We will adhere to the existing IEP and provide all mandated services until the Director of Student Support can convene the special education team to review the student’s IEP and needs. *Students who demonstrate potential support needs:* Students who do not have an IEP, but display the prospective need for support (as evidenced by student performance and teacher input) will participate in our school-wide Response to Intervention (RtI) process, following the guidelines of the Massachusetts Tiered System of Support (MTSS). All teachers will receive professional development on RtI theory, its process and implementation methods.

RtI teams will be developed for each grade level. Each grade level RtI team will consist of the Director of Student Support, an ESL teacher, core academic teachers and a special education teacher. The RtI team will develop and implement an RtI plan with tier two interventions specific to the student’s needs for a minimum of five weeks. The RtI team will reconvene and review student data to determine if the interventions are demonstrating academic growth. If the student is not making adequate progress, the RtI team will establish intensive support and targeted interventions (tier three). If the student continues to experience academic difficulties, s/he will be referred for special education evaluation. In the event that a parent/caregiver requests an evaluation, we will promptly begin a formal evaluation. If the parent/caregiver is unfamiliar with the process for testing, or with the special education process in general, this will be explained, in person, and in a language that the family understands.

**Evaluation consent and process:** The Director of Student Support and special education teachers will discuss concerns with parent/caregiver and student (if 14 years of age or older) and seek consent to evaluate. We will follow all procedures outlined in 603 CMR 28.07 regarding consent to evaluate. Parents will receive all mandated documents in their native language with opportunities to ask clarifying questions. If needed, materials will be orally communicated (in native language). After receiving written consent, the evaluation will be completed within 45 school working days after the parent gives consent. The following steps will take place consistent with federal and state requirements:

*Step 1: Evaluation.* The evaluation will assess the student in all areas related to the student’s suspected disability. The evaluation results will be used to decide the student’s eligibility for special education and related services and to make decisions about an appropriate educational program for the child.

*Step 2: Eligibility is decided.* The Director of Student Support, parent(s)/caregiver(s), a special education teacher, the ESL teacher, if applicable, a general education teacher, a related service provider(s), and the student, if he or she is above the age of 14 review the evaluation results and RtI data. Together, they decide if the child is a “child with a disability,” as defined by IDEA. Parents may ask for a hearing to challenge the eligibility decision if they disagree with it.

*Step 3: Child is found eligible for services.* If the student is found to be a “student with a disability,” as defined by IDEA, he or she is eligible for special education and related services, and
Step 4: *IEP meeting is scheduled.* ICS schedules and conducts the IEP meeting. ICS staff will:

- contact the participants, including the parents;
- notify parents early enough to make sure they have an opportunity to attend;
- schedule the meeting at a time and place agreeable to parents and the school;
- tell the parents the purpose, time, and location of the meeting;
- tell the parents who will be attending; and
- tell the parents that they may invite people to the meeting who have knowledge or special expertise about the child.

Step 5: *IEP meeting is held and the IEP is written.* The IEP team gathers to talk about the student’s needs and write the student’s IEP. Parents and the student (when appropriate) are part of the team. The individual education plan must be completed within 10 days of the team meeting or within 45 days from the date evaluation consent was received. The IEP will address the parent and/or student’s concerns, visions and transitional goals (if he or she is above the age of 14). It will also target the learning style, strengths, weaknesses and accommodations and/or modifications needed to successfully access the general curriculum. Before ICS may provide special education and related services to the students for the first time, the parents must give consent. The student will receive services as soon as possible after the meeting. If the parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. If they still disagree, parents can ask for mediation, or the ICS may offer mediation. Parents may file a complaint with the state education agency and may request a due process hearing, at which time mediation must be available.

Step 6: *Services are provided.* ICS ensures that the student’s IEP is being carried out as it was written. Parents are given a copy of the IEP. Each of the student’s teachers and service providers have access to the IEP and know his or her specific responsibilities for carrying out the IEP. This includes the accommodations, modifications, and supports that must be provided to the child, in keeping with the IEP.

Step 7: *Progress is measured and reported to parents.* The student’s progress toward the annual goals is measured, as stated in the IEP. Parents are regularly informed of their child’s progress and whether that progress is enough for the child to achieve the goals by the end of the year. These progress reports must be given to parents at least as often as parents are informed of their nondisabled children’s progress.

Step 8: *IEP is reviewed.* The student’s IEP is reviewed by the IEP team at least once a year, or more often if the parents or ICS staff ask for a review. If necessary, the IEP is revised. Parents, as team members, will be invited to attend these meetings. Parents can make suggestions for changes, can agree or disagree with the IEP goals, and agree or disagree with the placement. If parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. There are several options, including additional testing, an independent evaluation, or asking for mediation (if available) or a due process hearing.

Step 9: *Student is reevaluated.* At least every three years the student will be reevaluated. Its purpose is to find out if the child continues to be a “student with a disability,” as defined by IDEA, and what the student’s educational needs are. However, the student will be reevaluated more often if conditions warrant or if the student’s parent or teacher asks for a reevaluation.

**Assessing and Monitoring Progress:** As mentioned above, the IEP team, led by the Director of Student Support will meet annually to discuss and review the progress of students on IEPs, current performance...
levels, and appropriate action steps for members of the team. Quantitative and qualitative data will be presented during annual meetings to inform whether the student is progressing toward his/her IEP goals. Special education teachers, content teachers, and outside providers (if applicable) will be part of the monitoring of student progress toward IEP goals and benchmarks. Each student will be reevaluated at least every three years to determine eligibility. During annual meetings, the IEP team will determine how each student with an IEP will participate in MCAS and other school-based assessments in accordance with Requirements for the Participation of Students with Disabilities in MCAS. The IEP team will determine whether the MCAS test, with or without accommodations, or the MCAS-Alternate Assessment (MCAS-Alt) suit the individual needs of the student. Parents may request an IEP meeting at any time and the team may reconvene before the annual meeting if the IEP needs to be amended.

When evidence suggests a student will likely meet his/her IEP goal before the annual IEP meeting and a revised goal is needed, the Director of Student Support will discuss these adjustments and initiate an IEP amendment meeting. Likewise, this process will also apply when a student is displaying the need of more intensive support than stated in the IEP. If we suspect that a student may no longer require SPED services, we will initiate a Team meeting to propose an evaluation to determine if the student continues to be eligible for services. Students on IEPs will receive IEP progress reports on the same schedule that the school gives all students progress reports and report cards. Special education teachers and their general education counterparts, as well as outside providers (if applicable), will actively track and monitor student progress on IEP goals and benchmarks. All data and information will be collected and shared with the special education teacher through common planning time, formal/informal meetings and/or virtual means of communication to inform quarterly progress reports. If we expect a currently enrolled student with disabilities may need services outside of our offerings, the Director of Student Support will convene an individual education plan team meeting for the student. Notice of the team meeting will be sent to the special education department of the New Bedford or Fall River school district at least 5 days in advance. Personnel from the school district will be encouraged to participate in the team meeting concerning future placement of the child if necessary (M.G.L. c. 71 §89).

504 Plans. The school adjustment counselors will create the 504 plans, maintain them, circulate them to all pertinent parties, and update them annually in our student information system.

Specialized instruction and Continuum of Services. ICS will use a Response to Intervention (RtI) process in conjunction with the Massachusetts Tiered System of Support (MTSS) to support our entire student population by providing targeted interventions/supports to ensure all students achieve academic success. RtI is a three-tiered approach designed to support students by connecting instruction to assessments. Tier 1 interventions are embedded within the programs and structures that exist in the school in the core content areas within the general education classroom. Tier 2 interventions are for students who need additional support from teachers to be successful in school. Tier 3 interventions are more intensive and address students’ obstacles to success. Additionally, as described in detail previously, the ICS master schedule includes acceleration blocks for all students.

Academic Accommodations with College Courses: All accommodations, governed under Section 504 of the Rehabilitation Act and the American’s with Disabilities Act, will be afforded to all ICS students, both at ICS and our college partners. All services will remain the responsibility of ICS and will be coordinated with college partners. It is recommended that a student’s enrollment in a college course be utilized as an opportunity to familiarize the student with the accommodations that they may need in a postsecondary
setting and to introduce the postsecondary institution to the students’ needs for accommodation. During an IEP meeting, transition planning should include putting the interests and needs of the students first. A decision to enroll with one of our college partners would be noted in the “Transition Services” portion of the IEP and, under the area of “Education and Training” listing the “services” and “Who will help with this” as appropriate. There must be an understanding that the student continues to receive special education services provided via their IEP while still enrolled in high school. IEP meeting minutes should reflect the student’s enrollment in the college courses.

How Services for Students on IEPs will be Delivered During the School Day. Special education students whose IEPs require an inclusion setting will take classes with non-special education students and will receive support from a special education teacher and a regular education teacher in accordance with their IEP.

Professional Development and Common Planning Time. In addition to participating in school-based professional development for all ICS educators, special education teachers will also participate in professional development provided by Landmark College customized for ICS in the areas of supporting neurodiverse learners, the critical role of executive functioning. Common planning time will be held at least once a week for special education and regular education teachers to assist in the facilitation of accommodations and modifications. Teachers will develop a sense of shared responsibility to best support all students.

Evaluation of the Special Education Program: The Head of School, Chief Officer for Learning and Development and the Director of Student Support, will evaluate the effectiveness of the Special Education program annually by reviewing the following criteria: student progress on special education progress reports, student academic progress, student behavioral progress, and MCAS student performance and growth measures.

Special Education Staff: Our proposed executive director is a former special education teacher and licensed special education administrator. She will provide program leadership and oversight, including ensuring that school practices and policies are in compliance with state and federal laws and regulations. The Director of Student Support will have a working knowledge of special education law, experience with specialized instructional practices, and will chair IEP meetings. Our Head of School will be responsible for the supervision of all special education teachers.

The Chief Officer for Learning and Development, Head of School, and Director of Student Support will work closely with teachers and related service providers and together; they will develop a formalized system of high-quality evidence-based instructional methods and a structure for monitoring instructional practice and student progress. In Year 3, ICS will hire an Administrator of Special Education to assume the special education duties from the Director of Student Support. This is in alignment as the ICS enrollment grows to 520 students, and college courses begin.

Applying the current percentage of students with disabilities in Fall River and New Bedford, it is reasonable to anticipate that ICS will serve 73 students with disabilities in Year 1. Therefore, ICS will ensure that special education students’ needs are met by hiring four MA licensed special education teachers. One special education teacher will be designated for each grade level of our inclusion model, and the additional teacher will be deployed in areas where additional support may be needed, dependent upon
services noted in IEPs, as well as the number of IEPs at each given level and grade. In Year 2 ICS will add an additional special education teacher, and again in Year 3. In Years 4 and 5, once our students begin taking college courses in the 11th and 12th grade, two special education teachers will be assigned to each grade, for a total of 10 special education teachers by Year 5.

The table below describes student support staff, qualifications, a description of primary areas of responsibility, the level of staffing in our first five years, and, where applicable, the percentage of administrator time devoted to special education (i.e., Director of Student Support). Additionally, as noted below, ICS intends to outsource services such as occupational therapy, physical therapy, or speech therapy. We will begin identifying individuals in the region who provide these services in order to include providers in our final application.

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<th>Staff</th>
<th>Qualifications</th>
<th>Description</th>
<th>FTE</th>
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<tr>
<td>Director of Student Support ($90,000)</td>
<td>Background as a special education teacher with experience administering special education services. Facilitates IEP Meetings, serves as the school's chairperson until Y3 (~73 SWD in Y1 and 100 SWD in Y2). May carry limited team chair duties in Y3 and on.</td>
<td>*portion of FTE devoted to sped = 1/25  *portion of FTE devoted to sped = 1/33  *portion of FTE devoted to sped = 1/10  *portion of FTE devoted to sped = 1/10</td>
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<tr>
<td>Administrator for Special Education ($90,000)</td>
<td>MA Licensed Special Education Administrator. Assures above duties from Director of Student Support. Ensures compliance with all federal and state laws. Assumes supervision and evaluation of all special education teachers.</td>
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<tr>
<td>Special Education Teachers ($62,000)</td>
<td>For appropriate grades and severity level - licensed as MA special education teacher or equivalent license from another state, or approved educator prep program. Special education teachers work with students full-time in inclusion, co-teaching, and pull-out settings, depending on the IEP service grid.</td>
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<td>Related Service Providers (OT, PT, SLP) ($65/hour)</td>
<td>Current MA professional license issued by appropriate licensing board. Provides necessary services as identified on a student's IEP. Evaluates and progress monitors as part of the IEP process.</td>
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<td>School Psychologist ($90,000)</td>
<td>Appropriate license issued by MA Board of Allied Mental Health. Identifies potential learning, mental and behavioral disorders in</td>
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<td>Role</td>
<td>Education/Training Requirements</td>
<td>Responsibilities</td>
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<td>Coordinator of Student and Family Support (−$85,000)</td>
<td>Master's degree in Education, School Leadership, Social Work, or related field required.</td>
<td>Design and facilitate the creation of student development support plans that incorporate school-based support, family/home support, and community-based support.</td>
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<td>School Adjustment Counselor (−$62,000)</td>
<td>Appropriate license issued by Massachusetts Board of Registration of Social Work or Massachusetts Board of Allied Mental Health Professionals</td>
<td>Provides counseling and support services through interventions, programs and services to support social and emotional wellbeing. Will deliver counseling services as noted in IEP.</td>
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<td>Guidance Counselor (−$62,000)</td>
<td>MA license as a School Guidance Counselor</td>
<td>Coordinates scheduling for all students, maintains student records, coordinates early college with the Director of College and Career.</td>
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<td>ELL Teachers (−$62,000)</td>
<td>MA license in English as a Second Language (ESL), or English Language Learner (ELL). SEI endorsement is required.</td>
<td>Provides instruction to ELs in grade and EL level groupings in accordance with DESE guidelines. Administer screenings, ACCESS as needed.</td>
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<td>ELL Coordinator (−$10,000 stipend)</td>
<td>MA license in English as a Second Language (ESL), or English Language Learner (ELL). SEI endorsement is required.</td>
<td>ELL Coordinator is one of the ELL teachers in the previous row. Provides all services as described for ELL Teacher. Additional duties include coordination and oversight of EL screening, identification, and monitoring for progress.</td>
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<td>Teacher Assistants</td>
<td>Demonstrated ability to work as a team in developing and delivering academic programs for students.</td>
<td>Provide instructional and SEL support to EL and special education students as identified by the Head of School.</td>
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E. CULTURE AND FAMILY ENGAGEMENT

ICS will utilize effective, research-based practices to create settings in which our students’ healthy growth and development are prioritized. Darling-Hammond and Cook-Harvey (2018) examine how schools can create settings in which students’ healthy growth and development are central to the design of classrooms and the school as a whole. Further, they describe key findings from the sciences of learning and development, the school practices that should derive from this science, writing “knowledge about human learning and development demonstrates that a positive school environment is not a ‘frill’ to be attended to after academics and discipline are taken care of. Instead, it is the primary pathway to effective learning.” The research highlighted by Darling-Hammond and Cook-Harvey aligns with and supports our key design element of the science of adolescent development.

In alignment with our mission and key design elements, ICS incorporates the framework below offered by Darling-Hammond and Cook-Harvey to create a safe school environment and address the physical, social, emotional, and health needs of our anticipated student population:

1. **Supportive environmental conditions that create a positive school climate and foster strong relationships and community.** These conditions can be accomplished through:
   a. a caring, culturally responsive learning community in which all students are valued and are free from social identity threats that undermine performance;
   b. structures that allow for continuity in relationships and consistency in practices; and
   c. relational trust and respect between and among staff, students, and families enabled by collegial support for staff and proactive outreach to parents.

One of the ways ICS will foster strong relationships between staff and students is through our Wayfinding period, which is in essence our advisory period, utilizing Project Wayfinder as our SEL curriculum. ICS educators and students will engage in advisory work 2-3 times per week in 90 minute blocks related to the Project Wayfinder Toolkit. Our design offers the opportunity for educators to loop year-to-year with their advisory groups for continuity in relationships. Moreover, as described in our key design element of the science of adolescent development, culturally sustaining practices, ICS teachers will recognize and celebrate their students’ identities, lived experiences and culture, sustaining culturally sustaining learning environments as articulated in Zaretta Hammond’s Culturally Responsive Teaching and the Brain. Importantly, as described within our key design principle of the science of adolescent development, belonging, identity and purpose, ICS will seek to ameliorate social identity threats that students may have been exposed to in previous educational settings (Schmader and Johns, 2003). ICS educators and leaders will seek to mitigate stereotype threat by providing positive affirmations about each student’s value and competence, as well as positive cultural representations and messages of inclusiveness in the curriculum and classrooms.

ICS recognizes that an effective partnership between the school and our families is critical to student learning and success in an early college model. Research shows that students receive significant benefits from a collaborative school-family partnership including: higher grades and test scores, better attendance and homework completion, fewer placements in special education, more positive attitudes and behavior, higher graduation rates and greater enrollment in post-secondary education. We will engage our parents and caregivers as partners with valued expertise. Strategies for engagement will be described in a forthcoming section, including tools for outreach and regular communication, student-teacher-family conferences, home visits, and community walks.
2. Social and emotional learning (SEL) that fosters skills, habits, and mindsets that enable academic progress and productive behavior. Such learning can be developed through:
   a. explicit instruction in social, emotional, and cognitive skills, such as intrapersonal awareness, interpersonal skills, conflict resolution, and good decision making;
   b. infusion of opportunities to learn and use social-emotional skills, habits, and mindsets throughout all aspects of the school’s work in and outside of the classroom; and
   c. educative and restorative approaches to classroom management and discipline, so that children learn responsibility for themselves and their community.

As detailed in previous sections, ICS utilizes Project Wayfinder as our SEL curriculum. Additionally, for students whose social and emotional skills seem to be impeding academic progress or reaching competency in other SEL measures, we plan to use tools from Collaborative Problem Solving (CPS) at ThinkKids to help identify lagging skills that lead to challenging behaviors. This data can support targeted plans for students whose SEL skills are impeding academic progress, and will be used primarily by counselors, the Wayfinding teacher, and shared with other core teachers and parents to create student plans using the CPS model, focused on restorative and educative approaches. Most importantly, social emotional learning is integrated throughout the school day as a component of curriculum design. Further, the MyWays™ framework (described in the key design element of deeper learning) supports the development of competencies within habits of success related to social skills and responsibility, focusing on interpersonal skills, empathy, cooperation, leadership skills, ethics, and moral reasoning. While ICS is STEM focused, students develop a knowledge of human cultures, systems, languages and histories as well as global themes to understand, empathize, connect and work with others.

3. Productive instructional strategies that support motivation, competence, self-efficacy, and self-directed learning. These curriculum, teaching, and assessment strategies feature:
   a. meaningful work that connects to students’ prior knowledge and experiences and actively engages them in rich, engaging, motivating tasks;
   b. inquiry as a major learning strategy, thoughtfully interwoven with explicit instruction and well-scaffolded opportunities to practice and apply learning;
   c. well-designed collaborative learning opportunities that encourage students to question, explain, and elaborate their thoughts and co-construct solutions;
   d. a mastery approach to learning supported by performance assessments with opportunities to receive helpful feedback, develop and exhibit competence, and revise work to improve; and
   e. opportunities to develop metacognitive skills through planning and management of complex tasks, self- and peer assessment, and reflection on learning.

As described in the Curriculum and Instruction section, investigations, interdisciplinary applications and projects, reflection, argumentation, and problem solving will be a foundational component of all units of study. ICS students will engage with content through learner-driven, purposeful, real-world experiences. The ICS key design element of deeper learning, as articulated through the MyWays™ framework, incorporates opportunities for critical thinking, problem solving, and inquiry into all curriculum and instructional planning. Students will identify and define problems and propose solutions using analytical thinking approaches, systems thinking approaches, and design thinking approaches. Using design thinking, students work creatively with others, implement innovation, and develop entrepreneurial skills and
mindsets. Opportunities for communication and collaboration are evident in ICS classrooms as students articulate thoughts orally, in writing, and non-verbally; listen effectively; use communication for a range of purposes; communicate in diverse environments; work effectively and with respect in diverse teams; show flexibility; assume shared responsibility; and value individual contributions.

4. **Individualized supports that enable healthy development, respond to student needs, and address learning barriers.** These include:
   
   a. access to integrated services that enable children’s healthy development;
   
   b. extended learning opportunities that nurture positive relationships, support enrichment and mastery learning, and close achievement gaps; and
   
   c. multi-tiered systems of academic, health, and social supports to address learning barriers both in and out of the classroom.

ICS implements a three-tier model of support to address student’s academic and social emotional learning. Additionally, the ICS staff model includes school adjustment counselors, guidance counselors, a director of student support, and coordinator of student and family support to integrate academic and nonacademic areas of support for students. The coordinator for student and family support will identify and partner with community organizations that contribute to our students’ healthy development. As detailed previously, ICS will ensure that all students have regular access to Physical Education, Music, and the Arts not only because of the value of the disciplines in themselves, but also because of their potential in promoting lifelong wellbeing and physiological regulation.

**Parents/Caregivers as Partners.** ICS will provide parents/caregivers with various mediums to access teachers, counselors, and school leaders to remain updated on curriculum, events, and individual student information including email, google classroom, and messaging applications. Through the school’s student information system, parents will have immediate access to their student’s academic progress including grades, assignments, and teacher comments. All ICS teachers are expected to share classroom information including classroom rules and procedures, grading policy, rituals and routines. at the beginning of the school year and maintain regular communication with parents and caregivers concerning their student’s successes and/or challenges on a regular basis through reports, notes, letters, and phone calls. ICS looks forward to implementing innovative family engagement activities. For example, community walks provide the opportunity for students to lead teachers and other school staff through their communities. Prior to walks, school staff participate in professional development to learn more about the neighborhoods/communities they will be visiting (Learning Policy Institute & Turnaround for Children, 2021).

Through the ICS Parent/Caregiver Advisory Group, coordinated efforts between the school and family representatives will be made to help identify the concerns of students, parents, and community members by assisting in developing solutions. The Parent/Caregiver Advisory Group will review and discuss aggregate and disaggregate student data (academic and nonacademic) and meet monthly with school leaders to provide advice and assistance regarding the academic achievement of students. To engage all families, the Coordinator of Student and Family Support, along with other school leaders, will hold office hours for families who want to come into the school to address concerns in person. ICS will also offer virtual weekly parent meetings to provide pertinent updates and answer questions from the school community. It is also the responsibility of the Parent/Caregiver Advisory Group to invest in developing community partnerships.
to support the learning experience for students including new opportunities for academic and social/emotional learning, career exploration and family engagement.

In order to make college more accessible to families, the Coordinator of Student and Family Support and the Director of College and Career (Year 2), in conjunction with guidance counselors, will host monthly College Knowledge Nights at the school. College Knowledge Nights aim to provide parents and students with timely and topic-specific information to alleviate the pressures that come with enrollment in college courses as high school students. ICS staff will provide lessons and resources on topics such as STEM majors, credit transferability and FAFSA completion and college financial aid. ICS guidance counselors will also provide college/career support and resources to parents interested in financial literacy, continuing their own education and/or improving job related skills. On a quarterly basis, the College Knowledge Nights will feature STEM Panel discussions with local employers to learn more about specific industries in the South Coast region.

**Family Engagement:** We have learned from our colleagues at NHCSB about the need to engage our students AND our families in a college-going mindset. They have shared their experiences that parents may experience concern or confusion about college, themselves having never attended, or they may feel unable to help their children navigate academic pathways. The ICS staff will create a classroom and school culture that includes both students and their families. Below are several examples of how the ICS staff will engage families in our school culture, working towards our mission that all of our students will be prepared for college.

<table>
<thead>
<tr>
<th>Family Engagement and Support Activities</th>
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<tbody>
<tr>
<td>Coordinator of Student and Family Support</td>
</tr>
<tr>
<td>Parent/Caretaker Board Member</td>
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<tr>
<td>Parent/Caretaker Advisory Group</td>
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<tr>
<td>• The Coordinator of Student and Family Support will meet with ICS parents, caregivers, and families to promote parent engagement, parent empowerment, and other parent leadership opportunities.</td>
</tr>
<tr>
<td>• The parent/caretaker member’s key responsibility is to ensure that our policies, procedures and practices are all family-centered.</td>
</tr>
<tr>
<td>• The Coordinator of Student and Family Support will recruit parents/caretakers to become members and serve as the facilitator until parent/caretaker roles are established.</td>
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<tr>
<td>• ICS staff members will be present to represent the school.</td>
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<tr>
<td>• Advisory Group meetings will take place monthly.</td>
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<tr>
<td>• Childcare will be available and the Coordinator of Student and Family Support will work with ICS staff and ICS families to secure transportation for those who need a ride.</td>
</tr>
<tr>
<td>• ICS will provide the option of virtual attendance to assist in parent participation.</td>
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Community Engagement. Secondary education research demonstrates community participation is a critical resource not only for individual student achievement, but also for sustaining school improvement and for building school cultures that support all students (Comer & Haynes, 1992; Epstein 1995; Henderson & Mapp 2002; Sebring et al. 2006; Henderson et al. 2007). The ICS Early College STEM model brings together wraparound services including academic, cultural, and social-emotional, as well as programming for students and parents during and beyond the school day. At ICS, we believe in the notion that we need to work as part of a community to nurture our particular students’ needs and it is our hope that school-community partnerships will supplement and enrich student learning. While community partnerships take diverse forms, community involvement cannot happen on an ad hoc basis. Instead, ICS will leverage local businesses and community-based organizations to support our community forums designed to include dialogue, exchange of ideas, sharing of resources, referrals and mechanisms for collecting input. ICS recognizes that strong community partnerships from the beginning are critical to developing a full understanding of the strengths and challenges of the community and determining the appropriate mix of services, supports, and opportunities needed for our students.

During our pre-operational phase and first year, ICS will work to establish partnerships with community-based organizations in Fall River and New Bedford. Founding Group members have begun to establish contact and have begun conversations with a number of youth-serving organizations, non-profits, and faith-based organizations in the region. Our final application will provide specific details of engagements and partnerships with these groups.

Stakeholder Satisfaction. We will conduct regular surveys of students, parents, caregivers, and community partners to assess satisfaction. The survey will be available in Spanish and Portuguese. Results will be shared with families, school faculty and the Board of Trustees, and in the school’s annual report as well as through the school website.

Philosophy of discipline. A positive approach to schoolwide discipline recognizes that students’ behaviors reveal skills that need to be taught and developed, rather than demanded through punishment. ICS will employ a Framework for Effective School Discipline offered by the National Association of School
Psychologists (NASP). The guidance provides an evidence-based framework for effective school discipline policies and practices that promote a positive school climate, reinforce positive and prosocial behaviors, promote school safety, and keep students in the classroom and out of the juvenile justice system. The framework aligns with our mission that students develop the mindsets to thrive in a world of change. Furthermore, the NASP framework is consistent with the neuroscience of adolescent development, and our key design element. Key components of the effective discipline framework include:

1. Clearly defined behavioral expectations that are taught and consistently reinforced;
2. Clearly understood and equitably enforced consequences that are instructional instead of punitive;
3. A tiered system of behavioral supports to meet the needs of each student, including universal prevention, skills building, early identification and intervention service;
4. Data-based decision making within a multidisciplinary problem-solving team;
5. Positive adult role modeling of expected behavior;
6. Culturally responsive positive discipline techniques that help to mitigate bias; and
7. Ongoing, job-embedded professional development to increase school staff capacity to implement effective, positive, and equitable discipline for school staff that reinforces culturally responsive positive discipline techniques and helps to mitigate bias.

According to NASP, these practices are associated with a reduction in student suspension, bullying, and feelings of rejection among students (e.g., Bradshaw et al., 2010; and Waasdorp et al., 2012). Importantly, school-wide positive behavioral interventions and supports are associated with more equitable discipline practices among students from all racial and ethnic backgrounds (McIntosh et al., 2018; Vincent et al., 2011).

In accordance with the recommendations from NASP, ICS leadership will establish a multidisciplinary team to take the following steps in developing our approach to school discipline:

1. **Develop and implement school-wide, culturally responsive discipline policies and practices.** ICS will design an effective school-wide discipline policy that meets the needs of our school community and promotes equity. This policy will include:
   a. A set of clearly defined school-wide behavioral expectations and a developmentally appropriate plan for teaching and reinforcing these behaviors;
   b. A continuum of equitably enforced consequences that are instructional and do not rely solely on exclusion;
   c. A multi-tiered system of support (MTSS) that is responsive to the diverse cultural experiences of the student population and that identifies as well as addresses underlying causes of behavior;
   d. A clear process for school staff to appropriately document disciplinary and behavioral concerns that allows for examination of disaggregated data; and
   e. A clear process to facilitate parent and/or school staff referral for a student in need of support.

2. **Regularly evaluate the school-wide policy by examination of school-wide discipline data.** The ICS multidisciplinary team will develop a process for regular review of school-wide data that balances student privacy with the ability to:
   a. Identify students with multiple infractions and pair them with the appropriate interventions;
   b. Identify and address school-wide trends in discipline incidents (e.g., specific times of day, locations, behaviors, groups of students);
   c. Identify and remedy discipline disparities (e.g., by race/ethnicity, disability status, gender, LGBTQ+ identity);
d. Obtain and use student perspectives using validated school climate surveys that can be disaggregated by race/ethnicity, disability, and LGBTQ+ identity (e.g., School Climate Survey Suite; www.pbisapps.org);

c. Plan, deliver, and evaluate behavior and social-emotional practices along a continuum of support in an equitable and culturally responsive manner; and

d. Monitor progress and make appropriate adjustments to the policy as needed.

3. **Identify and address professional development needs of school staff.** Current research indicates that among the primary reasons teachers leave the profession are difficulties managing classroom behavior and lack of access to appropriate staff and professional development (Carver-Thomas & Darling-Hammond, 2017). The ICS multidisciplinary team will

a. Ensure high-quality and ongoing professional development to promote the use of effective school-wide and classroom discipline practices; additional topics, based on the needs of the school, could include:
   i. ways to mitigate bias in discipline practices; and
   ii. awareness and knowledge of privilege, racism, and implicit bias and their impact on school discipline

b. Educate school staff about available resources if they need assistance or consultation in working with individual students and groups of students.

4. **Ensure sustainability.** The ICS multidisciplinary team will engage in efforts that promote sustainability over time.

a. Regularly engage with key stakeholders such as families, teachers, and community members.

b. Develop plans to ensure staff and community buy in.

c. Share relevant data, including positive outcomes and areas for improvement. Actively seek stakeholder engagement in addressing challenges.

d. Develop a plan to provide professional development “refreshers” including a plan to educate new staff members on the school’s policy and practices.

ICS will publish a handbook containing our policies developed through the above process. The student handbook will be sent to all parents, explained to all students, and will be available in Spanish and Portuguese. The school handbook will be posted on the ICS website and will also be distributed on the first day of school to be signed by parents and students. Teachers will review school policies, rituals, and routines during classes the first day and Open House. School wide behavioral expectations will be posted throughout the building to include common areas.

ICS believes that school removals, including out-of-school suspensions and expulsions, should be employed in only very limited circumstances. The research demonstrates that school removals, in most circumstances, do not positively impact student behavior or support students to meet behavioral expectations. Additionally, school removals, when deployed too frequently, may undermine overall school culture and climate by impacting established positive relations and eroding trust. School removals are a permissible response only when a student’s conduct poses a substantial disruption to the educational process and/or poses a direct and imminent risk to the health and safety of the student or others. Out of School Suspension (OSS) is a response of last resort and is used when alternatives to suspension are determined to be inappropriate. The Founding Group expects our approach will ensure that OSS rates are below state averages in the aggregate and by subgroup, and if not, we will revisit our approach.
Students charged with a felony offense or a felony delinquency complaint may be suspended from school in accordance with Massachusetts General Law Chapter 71, Section 37H 1/2. Students convicted of a felony offense or felony delinquency may be expelled from school in accordance with Massachusetts General Law Chapter 71, Section 37H 1/2.

Any ICS student who is serving a short-term suspension, long-term suspension, or expulsion shall have the opportunity to earn credits, as applicable, make up assignments, tests, papers, and other school work as needed to make academic progress during the period of his or her removal from the classroom or school. The Head of School will inform the student and parent of this opportunity in writing when such suspension or expulsion is imposed.

The Individuals with Disabilities Education Act of 2004 and Section 504 of the Rehabilitation Act of 1973 and related regulations provide eligible students with certain procedural rights and protections in the context of student discipline. The law provides that ICS and the parent/guardian, along with relevant Team members, must consider all evaluation information, observational information, the student’s IEP or 504 and placement; and must determine whether the student’s behavior that prompted disciplinary removal was a manifestation of his or her disability. The behavior is considered a manifestation of the student’s disability if the conduct in question was caused by, or had a direct and substantial relationship to the student’s disability, or was a direct result of the school’s failure to implement the student’s IEP or 504. If the manifestation determination decision is that the disciplinary behavior was related to the student’s disability, the student may not be removed from the current educational placement (except in the case of weapon or drug possession or use, or serious bodily injury to another) until the IEP or 504 Team develops a new IEP or 504 and decides upon a new placement and the parent consents to that new IEP or 504 and placement, or a Hearing Officer orders a removal from the current educational placement to another placement. If the manifestation determination is that the behavior was not related to the student’s disability, then the ICS may suspend or otherwise discipline the student according to the school’s policies for student conduct, except that for any period of removal exceeding 10 days ICS must provide the student with educational services that allow the student to continue to make educational progress. ICS must determine the educational services necessary and the manner and location for providing those services. If a parent disagrees with the Team’s decision on the “manifestation determination” or with the decision relating to placement of a student in an interim alternative education setting or any other disciplinary action, the parent has the right to appeal the Team’s decision by requesting an expedited due process hearing from the Bureau of Special Education Appeals.

Nutrition Program Services. ICS will provide students with breakfast, lunch, and an afternoon snack. We intend to participate in the National School Lunch Program (NSLP) and will comply with all regulations. Our goal is to ultimately participate in the Community Eligibility Provision (CEP). We will contract with a food vendor to provide meals. Our Director of Operations will work closely with the Office of Food and Nutrition (MA DESE) to ensure compliance with all aspects of the National School Lunch Program.

School Nurse. The ICS budget includes a .5 FTE school nurse. In alignment with recommendations from the American Academy of Pediatrics (AAP), the school nurse will assess health complaints, administer medication, care for students with special health care needs; develop a system for managing emergencies and urgent situations; conduct mandated health screening programs, verification of immunizations, and infectious disease reporting; and identify and manage students’ chronic health care needs that affect educational achievement. The AAP recommends 1 nurse per 750 students, with variation, depending on the

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community and student population. As the ICS enrollment expands the BOT will reassess the .5 FTE position to determine the level of nursing services based on the needs of our student population.

III. HOW WILL THE SCHOOL DEMONSTRATE ORGANIZATIONAL VIABILITY?

A. CAPACITY

How the Founding Group Came Together and Why It Is United Behind Innovators Charter School. Members of the founding group have a long-standing commitment to early college. Founding member Meg Mayo-Brown served as the Superintendent of Schools for Fall River Public Schools from 2008-2016. Fran Roy was the Chief Academic Officer for Fall River Public Schools from 2010-2016. During their time as district leaders, local graduation rates significantly increased; however, student access to and persistence in post-secondary education lagged behind statewide peers, and has since declined. Nick Christ, as President and CEO of BayCoast Bank, is a regional leader in promoting education in the South Coast. As Chair of the Bristol County Chamber of Commerce Education Committee, Nick enacted EdUp, an initiative to showcase the power of education and to improve the education system in the South Coast. Nick has continued his leadership as Chair of the Education Committee for One Southcoast Chamber of Commerce, serving ten communities in the South Coast of Massachusetts. Jack Sbrega, President Emeritus of Bristol Community College, has championed dual enrollment and early college for the past two decades. Meg Mayo-Brown, Fran Roy, Nick Christ, and Jack Sbrega have long held the collective belief that the youth of the South Coast need equitable access to post-secondary education. In fact, these founding members proposed an early college (grades 7-13) to the Fall River School Committee in 2012 that did not launch due to a 5-4 vote. Based on a review of post-secondary persistence rates for the Gateway Cities of New Bedford and Fall River, the need for a comprehensive wall-to-wall early college model in the South Coast region remains. In early 2021, the founding members asked Omari Walker, Executive Director of New Heights Charter School, a successful wall-to-wall early college Commonwealth charter school, to join the founding team. Omari Walker and his team at New Heights are supporting and collaborating with the Founding Group in the development of the application. The Founding Group expanded to include Joeny Santa, Pierce Larsson, Kevin Briggs, and Evelyn Ranone, Starlene Alves, Sania Santos and Melanie Winklosky.

How Often the Founding Group Meets, the Planning and Writing Process. The founding group formally meets at least once per week for purposes of planning and writing, with subgroups meeting on various components of the application. Additionally, the group meets with college partners, visits (virtually and in-person) other early college models, and conducts literature reviews of best practices in order to establish and articulate key design principles. The lead authors of the application are Meg Mayo-Brown, Fran Roy, and members of the Resiliency Foundation who support the New Heights Charter School of Brockton (NHCSB). The ICS application does not seek to fully replicate the NHCSB model; rather, our Founding Group wishes to incorporate and build upon the successful experiences of the first wall-to-wall early college in Massachusetts. In addition to weekly planning sessions with the Founding Group and proposed board of trustees, ad hoc groups have formed to work on specific elements of the application, including budgeting, facilities, governance, and college partnerships.

Experience and Qualifications of the Founding Group and Proposed Board of Trustees: As a Founding Group and proposed board of trustees, members bring expertise in finance, real estate, marketing,
community development, early college and education. Each member of the team has a deep commitment to social, racial, and educational equity.

Meg Mayo-Brown, Proposed Executive Director: Meg Mayo-Brown brings thirty five years of educational experience to the role of proposed executive director. During the past thirteen years she has served as a superintendent of schools, and is credited with leading a district turnaround while Superintendent of Fall River Public Schools from 2008-2016. Meg began her career as a special education teacher, and has served in various roles throughout her career, including Executive Director of Educator Quality at DESE, Director of Title and Assistant Superintendent for FRPS. Additionally, she has served as the Chair of the Massachusetts Board of Education’s Accountability and Assistance Advisory Council, Co-Chair of the Massachusetts Urban Superintendents’ Network, and member of the Council of Distinguished Educators for the National Commission on Social, Emotional, and Academic Development. She received her undergraduate degree from Michigan State University, master's degree from Boston College, and a doctoral degree from Northeastern University.

Fran Roy, Proposed Chief Officer of Learning and Development: Fran Roy is a 30 plus year veteran of education, spanning K-12 and higher education. She holds a B.S. and M.A. in Mathematics, and after a 7-year secondary mathematics public school teaching career, earned a Ph.D. in Curriculum and Instruction with a specialization in Mathematics from the University of Wisconsin. She worked in higher education as a Professor of Mathematics Education and pursued a research agenda on more equitable mathematics achievement outcomes for urban youth. Her various published works intersect effective mathematics teaching, learning, and curriculum with equity. Since 2003, Fran has worked exclusively supporting the transformation efforts of public schools, initially as a consultant providing professional development and technical assistance to urban districts, and then assuming the role as Chief Academic Officer of the Fall River Public Schools--her hometown. Fran has continued school transformation work in her current role as DESE appointed receiver for two schools designated as Level 5 - Parker Elementary in New Bedford and Dever Elementary in Boston. Fran, in partnership with School and Main Institute, serves as the “on-the-ground” receiver for these schools.

Joany Santa, Proposed School Leader: Joany Santa brings 30 years of experience as an administrator in Rhode Island and Massachusetts, including principal of Southbridge (2006-2010) and Worcester (2013-2017) schools. Under her leadership, Elm Park Community School exited Level 4. She has been in the Human Resources role for eight years in Fall River (2010-2013) and Falmouth (2017-present). In the Fall River Public Schools role, she led the district out of its state-mandated "recovery plan" for the Human Resources Standard. In addition, her personal and professional experience in recruiting and supporting diverse educators will directly support the Innovators Charter School focus on students and employees from historically marginalized communities. Her additional roles include Co-founder and Board member of the Center for Leadership and Educational Equity (CLEE, Providence RI). In addition, she has mentored/advised educators in several Rhode Island Charter Schools. She received her undergraduate degree from Rhode Island College, a master's degree from Cambridge College, a Certificate of Advanced Graduate Studies, and a doctorate from Johnson and Wales University. Joany is licensed in Massachusetts as a principal, school business administrator, and assistant superintendent/superintendent with an SEI administrator and teacher endorsement.

John J. Sbrega, Proposed Board Chair: Jack Sbrega is a resident of Fall River and President Emeritus at Bristol Community College having served from 2000-2017. Jack led a 70 percent increase in BCC
enrollment, boosting it from being the seventh-largest to the second-largest community college in the state, and expanded the presence of BCC in downtown New Bedford, Taunton, and Attleboro with a 177 percent increase in the school’s endowment. Jack forged close relationships with the heads of other area schools through a collaboration known as the Connect Partnership bringing together BCC, the University of Massachusetts Dartmouth, Bridgewater State University, Massachusetts Maritime Academy, and Cape Cod and Massasoit community colleges. Jack served as the chairman of the presidents council of the Massachusetts Community Colleges organization, and is a member of the Diocese of Fall River Central Catholic School Board. He is an active member of the community and is involved with organizations throughout the Fall River and New Bedford areas. Jack holds an A.B. from Union College and a Ph.D. and M.A. in history from Georgetown University. He is the recipient of two Fulbright Scholarships. The first was at the London School of Economics and Political Science. For the second, he traveled to Russia to meet with Russian educators and to speak about the higher education system in the United States. He has published award-winning books and articles on U.S. foreign policy and has earned several national and regional leadership awards.

Nicholas Christ, Proposed Board Vice Chair: Nicholas Christ is the President and CEO of BayCoast Bank, a community bank serving SouthCoast Massachusetts and Rhode Island. An active member of the community, he is involved with a multitude of non-profit organizations throughout the Fall River and New Bedford areas. Some of his affiliations include the City of Fall River’s Task Force to End Homelessness, the SouthCoast Development Partnership, and Chair of the Education Committee for One South Coast Chamber of Commerce. As an advocate of education, supporting local schools and encouraging the business community to take an active role in the education of students has always held particular importance for Nick. He has served on various school advisory boards, including those of Bishop Connolly High School, the Charlton College of Business at UMass Dartmouth, the Diocese of Fall River Central Catholic School Board, and the B.M.C. Durfee High School Building Committee. Nick received the 2017 Outstanding Citizen award from the Bristol County Chamber of Commerce in 2017, and the Boards of Trustees for Southcoast Health System and Southcoast Hospitals GroupSouthcoast Trustees’ awarded Nick the Medal for Outstanding Service in 2019.

Kevin Briggs, Proposed Treasurer: Kevin Briggs holds a Master’s degree (ALM) from Harvard and a B.S. from the University of New Haven and is the Vice President for Strategic Initiatives at BayCoast Bank. He is tasked with working on strategic planning and key initiatives for the Bank as it relates to the growth of the organization and how it better serves the community. His work in the education space includes his current role as a High School Football Coach at Moses Brown, as well as a mentor to several current and former student athletes from the Providence school community. In addition, he has formally spoken with students in the classroom at both the high school and middle school level about the importance of education and the challenges of the real world without one. Previously, he served as the Treasurer for the Habitat for Humanity, Providence affiliate on the Executive Board and as a General Board member. Kevin has some fluency in Spanish and has a broad and thorough understanding of underserved communities and various cultures.

Omari Walker, Proposed Board Member: Omari Walker has more than twenty years of administrative experience in public schools. Omari is the current Executive Director of New Heights Charter School in Brockton, Massachusetts’ first wall-to-wall Early College. In addition, he has served as an Executive Director of the Resiliency for Life Program at Framingham High School, an Associate Head of School of
Durfee High School, and a Head of School of Resiliency Prep School in Fall River. Omari earned his Bachelor’s and Master’s degrees from Boston College.

Evelyn Ranone, Proposed Board Member: Evelyn Ranone holds an MBA from Johnson and Wales University and is Vice President Community Development Officer for BayCoast Bank. She cultivates strong relationships with community leaders, businesses, and non-profit organizations within the bank’s market area, including those that address the needs of low- and moderate-income individuals. As a former Real Estate Broker/Owner and state certified Minority-, Women-Disadvantaged Business Owner, she led a team of 166 agents. Her academic experience includes Associate Director of Admissions at Moses Brown, as well as Director of International Relations and Assistant to the Dean for Academic and Student Affairs for Johnson and Wales University. Through her work in higher education, Evelyn assisted students to make the cultural transition to the American university environment. Evelyn is fluent in Spanish and has a thorough understanding of the Hispanic culture.

Pierce Larsson, Proposed Board Member: Pierce Larsson has over 10 years of experience working in the prep school community and large scale event and business operations. After graduating in 2010 from Tufts University with a B.A. in Sociology, Pierce spent 4 years working as a basketball coach and admissions officer at Phillips Exeter Academy. A graduate of the Academy in 2005, Pierce recognizes that access to personalized educational options is vital to students in underserved communities. He also has been involved in numerous South Coast community initiatives, including volunteering at the New Bedford Boys and Girls Club as the Gym Operations director and spending time as a reporter for The Standard-Times. Pierce has spent the last 5 years working for the National Basketball Association within the Basketball Operations department. He holds an M.S. in Sports Management from the Isenberg School at UMass Amherst.

Sania Santos, Proposed Board Member: Sania Santos is a founding partner at Alves|Santos, PC and now a proud resident of the inner-city of Boston. Prior to establishing the firm, Sania practiced in the Greater Boston area and volunteered at the Court Service Center in the Edward W. Brooks Courthouse Court. There, she assisted members of the community who could not afford legal counsel in understanding court rules and procedures for divorce, guardianship, custody, and support actions. Sania continues to volunteer her legal expertise by presenting at First-Time Homebuyer Workshops in Brockton and New Bedford area. As high school student, Sania was enrolled in the Upward Bound program and credits the educational opportunities she received for how prepared she was to succeed in college, which lead to her preparation to successfully complete her JD program at New England Law Boston. Sania is eager to continue advancing the knowledge of the members of our community who wish to provide their children access and opportunity to obtain an education in STEM fields, which will prepare them to succeed in college while majoring in field such as engineers and computer science.

Starlene Alves, Proposed Board Member: Starlene Alves is a founding partner at Alves|Santos, PC. She is a native and current resident of New Bedford, having received her primary and secondary education from the City of New Bedford public education system. Prior to establishing the firm, Starlene was a solo practitioner servicing the SouthCoast area. One of Starlene’s main practice areas is Care and Protection matters where she represents either parents or children in proceedings where the State intervenes. Her goal has always been to give back to the community and to provide mentorship to young children and young adults in the area. Starlene is involved with several non-profit organizations that focus on community outreach. Starlene is an active board member of the United Way of Greater New Bedford, Your Theatre, Inc., and the Cape Verdean Association in New Bedford. Starlene is also an executive officer and board
member of the Cape Verdean American Lawyers Association where the focus is on providing mentorship and financial resources to young individuals seeking to pursue a law degree. Starlene’s passion for guiding the youth towards professional and technical careers continues to be a driving force for her as she knows firsthand that access to quality and targeted education is necessary for success.

Melanie Winklosky, Proposed Board Member: Melanie Winklosky has been working in public education for nearly 30 years, with 15 years of fundraising/development experience, raising more than $50 million to support students, educators, and programs. As Chief Advancement Officer for non-profit Boston Plan for Excellence, she is responsible for public and private fundraising and communications for BPE and its two schools. Before joining BPE, she was the Vice President of Development and Operations at Mass Insight Education. Melanie also spent 13 years at the Massachusetts Department of Elementary and Secondary Education, in roles including the Chief of Staff to Commissioner David Driscoll. She holds a BA in Psychology from Saint Vincent College and an MA in Human Development from Boston College.

B. GOVERNANCE

(1) Governance and Management Structure

Reporting Structure. Our organizational chart, included as an attachment, provides a visual demonstration of the hierarchy present at ICS. The Board of Trustees (BOT) oversees the governance of our school’s policies and procedures, serves as a fiduciary agent, and holds our Executive Director (ED) responsible for the operation of the school, meeting school goals, and providing “state of the school” reports at our monthly Board meetings. The Executive Director reports directly to the Board, providing a link between the day-to-day of ICS and the policy work done at the Board level.

Relationship between the BOT and ED. In our governance model, the Board is the group that ultimately holds the charter to ICS, upholds the mission and vision for the school, ensures the school is financially solvent and that we meet our goals each year, and finally, that the ED upholds her role as their designee to manage the school. Although the Board is responsible for hiring the ED, Meg Mayo-Brown is a lead co-founder, with vast experience in leading school districts, and is thus the logical choice to serve as founding ED for ICS. The BOT will discuss draft job description at their first meeting to approve her roles and responsibilities as outlined. In the event that Meg should vacate the position, the Board will conduct a careful search process to find the most qualified individual. In addition, the Board serves as both a sounding board and a resource for the ED, providing constructive support and feedback. The Board will work to help the ED develop educator evaluation goals, consistent with the Massachusetts system for educator evaluation, for the purposes of evaluating her performance. The established goals will be included in an annual educator evaluation. Finally, the Board will support the ED in establishing an organizational plan and an accountability plan that includes concrete, measurable goals and measurements for ICS.

Job descriptions for Officers of the Board of Trustees. The Board of Trustees for ICS includes a Chair, a Vice-Chair, a Secretary, and a Treasurer. Each officer serves a two-year term with a limit of four terms. In addition to officers, the ICS Board includes the Executive Director as a voting ex-officio member. Every officer is expected to possess the following qualifications: A full commitment to the ICS mission and vision; a strong understanding of charter school policy, experience in nonprofit leadership or previous board experience; working knowledge of charter school finance, and a belief that all students have the promise for success.
a. **Board Chair (Jack Sbrega):** The Board Chair is the leader of the Board of Trustees and presides at all meetings of the board and other meetings, as required. The Chair is a member of the Executive Committee.

b. **Vice Chair (Nicholas Christ):** The Vice Chair assists with the overall functioning of the board and provides leadership and direction to the board in concert with the board chair. In the Chair’s absence, she or he will assume the responsibilities of the Chair. The Vice Chair actively recruits new board members, helps to retain current board members, and ensures transparent communication between all board members. The Vice Chair is a member of the Executive Committee.

c. **Secretary (TBD):** The Secretary ensures that accurate minutes for each board meeting are approved by the board in a recorded vote, makes certain the board adheres to Open Meeting Law and other legal requirements, provides notice of board meetings to all board members, maintains the board’s legal and official documents and certifies any formal documents that require the consent of the board. The Secretary is a member of the Executive Committee.

d. **Treasurer (Kevin Briggs):** The Treasurer is responsible for developing the budget with the Executive Director, and directs the board’s financial work so that the board can achieve its goals and operate in accordance with its bylaws. The Treasurer ensures that all members of the board fully comprehend the financial matters of the school and receive reliable and timely information regarding those matters. All financial reports are approved by the Treasurer.

e. **Regular Board Members:** The remainder of the board consists of voting members, some of whom chair official board committees while others hold no official office.

f. **Ex-Officio:** The Executive Director is an Ex-Officio member of the Board with voting privileges as detailed in the Board’s by-laws.

**Board Subcommittees, Advisory Groups, and Task Forces.** The board establishes committees to assist the board in overseeing specific areas including: governance, finance, and school performance. All board committees operate in accordance with Open Meeting Law, including posting meeting schedules and agendas 48-business hours in advance and maintaining meeting minutes. All board materials distributed at meetings will be made available on the school’s website along with approved minutes. The Executive Director serves as an Ex-Officio member on all committees. Committees prepare and present reports to the Board and will require the Board’s final approval before taking action. If the Executive Director or the Board Chair believes a new committee is warranted, the Board will discuss and vote on the adoption of a new committee in accordance with the ICS Bylaws.

**Committee Appointments:**

1. **Finance:** The Finance Committee is commissioned by and responsible to the Board of Trustees. It has the responsibility for working with the Executive Director to support the creation of the upcoming fiscal year budget; presenting budget recommendations to the full board; monitoring implementation of the approved budget on a regular basis and recommending proposed budget revisions; recommending to the board appropriate policies for the management of the organization’s assets; recommending short- and long-term financial goals for the school, and ensuring annual audits are completed.

2. **Governance:** The Governance Committee is commissioned by and responsible to the Board of Trustees to assume the primary responsibility for matters pertaining to board recruitment, board composition, nominations, orientation, training, the Executive Director’s evaluation, and the board’s
comprehensive annual self-assessment. In addition, this committee is commissioned by and responsible
to the Board of Trustees to assume the primary responsibility for raising non-grant funds to support the
organization’s mission.

3. School Performance: The School Performance Committee is commissioned by and responsible to the
Board of Trustees to assume the primary responsibility for working with the Executive Director to
monitor student performance against rigorous academic goals and raises strategic issues for board
discussion. The committee holds itself accountable for partnering with the Executive Director to set
and reach rigorous academic goals, and supports school leadership in developing and presenting
academic dashboards that measure progress towards annual academic goals.

Subcommittees: The Board reserves the right to name additional subcommittees to the primary committees
mentioned above.

a. Nominating Subcommittee: In accordance with our proposed Bylaws, the Board will identify a
nominating subcommittee to work on issues of board succession and development.

b. Board Review Committee: The Board will name a Board Review Committee (BRC) to conduct
an annual, internal evaluation.

Advisory Councils:

a. Parent/Caregiver Advisory Group: (Chairs: Coordinator of Student and Family Support) The
Parent Advisory Group provides family members of enrolled students a forum for discussion of
school policies and procedures, fundraising and community building opportunities, and a venue to
submit reports to the board.

b. Student Advisory Group: (Chair: To Be Named Student): The Student Advisory Group works
with student leaders on campus to provide reports on the student experience and student concerns
to the board. Every year a new student chair from grade 11 or 12 is chosen to lead this group. In
year 1 and in year 2, in the absence of upper grades, an 8th and a 9th grade student, respectively,
will lead. Student representatives from each grade will be nominated by teachers and fellow
students to serve on this advisory group to ensure that all grades have a voice in the creation of
school policy and procedure.

c. College and Career Working Group: (Chair: Director of College and Career) The College
Working Group works with the Director of College and Career to ensure that academic placement
testing, course selection, faculty selection, and course sequencing meet the rigorous demands of
our students and our curriculum. Since the Director of College and Career is a Year 2 position, the
Chief Officer for Learning and Development will chair the working group in Year 1.

(2) Roles and Responsibilities of the Board

The ICS Board operates in accordance with the Massachusetts Charter School Administrative and
Governance Guide. Above all, the Board of Trustees must operate as stewards of the responsibility of
delivering a first-class, public education in an organized, transparent, and trustworthy capacity. As public
agents authorized by the state, the Board is responsible for governing the school and holding the charter for
the school. The Board of Trustees will evaluate the school’s ED, and has the authority to remove the ED. In
the event that the Executive Director must be removed from the position the Board will be responsible for
hiring a replacement. The Board sets policies to establish and maintain the direction and structure of the
school, assigns authority to the school’s Executive Director, and establishes a system of oversight and
controls to ensure effective governance and management. The Board does not exercise managerial or
hiring/firing powers over the day-to-day operations or staffing of the school.
Processes Related to the Board’s Oversight of ICS. The ICS Board is responsible for establishing the larger context by which ICS operates including setting strategic priorities and goals; monitoring progress towards priorities and goals; supporting, monitoring, and evaluating the Executive Director; developing the annual budget; monitoring the school finances; and conducting long-term financial and strategic planning. The processes related to the BOT’s oversight of these priorities is listed below.

Setting Priorities and Goals at the Board, ED and School Level. The Board is responsible for approving the draft Accountability Plan (school-wide goals aligned with our key design principles) established by the Founding Group, working with the ED to establish his/her educator evaluation goals, and for setting the priorities and goals of the Board. The ED presents the annual goals for ICS for discussion at the first Board meeting of every year. At the conclusion of the academic year, the Board Chair works with the ED to help him/her to establish educator evaluation goals for the school year as well as performance metrics that will be used in the Board’s annual evaluation of the ED. Finally, the Board Governance committee drafts annual priorities and goals for the Board, which will be agreed upon by the Board at their final meeting of the year to be used for the following year’s BOT evaluation. The Board monitors their own progress towards meeting goals and priorities through quarterly updates of the Governance committee. The Board monitors the progress of school goals and the ED’s goals through monthly updates from the ED, as well as through end of year reports and the ED’s evaluation. In the event that goals are not reached, the Board discusses with the ED reasons the goals were not met and may consider setting new goals based upon end of year reports.

Developing the Annual Budget, Monitoring School Finances, and Conducting long-term Financial and Strategic Planning. The Board is responsible for developing the ICS budget and long-range strategic planning for ICS. The Board monitors the budget implementation through monthly reports from the Treasurer, who is also the chairman of the Finance Committee. In addition, the Board ensures that a qualified CPA conducts an annual audit. The ED and the Treasurer work with professionals with expertise in charter finance to conduct training for the finance committee, as well as the entire Board to be sure the Trustees are effective stewards of public funding. In addition, the Finance Committee develops fundraising targets, a well-founded development plan to be implemented by the Governance Committee, and long-term financial planning for the future of ICS.

Decision Making and Communication Processes. Systems are put into place to ensure clear decision-making and communication processes that facilitate and ensure public accountability, including board meetings that are designed to foster open, deliberate, and thorough discussions. To that end, all board meeting times and locations will be published in advance, board and committee reports will be available in writing and on the school website, all meeting minutes will be available in writing and on the school website, and every effort will be made by the Board Chair to ensure transparency in school governance.

Complaint Procedure: It is the intention of the ICS Leadership Team to try and handle all complaints at the school-level, until such a time that the Board must be involved. In our parent/family, as well as our personnel handbooks, we will include the following language:

- The complaint should first be raised with the administrator who has direct supervisory control over the area/individual named in the complaint.
- If the situation is unresolved with the administrator in charge, the complaint should be raised to the Head of School.
• If the situation still remains unresolved, the complainant should arrange a meeting with the Executive Director.
• If the situation still remains unresolved, the complainant should file a formal complaint, in writing, to the Board of Trustees.
• If the Board fails to resolve the complaint, the complainant should file a formal, written, complaint with the appropriate governmental agency (e.g., Office of Charter Schools and School Redesign, Office of Civil Rights, DESE Problem Resolution System).

The Board Secretary will draft a grievance policy for the Board to approve at their first meeting as an approved board that follows the model set forth by the Department of Elementary and Secondary Education. In the event that someone believes that the school has violated any provision of the charter school law or regulation, he or she will be encouraged to file a written complaint with the Board in accordance with G.L. c. 71, § 89(jj), and 603 CMR 1.10. After receiving the complaint, the Board will send a written response to the party within 30 days. 603 CMR 1.10(2). In addition to following up on any such complaints, the Board may periodically conduct reviews to ensure that the school is in compliance with the charter school law and regulations 603 CMR 1.10(3). If a member of the ICS community believes that he/she is the victim of harassment or any form of discrimination as a member of one of the fourteen protected classes she or he may report such harassment or discrimination to the Executive Director or to the Head of School, who will receive training in handling such accusations.

Annual Internal and External Evaluation. The Board conducts annual evaluations via the Board Review Committee. If there is a need for a new Board member with a certain expertise that arises after the evaluation, the Board Chair and Vice Chair take the appropriate action as described previously.

Development of Board as Effective Governing Board, The Board attends an annual retreat, prior to the start of the school year, to establish annual goals and strategic priorities, review the prior year’s evaluation, and participate in training for board development, governance, and effectiveness.

(3) Policy Development and Decision Making

The board will be responsible for policy development, which will include the following steps.

1. **Need for the Policy:** The BOT is proactive in researching and establishing policies that all charter schools must have. In addition, any member of the school, such as a member of the board, the Executive Director, staff, parents, or students, may bring forward in writing the need for a new policy for a discussion. Anonymous communication will not be reviewed.

2. **Drafting of the Policy:** The BOT considers the need and will decide if it requires action. If it does, the BOT will direct the Executive Director or existing BOT subcommittee to draft the policy. The Executive Director or subcommittee may seek legal and/or expert advice if deemed necessary.

3. **Approval:** The BOT reviews and discusses the draft policy and may adopt, revise or reject the draft. If the BOT requires revisions to the draft by the Executive Director or subcommittee, the second draft must also be reviewed and receive board approval.

4. **Review:** The board revisits and modifies all policies, as needed, at the annual retreat, which is held in accordance with Open Meeting Law. In the event that an individual requests, in writing, a review of an ICS policy, the board will vote by a simple majority to approve or deny the request for review.
**Constituent Feedback.** The ICS plan for seeking feedback from the school staff, parents, and the larger community when setting policy will rely heavily on three key areas. First, the Board advisory groups provide a forum for discussion and feedback directly to the Board on behalf of all constituents. Second, ICS will host both print and electronic surveys for key constituents to provide feedback on policy issues and areas of concern for the school and community. Finally, the website and the school newsletter will serve as information hubs to direct the community to Board meetings for key policy decisions or to update the community on Board activities.

(4) **Board Sustainability**

The BOT is responsible for the recruitment and orientation of new board members which will include multiple steps, as identified below. The BOT Chair names a nominating subcommittee and he or she will identify a board member to oversee new board member sustainability and succession planning.

**Recruitment and Selection.** Current Board members and school stakeholders identify prospective candidates to join the board, based on identified needs, to the board or expressed interest from members of the community. It is the task of the Governance Committee to keep the board aware annually of board terms and potential vacancies. The Governance Committee oversees the recruitment and selection of new board members utilizing the following steps:

1. **Need:** If the number of members becomes less than nine or a member with certain expertise will add value to the board, the board chair conducts outreach in the community, in addition to speaking with current board members, to identify highly qualified individuals for membership.

2. **Identification:** Any board member may recommend an individual for board membership. The nominated individual should have expertise in at least one of these areas: education, financial services, human resources, nonprofit administration, business administration, law, real estate and building renovation, and technology. The board may request an informal interview with the candidate.

3. **Application and Interview:** Prospective candidates provide the Governance Committee with an updated resume and statement of interest. Candidates that meet the needs of the board will be invited to attend an interview with members of the Governance Committee.

4. **Recommendation:** The Governance Committee makes formal recommendations to the full Board concerning the prospective candidate's potential for success. The Board votes to approve the candidate during a regularly scheduled board meeting.

5. **Invitation:** If the candidate receives a majority vote he, she or they are contacted by the chairperson of the Governance Committee and given an invitation to join the board for a 2-year charter team. They will also be provided a copy of the Board Training Handbook which includes Open Meeting Law information, an ICS email address (if requested), and a description of the duties and responsibilities of a charter school board. Candidates may accept the invitation after the information sessions described previously.

(4) **Programmatic Relationship with Other Organizations**

ICS will partner with the University of Massachusetts Dartmouth (UMD) to provide ICS students with academically appropriate courses from the UMD catalog as a component of our early college STEM model. Our partnership with UMD supports our key design element of early college STEM. The contact person at UMD is Dr. Michael Goodman, Acting Provost and Vice Chancellor for Academic Affairs, University of Massachusetts Dartmouth, 285 Old Westport Road, North Dartmouth, MA, 02747, (mgoodman@umassd.edu), 508-999-8024. UMD is not involved in the governance of the
school.

ICS will partner with Next Generation Learning Challenges (NGLC) to provide professional development to ICS educators and leaders to build our internal capacity, engage the school community, and create enabling and equitable systems through the MyWays™ framework, to support our key design elements of the science of adolescent development and deeper learning. The contact person is Andy Calkins, Director, Next Generation Learning Challenges, Home Office: Gloucester, MA, (acalkins@nextgenlearning.org) 978-821-2575. NGLC is not involved in the governance of the school.

ICS will partner with Project Wayfinder to implement the Project Wayfinder curriculum and toolkit as ICS educators design innovative learning experiences that foster meaningful relationships and guide students to navigate their lives with belonging and purpose. Project Wayfinder aligns with our key design element of the science of adolescent development. The contact person is Casey Petit, Director of Strategic Partnerships, PO Box 2876, Berkeley, CA 94702 (casey@projectwayfinder.com). Project Wayfinder is not involved in the governance of the school.

ICS will partner with Landmark College to provide online early college courses as well as professional development for educators. Online early college courses are available for our students with learning differences who need additional scaffolding and support. Professional development through Landmark College provides ICS educators with the necessary professional knowledge and skills to support neurodiverse learners and students with learning differences. The contact is Tabitha A. Mancini, M.A., Educational Psychology, Director of Customer Relations & Outreach, Online Education, Landmark College, 19 River Road, Putney, VT 05346 (TabithaMancini@landmark.edu), 802-387-6881. Landmark College is not involved in the governance of the school.

ICS will partner with Bristol Community College (BCC) to provide ICS students with academically appropriate courses from the Bristol catalog as a component of our early college STEM model. Our partnership with Bristol supports our key design element of early college STEM The contact person at Bristol Community College is Dr. Laura Douglas, President, 777 Elsbree Street, Fall River, MA 02720 (Laura.Douglas@bristolcc.edu), 774-357-2184. BCC is not involved in the governance of the school.

ICS is partnering with the Resiliency Foundation to support the development of wall-to-wall early college programming, in alignment with our key design element of early college STEM. The contact person is Omar: Walker, 1690 Main Street, Brockton, MA, (owalker@nhcsb.org), 508-808-5680. The Resiliency Foundation is not involved in the governance of the school.

C. MANAGEMENT

The ICS Founding Team believes that school management is fundamental to creating an environment that can support a successful charter school. In this section we highlight the school management structure; school leadership roles and responsibilities; and human resources.

(1) School Management Structure

ICS Organizational Chart. The ICS organization chart is included in the appendix and details year one of operation through full student enrollment in year 5. In recognition of our wall-to-wall early college STEM
design, where the majority of our students enroll and complete college courses as early as the 10th grade, the ICS Founding Group has chosen to open with most key members of the leadership team in place beginning in Year 1. The Founding Group believes the ICS leadership team is integral to establishing the systems and structures necessary for student support and wraparound services within the research base of adolescent development, as well as ensuring deeper learning for students through educator professional development within a comprehensive STEM design and culturally sustaining practices. After the ICS inaugural year, the leadership team will increase by three members.

**Reporting Structure and Relationship Between the ED and the Administration.** The Executive Director is responsible for executing the mission and three key design elements of ICS, consistent with the policies and expectations of the Board of Trustees. The Executive Director is responsible for all long-range planning, partnership development with the region’s colleges and universities and STEM industries, executive team staffing, development and retention, and most of all, ensuring successful experiences for ICS students. Reporting directly to the Executive Director are the Chief Officer for Learning and Development, Chief Financial Officer, Director of Operations, Head of School, and Director of College and Career (Y2).

- **Chief Officer for Learning and Development** - reports to the Executive Director and is responsible for ongoing development, improvement, and evaluation of all curriculum, instruction, assessment, behavioral health services, social emotional learning, and professional development. The Chief Officer for Learning and Development has designed the ICS curriculum in alignment with our three key design elements. Further she will be responsible for providing professional development for ICS in the area of the science of adolescent development and deeper learning. The Coordinator of Student and Family Support, Data Analyst, and the Dean of Teaching and Learning (Y2) are direct reports.

- **Coordinator of Student and Family Support** - coordinates and provides direct support to students and families using a wraparound model of support. Ensures student support plans are coordinated across the classroom and the school, in the home, and in collaboration with community partners.

- **Data Analyst** - maintains and utilizes electronic student information management systems, education personnel information management systems, as well as other relevant data collection and submission as required by DESE. Produces data reports as needed by the Head of School and Chief Officer for Learning and Development.

- **Dean of Teaching and Learning** - supports instructional staff through coaching, professional development, and student progress monitoring.

- **Administrator of Special Education** - Begins in Y3 and supervises all special education teachers, ensures compliance with all federal and state laws and serves as IEP team chairperson. Assumes supervision and evaluation of all special education teachers from the Head of School. Works with Executive Director and Chief Officer for Learning and Development to design programming and supports for students with learning differences.

- **Chief Financial Officer** - reports directly to the Executive Director and is responsible for coordination and supervision of all financial systems, including accounting, auditing, financial reporting, payroll, and risk management. Coordinates financial tasks with contracted service provider for accounting management and bookkeeping. Provides recommendations to the Board of Trustees regarding internal controls, procedures and policies that ensure financial operations are functioning effectively and efficiently.
Administrative Assistant - supports all administrative responsibilities for the school in Year 1. (Beginning in Year 2, a Main Office Clerk will join the staff and report directly to the Head of School.)

Director of Operations - reports directly to the Executive Director and is responsible for systems and structures that support effective management of the facility, food service, transportation, and procurement of goods. Plans, coordinates and supervises the day-to-day business operations of the school. Custodial staff are direct reports.

Head of School - reports directly to the Executive Director, develops and implements the rituals, routines and celebrations that ensure a culture of academic success and college preparation, provides leadership and direction to staff, hires, supervises and evaluates all instructional staff consistent with school policy and Massachusetts regulations regarding educator evaluation. Responsible for the enactment of the three key design elements for ICS - the science of adolescent development, deeper learning, and early college STEM. The Director of Student Support, School Psychologist, School Adjustment Counselors, Guidance Counselors, School Nurse, Main Office Clerk and Technology Coordinator are direct reports.

Director of Student Support - implements and maintains student support service programs, supports staff in positive approaches to school discipline as outlined in the student/parent handbook, facilitates and serves as IEP team chair in Years 1 and 2.

School Psychologist - identifies potential learning, mental and behavioral disorders in students, and coordinates efforts that may result in 504 or special education referrals.

School Adjustment Counselor - promotes student success by providing counseling and support services to students through interventions, programs and services that support students’ social and emotional well-being.

Guidance Counselors - coordinates scheduling for all ICS students, maintains student records, supports each student's academic, social, and wellness development, coordinates early college programming and coursework with the Director of College and Career.

School Nurse - promotes health equity, assisting students and families in connecting with healthcare services, financial resources, shelter, food, and health promotion.

Technology Coordinator - identifies, evaluates, and selects educational and operational software, oversees infrastructure design, manages and supports student and staff technology services.

Human Resource Specialist - supports the recruitment of employees in alignment with the ICS mission and vision, advertises positions, attends recruitment events, maintains and updates online application programs, including posting, assigning and archiving, supports ICS’ hiring procedures and processing.

Main Office Clerk - will join the staff in Year 2 and serves as a receptionist within the main office, prepares and maintains a variety of attendance records, logs and files, assists with enrolling students, provides support to school staff.

Director of College and Career (arrives in Y2) - reports directly to the Executive Director and oversees all policy and programmatic work as it relates to our college and industry partners, and has no direct reports.

(2) School Leadership Roles and Responsibilities

Organizational Decision Making: In order to facilitate the decision-making process for key decisions about curriculum and instruction, student achievement, professional development, culture, staffing, fiscal
planning, and operations, the Founding Group identified four team structures as outlined in the table below. The Executive Team, the Academic Team, the Wellness Team and the Instructional Leadership Team (with noted subcommittees) each have specific areas of responsibility that lead to overall decision-making. The Executive Team includes senior leadership team members who are responsible for enacting the mission and key design elements described in section one of the application, as well as the systems and structure for day-to-day operations. The Executive Team has final decision-making authority in all areas that do not require Board of Trustee action or discussion. The teams for Academics and Wellness are each facilitated by an identified member of the Executive Team, who serve as a two-way conduit to facilitate communication between the Executive Team and Teams for Academics and Wellness. These teams design and monitor systems and programs in alignment with our three key design elements to support student learning and wellness, while also supporting ICS’ internal capacity-building for educator and staff development (described in section two of the application). The Instructional Leadership Team (ILT) is facilitated by the Head of School and includes the facilitators from each of the ILT’s subcommittees (Academics, SEL, and Family Engagement). The ILT and its accompanying subcommittees supports and monitors the program delivery for ICS students and teachers. The ILT’s subcommittees make recommendations to the ILT. In turn, the ILT communicates and coordinates with the Teams for Academics and Wellness to make necessary program adjustments or enhancements. The Head of School is on all ICS teams, in order to serve as the school’s through line from the Executive Team to the Teams for Academics and Wellness to the Instructional Leadership Team. All ICS teams - executive, academics, wellness, ILT and its subcommittees - apply the lens of the science of adolescent development, deeper learning and early college STEM in their recommendation and decision-making processes.
## Executive Team

**Facilitator:** Executive Director  
**Participants:** Chief Officer of Learning and Development, Head of School, Director of Operations, Chief Financial Officer  
**Purpose:** Executes the mission of the school, ensures adherence to board policies and expectations, addresses operational areas, establishes and monitors systems and structures in alignment with school goals and accountability plan.  
**Time:** 2 hours weekly

<table>
<thead>
<tr>
<th><strong>Academics (Curriculum, Instruction, and Assessment)</strong></th>
<th><strong>Wellness (Physical, Mental, &amp; Social-Emotional Health)</strong></th>
</tr>
</thead>
</table>
| **Academics Team Meeting**  
**Facilitator:** Chief Officer of Learning and Development  
**Members:** Head of School, Dean of Teaching and Learning  
**Ad Hoc:** Content Teacher Leaders, ESL Teacher, Special Education Teacher  
**Purpose:** Design an efficient, cohesive, and informative assessment system, monitor data on instruction and learning, identify strengths, weaknesses, and focus of curricular resources, and action plan for teacher support and professional development needs.  
**Time:** 1-hour weekly | **Wellness Team Meeting**  
**Facilitator:** Chief Officer of Learning and Development  
**Members:** Head of School, Director of Operations, Director of Student Support, Manager of Family and Student Support, Nurse  
**Ad Hoc:** Specialists, SAC, School Psychologist  
**Purpose:** Identify school-wide priorities for non-academic needs (Physical Health & Nutrition, Mental & Social-Emotional Health, and Family Supports), design in-school or out of school programming to address those needs, design an efficient, cohesive, and informative assessment system of non-academic needs, and action plan family support and programming to meet these needs.  
**Time:** One hour weekly |

**Instructional Leadership Team**  
**Facilitator:** Head of School  
**Members:** ILT Committee Facilitators  
**Purpose:** Monitor implementation efforts of the ICS program delivery and support ILT committee facilitation  
**Times:** 1.5 hours monthly

| **ILT: Academics Committee**  
**Admin Lead:** Dean of Teaching and Learning  
**Members:** Teachers, Data Analyst, Technology Coordinator, Director of College and Career  
**Purpose:** Support and monitor implementation curriculum through professional development, systems of support, and student enrichment activities.  
**Times:** 1-2 hours monthly | **ILT: Social Emotional Learning Committee**  
**Admin Lead:** Director of Student Support  
**Members:** Teachers, SAC, Director of College and Career  
**Purpose:** Support and monitor implementation systems of SEL supports, behavioral health and positive youth enrichment opportunities.  
**Times:** 1-2 hours month | **ILT: Family Engagement Committee**  
**Admin Lead:** Manager of Family and Student Support  
**Members:** Teachers, Director of Operations, Director of College and Career  
**Purpose:** Support and monitor implementation of enhanced communication, wraparound support, and connections with community partners.  
**Times:** 1-2 hours month |

**Proposed School Leader.** The Founding Group has identified Joany Santa, Ed.D., as the proposed Head of School. Joany brings 30 years of experience as an administrator in Rhode Island and Massachusetts. As the principal in schools in Southbridge (2006-2010) and Worcester (2013-2017), she served students' educational and social/emotional needs with significant academic gaps. During her tenure in Southbridge, students met Adequate Yearly Progress (legacy term) in English Language Arts, Mathematics, and Science. Under her leadership in Worcester, the school-based team laid the systems and groundwork for a successful Turnaround Plan at the Elm Park Community School from 2013-2017, which resulted in the school exiting Level 4 status in the Fall of 2018. Joany has been in the Human Resources role for eight years in Fall River (2010-2013) and Falmouth (2017-present). In the Fall River Public Schools role, she led the district out of its state-mandated "recovery plan" for the Human Resources Standard. In addition, her personal and professional experience in recruiting and supporting diverse educators will directly support the Innovators Charter School- South Coast's focus on students and employees from historically marginalized communities. Her additional roles include Co-founder and Board member of the Center for Leadership and Educational Equity (CLEE, Providence RI). In addition, she has mentored/advised educators in Rhode Island Charter Schools, Segue Charter School (middle school), and Paul Cuffee Charter School (high school & middle school). She received her undergraduate degree from Rhode Island College, a master's degree from Cambridge College, a Certificate of Advanced Graduate Studies, and a doctorate from Johnson and Wales University.
Chief Officer for Learning and Development. The Founding Group has identified Fran Roy, Ph.D., as the proposed Chief Officer of Learning and Development, and ICS instructional leader. As Chief Academic Officer for Fall River Public Schools, she oversaw all curriculum, instruction, and assessment practices, trained and evaluated principals and other leaders on effective school improvement practices and systems, successfully wrote and obtained grants, and led the work on school and district improvement efforts. In combination with the efforts of school and district leaders, the transformation of individual schools earned state and national recognition. Fran has continued school transformation work in her current role as DESE appointed receiver for two schools designated as Level 5 - Parker Elementary in New Bedford and Dever Elementary in Boston. Her work as receiver encompasses the gamut of school improvement efforts from securing and delivering professional development, evaluating and training school leaders, designing and creating systems based on strategic plans, recruiting and retaining staff, writing grants and managing budgets, and collaborating and communicating with all stakeholders from parents, union leaders, central office staff, to state level leaders. Fran’s transformation work in these schools focuses heavily on integrating social-emotional learning and teaching and learning. In both schools, she has moved staff away from operant (rewards and punishments) approaches to behavior management to one that is grounded in the neuroscience of brain development, relationships, and social cognition skills, all of which fall under the umbrella of trauma informed practices. This approach has resulted in positive gains. After one year of receivership (2018 - 2019), Parker Elementary school moved from the 7th to 27th percentile and mean student growth percentile moved from 42 to 55 in ELA and 35 to 64 in mathematics. On more qualitative measures, outside comprehensive evaluations from the School Empowerment Network show Parker improving significantly in measures of school quality. Dever, similarly, has improved despite the challenges of the pandemic.

Executive Director. The Founding Group has identified Meg Mayo-Brown, Ed.D., as the proposed Executive Director. Originally a special education teacher, her interest in education policy led her to the Massachusetts Department of Education where she ultimately served as Executive Director of Educator Quality. After eight years engaged in policy work, she transitioned to district level work to support educators and students, in roles of Title 1 Director and Assistant Superintendent. In 2008, Meg was appointed as Superintendent of the Fall River Public Schools where she successfully led a district turnaround, exiting the district from the lowest 10% based on 2015 and 2016 MCAS results, increasing high school graduation rates, accelerating learning for all students, and promoting teacher leadership. Further, under Meg’s leadership, the district was released from its state-mandated recovery plan and DESE monitoring. Her leadership in designing systems and structures to support her students’ social and emotional learning, as well as creating systems for student learning has been highlighted at the state level, and led to her serving as a Distinguished Educator Council for the National Commission for Social Emotional Academic Development (2017). She served as Chair of the Massachusetts Board of Education’s Accountability and Assistance Advisory Council, and co-chaired the Massachusetts Urban Superintendents’ Network (2014-2016). She is the 2015 recipient of the Women’s Leadership Award, a Mass 2020 Innovator of the Year (2015) recipient, as well as the 2016 recipient of the President’s Award from the Massachusetts Association of School Superintendents. In 2016 she became Superintendent of Schools for Barnstable Public Schools. Meg is the logical choice for the executive director given her knowledge of the south coast, demonstrated results in working on behalf of students in the region, and proven leadership capabilities.

Attract, Develop, and Retain an Effective Leadership Team. ICS will attract qualified and highly competent leaders through our own professional networks, as well as through advertising in key
educational platforms and job sites and recommendations from trusted advisors. Our model allows for ongoing professional learning, collaboration, and innovation within an environment of culturally responsive and sustaining practices. ICS supports a culture for collective efficacy, where educators hold the belief that in working together they have the capability to improve significant challenges in schools. Given collective efficacy has emerged over the past thirty years as a genuine and effective construct to improve student outcomes (Goddard, Goddard, Kim & Miller, 2015), ICS supports collaboration and shared decision-making across the leadership team. Moreover, founding members and proposed executive leadership members, Meg Mayo-Brown, Fran Roy, and Joany Santa have significant experience in attracting, developing, and retaining highly effective leaders.

(3) Human Resources

Ideal Teacher. The ICS ideal teacher has 3 or more years of experience working with middle school or high school students in a similar demographic community as New Bedford and Fall River. ICS educators have Massachusetts licensure as an educator or secure their license within the first year of employment, consistent with Massachusetts Charter School Technical Advisory 20-1 (https://www.doe.mass.edu/charter/guidance/2020-1.html). A bachelor’s degree and SEI endorsement is required, and a master’s degree preferred. The ideal ICS educator holds high expectations for all students, is experienced with planning and executing interventions, and demonstrates inclusive instructional practices. ICS educators understand second language acquisition and its relationship to literacy learning. Through training and professional associations, the ideal teacher candidate demonstrates their commitment to building a school community with a sense of belonging, cultural awareness, and commitment to educating all children regardless of where the students are academically and personally. They are committed to professional learning to build their instructional capacity in the science of adolescent development, deeper learning, early college STEM, and engage in equity-focused professional learning opportunities. They provide hands-on support to students, customize instructional practices based on the results of progress monitoring data, and collaborate in the development of support for students. The ideal educator understands the collective efforts of all the educators lead to success and, as such, can take action to improve learning outcomes for students and are invested in the success of their colleagues. Teachers are passionate about their subject matter and demonstrate a willingness to continue strengthening their knowledge in their respective subjects, as well as support the social and emotional development of students. The ideal teacher is open to receiving warm and cool feedback to improve their practice and instruction.

Staff Recruitment, Advancement, and Retention. Recruitment efforts mix traditional methods and steps to recruit through social media and proactive marketing. Beyond the conventional in-district job fairs, ICS will organize meet-and-greet sessions for potential candidates to engage candidates with the school personally. In addition, ICS will participate in DESE’s initiatives to increase educator diversity; pilot programs, college visits, InSpired Fellowships, Influence 100. Recruitment events will take place online and in-person, designed by the school. ICS will implement a process to assist specialists in STEM fields to segue into education by securing licensure and meeting MA DESE licensure requirements to provide students with educators well versed in their subject matter and STEM industry. Educators will be supported with professional development and licensure support with payback provisions to safeguard the school’s funds and increase responsible retention. ICS partners with local colleges and universities in the South Coast, as well as institutions of higher education with educator prep programs, to engage future educators with the school. ICS engages in established high yield job fairs; Massachusetts Educational Recruiting Consortium (MERC), Massachusetts Partnership for Diversity in Education (MPDE), to provide
additional recruitment streams.

**Compliance with MA Regulations for Educators.** ICS follows all licensure guidance detailed in Massachusetts Charter School Technical Advisory 20-1 ([https://www.doe.mass.edu/charter/guidance/2020-1.html](https://www.doe.mass.edu/charter/guidance/2020-1.html)), including the requirement for SEI endorsement. Although MA DESE typically leaves employment matters up to the LEA, ICS follows regulatory guidance to determine the “most appropriate license” for each role we employ. Any temporary assignments will include an understanding with the educator that they are actively working towards securing the appropriate license to remain employed to Year 2. For any role not defined by an existing license, the school will determine the most appropriate license outlined in 603 CMR 7.00 or 603 CMR 4.00.

**Teacher Program.** Teachers are expected to arrive by 7:30am to prepare their classrooms for the day. Every teacher begins the instructional day with students in a morning circle, to support belonging, identity and purpose as described in our key design element of the science of adolescent development. A typical Day A teaching day includes two ninety minute instructional blocks aligned with our key design element of deeper learning, a daily ninety minute preparation/collaboration period, and an acceleration block. A typical teaching day on Day B includes two ninety minute instructional blocks, a ninety minute preparation/collaboration period, and a Wayfinding block. When Wayfinding blocks occur in the schedule, the entire school participates during the given block, and all core academic teachers co-plan and deliver the material for the Wayfinding block.

Administrators are responsible for lunch and dismissal duty. All teachers who express an interest are paid a stipend to work in after school enrichment programs and potential summer academies. All members of the faculty will engage in seven days of professional development that will take place prior to school opening. An additional day of professional development will take place during the school year, as will monthly early release days. ICS will establish a culture of continuous learning for the staff that is directly tied to our three key design elements of the science of adolescent development, deeper learning, and early college STEM.

**Working Conditions and Compensation Package.** ICS establishes an educator salary scale that is transparent, commensurate with experience and regionally competitive in nature, including a strong benefits package. Staff will be provided with a benefit package that includes a comprehensive health plan. Educators and instructional support staff (i.e., counselors, teacher assistants, and school nurse) are expected to work 187 days, 7 hours per day. This includes 180 days of instruction, and 7 days of professional development. Additionally, educators will have opportunities to earn additional compensation through after school and potential summer programming. School based administrators will be expected to work 207 days, while executive team members are 12-month positions. Non-instructional staff (i.e., administrative assistant) work 8 hours per day and are generally 12-month positions. All salary increases will be framed by a budget allocation, approved by the board and applied to the educator salary scale.

ICS teachers are provided with 90 minutes per day for planning, collaboration and professional development. Educators will enjoy longer instructional periods allowing for deeper learning, with opportunities for students to engage in relevant curriculum. A comprehensive student support model provides teachers with resources to support and engage with students’ social and emotional learning within a context of the science of adolescent development.

**Staffing Chart.** ICS opens with 315 students in grades 6-8 and increases by 105 students in grade 6 each
subsequent year, concluding in FY 27 when ICS is at full capacity, grades 6-12, totaling 735 students. In year one, ICS staff serves 315 students in grades 6, 7, and 8. As described in our first key design element, there is integrated grouping at ICS. All courses at ICS have one advanced level assigned to all students, including English learners and students with disabilities. All students participate in the advanced level course and receive additional support as necessary, via acceleration blocks in the schedule. Curriculum for students with IEPs will be modified as required. Students take between seven and eight classes delivered in a block schedule format in an A/B day structure.

**Instructional staff**  - in Year 1 of operation, ICS provides 12 content area teachers and 3 specialist teachers, in addition to 3 ESL teachers and 3 special education teachers. Each content area teacher is assigned to an acceleration block to support students who need intervention/acceleration. In Year 1, instructional staffing is enhanced by 3 assistants who are available for student support in academic and social emotional learning. The staffing pattern remains constant for grades 6-8, and begins to increase to further support college preparation in grade 9. Thus, in Year 2 of operation (grades 6-9), ICS increases by 5 core content teachers, 4 specialist teachers (World Language, Art, Music and PE/Health), an additional ESL teacher and special education teacher for grade 9. Again, all core content teachers are assigned an acceleration block. In Year 3 the number of core content teachers increases by 5 for grade 10, as well as 1 world language teacher and a special education teacher, and acceleration blocks continue. In Years 4 and 5, ICS students in grades 11 and 12 are accessing the majority of their classes through our college partners. Hence, content area teachers increase by 5 and a special education teacher is added in Year 4 and staffing patterns remain at that level for Year 5. The primary role of core content teachers for grades 11 and 12 is to provide targeted support for students who are accessing college courses, and to those students who need additional acceleration to access college courses. Teacher assistants increase by 2 in Year 2, and another 2 in Year 3, for a total of 7. The staffing pattern for teacher assistants remains constant for the remaining years.

**Student support staff**  - ICS staffing includes 2 school adjustment counselors beginning in Year 1, as well as a .5 school psychologist. ICS school adjustment counselors have specialized knowledge and evidence based training to support students to engage successfully in their learning environment and are an integral component of the student support team. School adjustment counselors will participate in additional ICS professional development on the science of adolescent development. The ICS school psychologist identifies barriers to learning, including identifying learning, mental and behavioral disorders in students, and coordinates efforts that may result in 504 or special education referrals. In Year 2, ICS adds a guidance counselor to support continued college and career planning and access. ICS adds a second guidance counselor in Year 3 to align with ICS’ inaugural grade 10 class, and a third guidance counselor in Year 4 as more ICS are enrolled in college classes. Thus, the ratio of guidance counselors to students by Year 5 is 245 students, a benchmark recommended by the American School Counselor Association. A school nurse is a key component of ICS’ commitment to wellness, therefore, beginning in Year 1, a .5 position is included and expands to a full time position in Year 3 with an enrollment size of 515 students.

**Leadership Team**  - ICS administrators include the executive director, chief officer for learning and development, head of school, director of operations, chief financial officer, director of college and career, coordinator of student and family support, human resource specialist, coordinator of technology, data analyst, director of student support, administrator for special education, and dean of teaching and learning. The ICS Founding Group has chosen to open with most key members of the leadership team in place beginning in Year 1. The ICS Founding Group believes the leadership
team is integral to establishing the systems and structures necessary for student support and
wraparound services within the research base of adolescent development, as well as ensuring
deepen learning for students through educator professional development within a comprehensive
STEM design and culturally sustaining practices. After the ICS inaugural year, the leadership team
will increase by three members to include the Dean of Teaching and Learning, the Director of
College and Career and the Human Resource Specialist. As described in the Diverse Learner
section, the proposed executive director has substantial experience in ensuring specialized services
to students and will oversee special education program development and compliance until Year 3
when a special education administrator is added to the ICS budget. The Director of Student Support
will facilitate all IEP meetings, serving as team chairperson. Similarly, the proposed Head of
School has more than eight years of central office human resource expertise, and her personal and
professional experience in recruiting and supporting diverse educators will directly support the ICS
focus on students and employees from historically marginalized communities. The proposed Head
of School will serve as our human resource specialist until Year 2 when a .5 position is added to
the ICS budget. The Founding Group believes this is the best approach given the necessary and
important role the Head of School typically plays in hiring, combined with the significant human
resource experience of Joany Santa.

Administrative Assistant - ICS opens with one administrative assistant who supports all
administrative responsibilities for the school in Year 1. Beginning in Year 2 a Main Office Clerk
will join the staff and report directly to the Head of School.

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D. FACILITIES AND STUDENT TRANSPORTATION

**Facility.** ICS Founding Group members have expertise in real estate and finance, and have assessed current real estate in the region to identify potential facilities. Additional information will be provided during the final application process in order to maintain our negotiating capacity with potential property owners. The Founding Group will have five months after receiving charter authorization to finalize the site, negotiate a lease or purchase agreement, obtain permitting, and conduct any necessary renovations for occupancy by August 1, 2022. The Founding Group is aware that Commonwealth charter schools may take out loans for purposes of facility acquisition and/or renovation, but the loan may not extend beyond the term of the charter without approval of the Board of Elementary and Secondary Education, M.G.L. c. 71, § 89(k) (6).

In Year 1, with an enrollment of 315 students, ICS needs approximately 16 academic classrooms; 2 design (maker) spaces; 1 multi-use space for cafeteria, meeting space, and assemblies; 1 kitchen/food prep rooms; 3 teacher collaboration rooms, 1 conference room and 10 combined office spaces. Given the space needs required for Year 1, ICS is identifying facility space of at least 30,000 square feet, with a desired square footage of 50,000 in order to support our growth plan. ICS is not looking for traditional school space, rather we desire a space that inspires innovation, creativity, and flexible design.

All students, parents, staff, and visitors who are physically challenged will have full access to the school facility in accordance with Section 504 of the Rehabilitation Act of 1973 (29 U.S.C. 791 et seq.) and its accompanying regulations. All students will be provided with the access, services, and accommodations necessary to assure their full participation in the educational program, in full compliance with all applicable laws and regulation including the Americans with Disabilities Act.

**Transportation.** The Massachusetts charter school statute, M.G.L., Ch. 71 § 89(cc) states: The children who reside in the school district in which the charter school is located shall be provided transportation to the charter school by the resident district’s school committee on the same terms and conditions as transportation is provided to children attending local district schools. In providing such transportation, said school committee shall accommodate the particular school day and school year of the charter school; provided, however, that in the event that a school committee limits transportation for district school students, the school district shall not be required to provide transportation to any commonwealth charter school beyond said limitations. In accordance with state law, students who reside in the district in which ICS is located, the local school district is obligated to provide all transportation on the charter school's behalf. It is the intention of the ICS Founding Group to work with the public school district, in which ICS is located, to provide busing services to all resident students, in accordance with local laws governing public school transportation, including students who are designated as homeless. The ICS five year projection includes a line item for transportation to transport students who reside outside of the district in which ICS is located. When a student with disability requires transportation, who does not reside in the
district in which ICS is located, ICS will provide necessary transportation as identified in the student’s IEP or 504 plan.

E. SCHOOL FINANCES

(1) Fiscal Management
The Board of Trustees (BOT) is responsible for the fiscal oversight of the school. Founding Group members have significant public and private financial experience, including a current bank president with more than forty-five years of financial experience and leadership, a president emeritus of a community college with more than twenty-five years of leadership that ensured effective management of public financial resources, a prospective BOT Treasurer with more than twenty years in the financial services space, a current executive director of a MA charter school, a non-profit executive with more than 15 years of fundraising/development experience, a superintendent of schools with more than thirteen years of demonstrable financial planning and fiduciary responsibility with public funds, a proposed head of school who is a MA licensed school business administrator.

Along with the Executive Director, the Board of Trustees develops an annual budget and the five-year plan. The Treasurer of the BOT chairs the Finance Committee, which includes members with expertise in budget development and finance. The Treasurer reports to the BOT on budget and revenue expenditures at each board meeting. The budget is presented to the full board for approval annually. The Finance Committee reviews financial statements on a monthly basis, and the full board reviews quarterly statements. During the pre-operational phase, the Executive Director and Founding Group members with financial expertise will develop a Policies and Procedures Manual, consistent with the Recommended Fiscal Policies and Procedures Manual from the Massachusetts Office of Charter Schools and School Redesign, that will detail financial management, processes of budgeting and reporting, transaction approval, purchasing, accounting, issuing checks, employees’ expenses, payroll and benefits, and inventory management. The Finance Committee will review these policies and recommend them to the BOT for approval.

Beginning in Year 1 of operation, ICS staffing includes a Chief Financial Officer who will track finances in our daily business operations in order to maintain needed cash flow; maintain an accounting system identified and approved by the BOT; establish accounts payable and receivable systems consistent with BOT policies; and coordinate financial operations and transactions of ICS with our contracted service provider for bookkeeping, accounts payable and receivable. During the preoperational period, Founding Group members with financial expertise will finalize a cash flow management plan. The Founding Group intends to secure a line of credit up to $500,000 for contingency planning.

(2) Operating Budget and Budget Narrative
This budget team is composed of Board members that have backgrounds in real estate, business, finance, school finance, grant writing, and in consultation with expert others, such as the CFO from New Heights Charter School. For figures that we did not have specific rates, we consulted end of year financial reporting from charters schools in New Bedford (Global Learning and Alma del Mar) and Fall River (Argosy and Atlantis), and the New Bedford Public Schools fy2022 budget book.
Major Assumptions

Per Pupil Tuition. We calculated a per pupil tuition rate based on averaging the per pupil rates of the sending districts of Fall River (Atlantis and Argosy) and Global Learning, then adding $938 for facilities per student. This rate is calculated as $15,570 per student. We anticipate this rate to be conservative based on our goal of recruiting a more diverse community than these schools serve in terms of English learners and students from economically disadvantaged homes.

Student Enrollment. We plan to open with 315 students in grades 6-8. In year 2, we roll-up the grade 8 students to grade 9, adding 105 students per grade level each year and backfilling any attrition from a waiting list. We will reach max enrollment in year 5 at 735 students in grades 6 – 12.

Facility Size. We are seeking a facility that will provide around 95 square feet/pupil. We are trying to budget for a facility that will support our capacity in Year 3 (grades 6 – 10) for a total of 525 students. We are budgeting around 95 square feet per student and hence are seeking a facility of approximately 51,000 square feet. We anticipate that in grades 11 and 12, students will be taking most of their classes on a college campus. We will work with our college partners for check-in space on campus and extend our facility space to support our upper classroom by an additional 10,000 square feet, and hence, increasing our capital costs during that time period.

Cost Per Square Foot. We anticipate a cost of $13 per square foot based on a recent review on LoopNet of commercial leasing rates in Fall River and New Bedford.

Operating Revenues

Tuition. $15,570 per student. See above assumption.

Grants – State. Given the timeline of opening it will be difficult to secure state grants. In years 2 – 5 we budget a conservative amount of $10,000 in year 2 and $20,000 per year after that given that cofounders have extensive successful experience securing state grants for a variety of purposes such as purchasing PLTW technology equipment, extended learning time funding, and a variety of instructional and SEL support grants awarded by DESE.

Grants – Federal. Federal Entitlement grant awards were estimated based on Global Learning Charter school rate, divided proportionally by our enrollment. Once again, we anticipate this to be a conservative number given our recruitment plan to recruit economically disadvantaged students and English language learners at rates more aligned with districts of New Bedford and Fall River.

Grants – Private. We are estimating successfully securing private grant funding starting with $60000 in years 1 and 2 and $75,000 in years 3 – 5. We have already had initial conversations with two identified foundations located within the Commonwealth. We believe this number to be conservative given the focus on diversifying STEM fields and the composition of our prospective board, many of which have extensive connections and experiences with private foundations.

Nutrition. We conservatively estimate that 60% of students (189 for year 1) will participate in lunch and breakfast. Of those who participate, we anticipate that 60% of students will be eligible for free lunch and
breakfast, 10% eligible for reduced, and 20% will pay. We assume the following reimbursement rates (https://www.govinfo.gov/content/pkg/FR-2020-07-22/pdf/2020-15764.pdf): Paid – $0.35, Reduced - $3.13, and Free $3.53. Hence, reimbursements are calculated by the number of students x rate for lunch status x 180 days. Total nutrition revenues then will increase accordingly by increases in enrollment.

Program Fees. We will not pursue fees for any programming given our commitment to serving economically disadvantaged students.

Contributions, in kind. We are assuming a minimum of $55,000 in-kind contribution during the pre-operation period from the Resiliency Foundation and other supporters. Other places where we seek in-kind support are clerical services, finance, and networking infrastructure. As the school becomes more established, we anticipate continued in-kind contributions but do not rely on that amount for operational costs.

Contributions, in cash. With the support of the board and their connections to the business community in the South Coast, we anticipate raising $100,000 to support pre-operational expenditures. For years 1 – 5, we reduce that amount once the school is operational to $50,000 in years 2-5 as we shift focus to grant writing and foundations.

Investment Income. The budget does not make assumptions about investment funds during the first 5 years. However, we do anticipate beginning to open those investments in year 4.

Transportation. We are budgeting for the scenario that the school is located in New Bedford. If so, the district will cover the transportation for New Bedford students. For year 1, we are budgeting $200,000 for two buses to transport all Fall River students to ICS. We increase $100,000 each year for one additional bus in subsequent years. Transportation for all Fall River students if located in New Bedford will be provided by ICS. Conservatively, we used .60 for the reimbursement rate given that the rates for the last three years were 83.9%, 77.2%, and 33.5% respectively. Reimbursements are applied to the Year 2 budget and subsequent years.

Other. We intend to secure from BayCoast Bank a 5-year non-revolving line of credit of $500,000 available during the preoperational period for capital improvements. In addition, we intend to open a $150,000 revolving line of credit for Year 1 to support other costs associated with cash flow.

Operating Expenditures – Administration

Salaries – Admin (Professional). To ensure a safe and smooth opening, ICS is opening with almost all Operational Administrators in Year 1. These positions include the Executive Director who will serve as .75 Executive Director and 0.25 SPED Director in Year 1. In year 2, her operational percentage will be 0.67 and then 0.90 for years 3 – 5. Year 1 will also include a Director of Operations, Chief Financial Officer, Data Analyst and Coordinator of Technology. A 0.5 Human Resource Specialist will be hired in Year 2. We budgeted a 2% salary increase each year for all operational administrators. These positions are all 12-month employees and are budgeted to begin on July 1.
Salaries – Admin (Support/Clerical). In the preoperational period, clerical work will be done by in-kind contributions. Year 1, we begin with 0.5 Administrative Assistant, and a full-time clerical beginning year 2.

Accounting – Audit. In consultation with New Heights Charter, we budget $20,000 for an annual audit with a $2,000 increase annually during the growth period.

Legal. In consultation with New Heights Charter, we budget $5,000 in legal fees during the preoperational period to review legal documentation and then $10,000 for each year.

Payroll. We assume an approximate cost $40,000 for year 1 payroll outsourced to a company and the integration of payroll to a larger HR system. HR Knowledge was recommended as a possible company to outsource HR functions. We budgeted $10,000 for this service during the preoperational period to support systems to on-board staff and create of staff policies. Our founding members, including a former Executive Director of HR, have a wide array of experience with HR functions and will also support the coordination of this work.

Other Professional Services. Central Source was recommended as a possible vendor to support the establishment of our financial platforms. In addition to the audit, we budget $5000 in the preoperational period to support the CFO in establishing financial platforms. Years 1 and 2, we increase this cost to $20,000 and $40,000 respectively. As we build capacity, the goal is to reduce costs in Years 4 and 5 by $10000.

Information Management and Technology. We budget a total of $70,000 to be allocated during the preoperational period to ensure the operational information management and technology is established. Costs are assumed at $1,000 per Operating FTE or $7,000 in total. We add another for $3,000 for high quality printers. We are budgeting another $30,000 for network and phone set up and consultation. In this line, we are including software licenses for staff, and financial information systems at another $30,000. We reduce this line to $50,000 in Year 2 given that we anticipate startup costs to be the highest of the 5 years. We add $10000 for the preoperational period for database and software subscriptions that we may need prior to year 1 to house staff and student information.

Office Supplies and Materials. Based on EOY financials of similar Charter Schools (Argosy, Global, and New Heights), we anticipate $20,000 in pre-operational period to cover Year 1 with an increase of $5,000 each subsequent year to support expansion.

Professional Development, Admin/Board. Assumes $5,000 each year for Board development beginning in Year 1.

Dues, Licenses, and Subscriptions. Assumes dues to MA Charter School Association and additional memberships to support operational costs to be allocated as soon as the school is chartered during the preoperational period and covering year 1 costs.

Fundraising. We budget a modest $10,000 for private fundraising events given that much of our energies will be focused on securing private grants from foundations beginning in Year 1.
Recruitment/Advertising. We anticipate an up-front investment during the preoperational period of $30,000 to recruit staff and students. Each subsequent year, we budget a modest $20,000. This number was based on averages of like Charter Schools in the region.

Travel Expenses for Staff/Board. We anticipate travel of staff and Board will increase after year 2, given the focus of those years will be on establishing the school. We budget a small amount ($5,000 for those years) with an increase to $10,000 starting in Year 3.

Bank Charges – Current (Short Term). We have verbal confirmation from BayCoast Bank for a 5-year non-revolving line of credit for $500,000 at 4%. This line contains the yearly interest payments. In Year 1, we add the interest paid on the $150,000 revolving line of accredited awarded by BayCoast Bank, estimated to be $30,613

Other. In consultation with New Heights Charter we budget $15,000 for liability insurance in Year 1 with a 25% increase in subsequent years.

**Instructional Services**

Salaries – Teachers. Please see the Student Support Chart and Staff Chart in the application for details of positions from Year 1 to Year 2. We used an average salary of $62,000 after analysis of current salary scales for the New Bedford Public Schools teachers’ contract. The fifth step with a Master’s or Bachelor’s plus 30 is listed at $61,523 effective July 1, 2020. Our goal is to stay competitive with the New Bedford Public Schools and hence, we view this number as elevated given that we assume we will open with many novice teachers. We budget for a 5% increase for each teacher to account for step increases comparable to that of the NBPS scale.

Salaries – Other (Professional). This line contains salaries for instructional leaders and other support personnel. For regular education, these positions include Chief Officer of Learning and Development, Head of School, and Dean of Teaching and Learning (starting in Year 2). On the SPED allocation, Special Education administration is covered by the 0.25, and 0.3 FTE of the Executive Director in years 1 and 2. In years 3-5, the Executive Director maintains .10 of the FTE for this position and a 1.0 FTE Administrator of Special Education. Also, the Manager of Family and Student Support will allocate 0.25 FTE to SPED for all 5 years and a 0.5 FTE School Psychologist is budgeted for years 1 and 2, and 1.0 FTE for years 3-5. We also include additional student support personnel – Director of College and Career beginning in year 2, Director of Student Support beginning in year 1, and one Guidance Counselor in year 2, an additional one in year 3, and 3 in years 4 and 5. We budgeted for 2 Student Adjustment Counselors beginning in Year 1, 0.5 of an FTE will be allocated to meet IEP needs. These non-teaching positions were budgeted based on comparable positions in the districts of Fall River and New Bedford. For Guidance Counselors and Student Adjustment Counselors we budget an annual 5% raise similar to teaching staff. All others will receive a 2% annual increase.

Salaries – Paraprofessionals. All paraprofessionals will be allocated for Special Education budgeted at $35,000. The rollout plan is 3 paraprofessionals (Teaching Assistants) in year 1, 5 in year 2, and 7 in years 3 – 5. They will also receive 2% annual increases.

Salaries – Support/Clerical. In year 2, we add an office clerk to support the building leader. Based on going rates in the South Coast we budget this position at $40,000 and plan for a 2% annual raise.
Contracted Services, Instructional. Using a rate of $65 per hour and estimating a roughly small percentage (10%) of students with IEPs requiring related services of Speech, OT, or SLP, we assume servicing these students 2 times per week for one hour for 36 weeks. The total cost is then adjusted as enrollment increases.

Instructional Technology in Classrooms. Our assumptions here include 1-1 Chromebook at $250 each for students in grades 6 – 8. Grade 9 – 12 students will upgrade to $500 laptops to pursue college coursework. We also assume each staff member receives a $500 laptop and each classroom is outfitted with document cameras and smarts boards at around $1000 per classroom. We also add $15,000 for instructional software and miscellaneous technology in year 1, and increase this amount by $5000 each subsequent year to account for increases in costs as upper grade level students access college technology needs. We also allocate $1000 in year 1 to special education specific technology needs and increase that by $1000 each year. This number assumes outfitting specialists’ classrooms and science labs.

Instructional Supplies & Materials. The majority of curricular resources will come from open source and be technology based and fall under the instructional technology line. We don’t anticipate high costs associated with textbook adoptions. For example, the Grade 6 Mathematics curricular resources can be purchased for approximately $35 on Amazon. These inquiry based units only have a teacher resource and no need for student materials. Hence, we begin year 1 with a $40,000 allocation and add an additional $10,000 each year until year 4. In year 4, we budget for an increase in textbook courses due to students enrolling in college courses. We allocate $500 per student for grades 11 and 12 in addition to the instructional technology budgeted in the above line.

Testing & Assessment. The table below describes our anticipated assessment costs. They include an assessment suite for core classes such as Edulastic (approximately $20 per student) and Waypoints SEL system ($25 per student). We also include estimates for PSAT ($18 per student), SAT ($68 per student), and AP Classes (low income rate of $53 per student). Core assessments are for the entire school, PSAT for all grade 10 students, and we anticipate about 100 AP assessments starting in year 2 for grade 9 and then adding an additional 100 tests taken each year. Special education specialized testing will be covered by the School Psychologist or outsourced with related service providers.

<table>
<thead>
<tr>
<th>Core Ass Programs</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
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<td></td>
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<td>$7,140.00</td>
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<tr>
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<td>$30,815.00</td>
<td>$45,330.00</td>
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</tbody>
</table>

Professional Development, Instructional. In the first few years of operation, professional development will occur to address schoolwide priorities using an internal train-the-trainer model (e.g., Adolescent Learning, and the Science of Learning) with a few specific partners based on priorities such as PLTW training for our STEM teachers. The Chief Officer for Learning and Development has an extensive 20-year
career delivering professional development on teaching, learning, and social and emotional development and will oversee the delivery of internal and external professional development. In Year 1, we budget $15,000 for external partner PD for general education staff but reserve $5000 for training geared to neurodiverse learners. We maintain the $5000 annual allocation specific for special education staff, but expand the general education budget in subsequent years to $40000 as our programming expands into the high school and early college work.

**Staff Stipends in addition to base salary.** We budget a $10,000 stipend to serve as the ELL coordinator. Additional stipends will support after school or summer programming starting in Year 1 with $5000, increasing by $5000 each subsequent year as enrollment and programming grows.

**Other - Early College Partner.** We are budgeting an estimate of $5000 to purchase a course from a college partner. In grade 10 (Year 3), we plan on purchasing 2 courses for 4 cohorts totaling $40,000 with a rate of $190.50 per student. Although in grades 11 and 12, we may not follow a cohort model for early college classes, we use the rate of $190.5 per course, anticipating that students can enroll in up to 4 courses per semester or 8 per year. For students who need special accommodations, we may contract courses with Landmark College for early college coursework. A smaller amount is used assuming a similar rate of $5000 per course.

**Other – Workforce Partnership.** Beginning in year 2, we set aside money to support workforce readiness. Although in early stages of development this allocation could support connections with career centers at the university and in the community, internships, and other experiential methods of developing career readiness. We begin with $20,000 for years 2 – 3 and expand this amount to $25,000 as we roll up to grades 11 and 12.

**Other Student Services**

**Salaries – Other Student Services.** In recommendation from the AAP, we allocate a 0.5 FTE Nurse for Years 1 and 2, and 1.0 FTE Nurse from then forward at $85,000 with 2% annual increases.

**Health Services.** Contractual services provided by a Physician.

**Student Transportation (to and from school).** We are budgeting for the scenario that the school is located in New Bedford. If so, the district will cover the transportation for New Bedford students. For year 1, we are budgeting $200,000 for two buses to transport all Fall River students to ICS. We increase $100,000 each year for one additional bus in subsequent years. In Years 4 and 5, we add an additional $200,000 on top of the to and from school costs to cover transportation costs to a college campus.

**Food Services.** We anticipate a 20% revenue shortfall in our nutrition account based on estimates from New Heights (see Nutrition Revenue).

**Athletic Services.** We budget this amount to cover the costs of gym rentals or other athletic rentals due to physical education programming. In year 3, we begin a small interscholastic athletic program at $15,000 and double that budget in Years 4 and 5.
Operation and Maintenance of Plant

Salaries - Operation and Maintenance of Plant. The salary for the Director of Operations is contained within the administrative salaries. This line assumes 2.0 FTE custodians at $40,000 each which is the market rate in New Bedford.

Utilities. Utilities were estimated by examining costs of similar size schools in New Bedford.

Maintenance of Building and Grounds. Given that we are entering a lease agreement for the first five years, we are assuming that ICS will be responsible for minimal maintenance conducted outside of the normal maintenance of the building.

Maintenance of Equipment. We plan on leasing the majority of the equipment so budget a low amount for this cost.

Rental/Lease of Buildings and Grounds. Based on a review of leasing rates for commercial property in New Bedford and Fall River, we are assuming a rate of $13 per square foot. In consultation with a Realtor, we anticipate a 50% reduction in this rate during the preoperational period while construction and renovations are taking place.

Rental/Lease of Equipment. Based on rates of similar size schools in New Bedford, we estimated annual costs of copier leases at $20,000, growing by $10,000 after two years.

Capital Debt Service. This is annual payment for the non-revolving line of credit of $500,000 borrowed for 5 years at a rate of 4%.

Renovation/Construction. We anticipate using the preoperational period to conduct initial renovations necessary for opening with 315 students at $145,000. Additional renovations will continue in Years 2 and 3 at $100,000 and smaller projects for Years 4 and 5 at $50,000.

Acquisition of Capital Equipment. We anticipate needing a startup cost of $100,000 to purchase furniture. Based on estimates from school outfitters, we can outfit a class for approximately $5000. We will open with 12 classrooms fully outfitted with the assumptions that teachers may be sharing classroom space. We add a larger flexible common area for $10,000 and receive the $30,000 for cafeteria and small office spaces. In years 2 and 3, we will expand our capacity to outfit an additional 4 core classrooms and larger flexible common spaces at $60000. For years 4 and 5, we anticipate the need to outfit additional college level spaces and expand this budget to $100,000 each year.

Fixed Charges

Payroll taxes. Assumes 4.3% of total cost of salaries to cover payroll taxes.

Fringe Benefits. Assumes 12% of total cost of salaries.

Insurance (non-employee). Estimate based on consultation with New Heights Charter, starting at $15,000 in Year 1 and increasing to $20,000 for subsequent years.
Community Service and Dissemination

Dissemination Activities. Expect dissemination costs to increase as school becomes more established.

Civic Activities. This line will cover the cost for parent events, to increase as enrollment increases.

Contingency Fund
In year 1, we use the revolving line of credit of $150,000 in this line to account for 1st year cash flow expenses. In years 4 and 5, we use this line to designate funds that may be used for investment. The interest paid on that account in Year 1 is estimated to be at $30,613 and is accounted for in the Short Term Bank Charges.
References


The Charles A. Dana Foundation Report, 3 (1), 1-5.


National Academies of Sciences, Engineering, and Medicine, Promoting the Educational Success of Children and Youth Learning English: Promising Futures (Washington, DC: National Academies Press, 2017). Downloaded from https://www.nap.edu/download/24677#


IV. REQUIRED ATTACHMENTS – INITIAL APPLICATION

All attachments should be sequentially numbered and clearly referred to in the text. No required attachments count towards the page limits at the initial application and final application stages.

Required Attachments for Initial Application

- Draft Organizational Chart – first year of operation and at full student enrollment
- Draft School Schedule (Student and Teacher)
- Individual completed questionnaires of each applicant group member.
- Individual resumes from each applicant group member, indicating if a member is a proposed board member, proposed school leader, or proposed for any other position(s).
- Proven Provider request.
Curriculum Vitae

John J. Sbrega, Ph.D.

EDUCATION

Georgetown University
Ph.D. "With Distinction" (1974 History)--Mentor: Dr. Jules Davids

Fulbright Hays Scholar, London School of Economics and Political Science
1972 – 1973 Fulbright Mentor: Professor D.C. Watt

Georgetown University
M.A. "With Distinction" (1972 History)

Union College, Schenectady, NY
A.B. (History/Political Science)--1963

PROFESSIONAL EXPERIENCE

President Emeritus, Bristol Community College

July 2000 to July 2017 President, Bristol Community College Fall River, MA 02720

Fulbright Scholar, Community College Presidents Seminar to Russia – April 2010

EMPLOYMENT HISTORY

1997 to 2000 Vice President for Academic and Student Affairs, Anne Arundel Community College (MD)

1986 to 1997 Community College of Rhode Island

1979 to 1986 Tidewater Community College (VA)

  Founding Chairperson, Division of Social Science; Professor of History

1974 to 1979 J. Sargeant Reynolds Community College (VA)

  Founding Program Head for the Social Sciences; Professor of History

MILITARY EXPERIENCE, 1963-1968

Pilot (C-130 Medical Evacuations and Supply in Vietnam), USAF Captain (1963-1968)

Distinguished Flying Cross; Air Medal (with 17 Oak Leaf Clusters); Expeditionary Medal (Dominican Republic, 1965); Vietnam Service Ribbon (1965-66-67-68).

Selected History Books:

  The Role of the Intellectual in the Gilded Age: American Culture and Foreign Policy (Wells Publishing, 2021)
The United States at War: The War Against Japan, 1941-1945: An Annotated Bibliography (Garland, 1990) [Nominated for 1991 Leland Prize (American Historical Association); Selected by American Library Association as an “Outstanding Bibliography” in 1991]

The American Experience: Readings (Kendall Hunt, 1987, 2nd ed.)

Anglo-American Relations and Colonialism in East Asia, 1941-1945 (Garland, 1983) [Foreword by Warren Kimball; Nominated for 1984 Bernath Prize (SHA) by Professor Frank Freidel]

Selected History Articles:


“‘First catch your hare’: Anglo-American Perspectives on Indochina During World War II,” Journal of Southeast Asian Studies (March, 1983)

“A Anglo-American Relations and the Selection of Mountbatten as Supreme Allied Commander, Southeast Asia,” Military Affairs (October, 1982) [1982 Moncado Prize - American Military Institute]

“The Decision to Use the Atom Bomb: Some Unintended Consequences for Southeast Asia,” Asian Affairs (October, 1979)


Editorial Assistant to Jules Davids, ed., Diplomatic and Public Papers, The United States and China, Multivolume (Wilmington, DE: Scholarly Resources Press, 1979)


Selected Education Publications Available on Request

SELECTED AWARDS

Massachusetts President of the Year 2017 – New England Board of Higher Education

Leadership Southcoast Community Leadership Award (2017)
2015 Bellwether Award
2015 NACUBO Innovation Award – National Association of College and University Business Officers
2014 Leading By Example Award (for outstanding environmental and engineer achievement – Commonwealth of Massachusetts
Innovation of the Year 2014-2015 - League for Innovation – (building a zero net energy building for STEM)
Paul Harris Fellowship Award – Service Above Self 2014 - Rotary Club of Greater Fall River –
2011 Veteran of the Year - Veterans Transition House –
2011 Greater New Bedford Economic Impact Award - New Bedford Chamber of Commerce - (for e-Health Careers Initiative)
2010 Roger Valcourt Award: Distinguished Citizen of the Year - Fall River Chamber of Commerce
Pacesetter of the Year (2009) - National Council for Marketing and Public Relations – District 1
2008 President of the Year Award - National Association of Student Personnel Administrators Region I
Chair Academy Leadership Award, May 2007
2006 Drum Major Champion for Diversity Award - University of Massachusetts -
John S. Brayton, Jr. Memorial Community Service Award - Fall River Chamber of Commerce, 2005
New Bedford Downtown Improvement Award - Downtown New Bedford, Inc., May 2004
Outstanding Teaching Award (CCRI), 1987
Albert J. Beveridge Award - American Historical Association, 1983
Moncada Prize - American Military Institute - for Best History Article of 1962
Scholar (Historian)-Diplomat Seminar, U.S. Department of State, 1977
Holyoke (MA) High School Hall of Fame—Inducted May 31, 1996
NICHOLAS M. CHRIST

SUMMARY
Broad-based executive with extensive banking, investment management and insurance experience.

PROFESSIONAL EXPERIENCE

2004 to Present  BAYCOAST BANK
Swansea, Massachusetts
President and Chief Executive Officer

2003 to 2004  EXECUTIVE VICE PRESIDENT

1986 to 2003  SENIOR VICE PRESIDENT AND TREASURER, CHIEF FINANCIAL OFFICER
Responsible for the overall management of the financial division. Directs the overall management of the Bank; in the absence of the Chief Executive Officer. As a member of the Senior Management Team, participates in the development of short and long-term goals and objectives. Manages the Bank’s liquidity position, interest rate risk position, and investment portfolio. Member of Trust Investment Committee and Board of Trustees.

1985 to 1986  SENIOR VICE PRESIDENT - FINANCIAL OFFICER
Responsible for the preparation of the annual budget. Managed the controller’s area, daily cash management and investment of the Bank’s excess liquidity. Exercised administrative authority over the Internal Auditing Department (Logistical support only). Managed certain back-office operational support departments. Managed the Bank’s overall data processing requirements.

1980 to 1985  DEDHAM INSTITUTION FOR SAVINGS, DEDHAM, MASSACHUSETTS
VICE TREASURER - FINANCIAL OFFICER
Responsible for the Bank’s Accounting Department and all financial reporting, internal and external. Responsible for the daily cash management and investment of excess funds. Responsible for investment portfolio in a shared environment. Member of Long-range Planning Committee. Attendee at Board Meetings.

1977 to 1980  INTERNAL AUDITOR

1974 to 1977  WOLF AND COMPANY OF MASSACHUSETTS, BOSTON, MA
SENIOR ACCOUNTANT

EDUCATION

1974  M.B.A. Babson College, Wellesley, Massachusetts
1973  B.S. in Accounting, Boston College (cum laude), Chestnut Hill, Massachusetts
Nicholas M. Christ
Page 2

Organizations

Current Affiliations

Chair, Diocese of Fall River Finance Subcommittee
Chair, One SouthCoast Chamber Education Committee
Co-Chair, SouthCoast Health System President’s Council
Co-Chair, City of Fall River – Mayor’s Task Force on Homelessness
Co-Chair, Southcoast Development Partnership
Co-Chair, Bristol Community College Capital Campaign
Co-Chair, Southcoast Health System Campaign Steering Committee
Board, Bristol Community College Foundation
Board, Catholic Foundation of Southeastern Massachusetts
Board, Diocese of Fall River Central School Board
Board, Durfee High Hilltopper Athletic Foundation
Board, Foundation to Advance Catholic Education (FACE)
Board, Massachusetts Business Alliance for Education (MBAE)
Board, One SouthCoast Chamber
Board, Proposed Innovators Charter School
Executive Committee, One SouthCoast Chamber
Member, Charlton College of Business Advisory Board
Member, Diocese of Fall River Marketing and Enrollment Committee
Member, Diocese of Fall River Foundation Working Group
Member, Fall River Arts and Cultural Coalition (FRACC)
Member, Fall River Historical Society Steering Committee
Member, Massachusetts Business Alliance for Education (MBAE) Governance Committee
Member, New Bedford Regeneration Committee
Member, One SouthCoast Chamber Diversity, Equity & Inclusion (DEI) Committee
Member, Rotary Club of Fall River
Member, South Watuppa Pond Committee
Member, Southcoast Coalition for Early Childhood Education
Member, SouthCoast Community Foundation Audit Committee
Member, SSTAR Steering Committee
Member, Viva Fall River
Vice-Chair, University of Massachusetts Dartmouth Chancellor Search Committee
Voting Member, Durfee School Building Committee

Past Affiliations

Advisory Board/Mentor, SouthCoast Mentoring Initiative for Learning, Education & Service (SMILES)
Board, Bayview Not-For-Profit Life Care Community
Board, SouthCoast Community Foundation
Board, Kaput Center (UMass Dartmouth)
Board, United Way of Greater Fall River
Board/Finance Committee, Jobs for Fall River, Inc.
Board/Finance Committee, Marine Museum of Fall River
Chairman of the Fall River Deanery, St. Mary’s Educational Fund
Chairman, United Way of Greater Fall River
Chairman, YMCA Southeast Capital Campaign – Steering Committee
Co-Chair, Bishop Connolly Advancement Initiative Steering Committee
Co-Chair, Fall River School-to-Career Partnership
Coach, American Little League – North Park
NICHOLAS M. CHRIST
Page 3

Coach, Milliken Silva Youth Basketball
Coach, Pop Warner Football
Director, Greater Fall River YMCA
Director, Katie Brown Educational Program
Director, Rotary Club of Fall River
Director, Residential Care Consortium, Inc.
Director, U.S.S. Massachusetts Memorial Committee, Inc.
Director/Coach, Fall River Youth Soccer Association
Executive Committee – Bishop Connolly High School
Finance Chair, Residential Care Consortium, Inc.
Member, Durfee Parents' Advisory Committee
Member, Durfee Sports Boosters
Member, Fall River School Public Schools – Fonseca Elementary School Turnaround Local Stakeholder Group
Member, Fall River School Public Schools – Henry Lord Middle School Turnaround Local Stakeholder Group
Member, Fall River School Public Schools – Scenario, Strategic and Long Range Planning Committees
Member, Hearing Committee-Massachusetts Board of Bar Overseers
Member, MA Dept. of Elementary and Secondary Education – Financial Literacy Advisory Committee
Member, New Bedford CEO Council
Member, St. Anne’s Hospital Capital Campaign Committee
Member, Southcoast CEO Council
Member, SouthCoast Community Foundation Arts Advisory Committee
Member, Southcoast Educational Compact
Member, U.S.S. Massachusetts Memorial Committee, Inc.
Member, University of Massachusetts-Dartmouth, Strategic Planning Committee
President, U.S.S. Massachusetts Memorial Committee Inc.
Salvation Army
Secretary/Clerk, Fall River Redevelopment Authority
Strategic Planning Committee, Mass Bankers Association
Treasurer, U.S.S. Massachusetts Memorial Committee, Inc.
Treasurer, United Way of Greater Fall River, Inc.
Trustee, Fall River Chamber Foundation
Trustee, Westport Affordable Housing Trust/Affordable Housing Partnership
Vice President, U.S.S. Massachusetts Memorial Committee, Inc.
Vice President & Finance Chair, Moby Dick Council-BSA
Starlene L. Alves, Esquire  
36 Belmont Street, Suite 203, Brockton, MA • 179 William Street, New Bedford, MA 02740  
Telephone: 508-644-0228  
Email: alves@alvessantoslaw.com

Legal Experience

ALVES SANTOS, PC, Brockton and New Bedford, Massachusetts  
Partner  
- Counsel and represent clients regarding various legal matters including real estate transactions, business matters, estate planning and administration, and entertainment matters.  
- Provide settlement services including issuance of title insurance policies for lenders such as HarborOne, Dandam Savings, Salem Five, Main Street Homes Loans. RMS, Fairway Independent Mortgage Company, Homebridge, First Home Mortgage, Quicken Loans, Loan Depot and New Fed Mortgage.  
- Represent buyers and sellers at residential real estate closings.

LAW OFFICE OF MOIRA E. TIERNEY, ESQ., New Bedford, Massachusetts  
Attorney  
- November 2013-July 2016  
- Counsel and represented clients regarding various legal matters including divorce, custody, spousal support, personal injury, business and estate planning and administration.  
- Appeared before the Massachusetts Probate and Family Court on a variety of matters.  
- Second chaired at all custody, support and divorcee trials in Bristol County and Plymouth County Probate and Family Court.  
- Drafted post-trial pleadings including findings of fact, conclusions of law and rationale.  
- Prepared comprehensive estate plans for clients including but not limited to wills, trusts, life estate deeds and powers of attorney.  
- Drafted and negotiated separation agreements that addressed asset divisions, complex custody arrangements, financial obligations, tax implications and business operations.  
- Performed in depth financial analysis by reviewing and scrutinizing pension appraisals, business valuations, individual and corporate tax returns, profit and loss schedules, employment contracts, corporate bylaws and shareholder agreements.  
- Assisted in hiring and training of support staff, associates and interns.  
- Supervised junior associates in client relations, motion and trial preparation and trial advocacy technique.  

Paralegal  
- June 2007-November 2013  
- Spearheaded the preparation of answers, complaints, pre-trial memoranda, discovery requests and responses, motions and financial statements.  
- Prepared trial memoranda, exhibit lists, witness lists, trial notebooks, and visual aids, graphs, and tables so as to make a notable contribution to trials.

Legal Administrative Assistant  
- October 2005-June 2007  
- Handled multi-faceted duties such as court calendar management, scheduling of appointments, conferences and depositions for multiple attorneys and associates.  
- Offered personal assistance to attorneys including managing travel plans and itineraries, organization and maintenance of client files and indexing system.

Licenses and Memberships
- State Bar of Massachusetts – November 2013  
- U.S.D.C. District of Massachusetts  
- State Bar of Georgia – March 2015 (inactive)

Education
- J.D. - Intellectual Property Concentration  
  2013, New England Law, Boston, Massachusetts  
- Charles Hamilton Houston Scholarship (merit based full tuition scholarship)

Bachelor of Arts - Legal Studies (sum laude)  
- 2010, University of Massachusetts, Amherst, Massachusetts

Affiliations
- Cape Verdean American Lawyers Association – Secretary  
  January 2020-Present  
- Cape Verdean Association in New Bedford – Board Member  
  February 2020 - Present
KEVIN J. BRIGGS
401.223.3523  OPEN TO RELLOCATION / WILLINGNESS TO TRAVEL  kevinjbriggs@gmail.com

SUMMARY

A well-diversified background with a successful track record of leadership, experience, and performance with particular focus centered on the delivery and management of strategic business initiatives in the financial services space.

- Management Consulting
- Matricled/Cross-Functional Collaboration
- Project/Product Management
- Risk/Compliance Management
- Account/People Management
- Business Development
- Strategic/Critical Thinking
- Emotional/Cultural Intelligence
- Public Speaking

- 8+ years of management consultant experience with fortune 500 firms working on and leading complex, highly visible and critical enterprise-wide strategic initiatives.
- 10+ years-experience working collaboratively with cross-functional teams such as Compliance, Sales, Finance, Legal, Tech/Operations teams including Creative/Brand, and UX/CX teams to implement strategic initiatives.
- 10+ years of experience in program or project management.
- Significant experience leading simultaneous, multiple global initiatives involving cross-cultural international teams in APAC, EMEA & LATAM.
- Significant experience preparing/presenting materials to C-Suite executives/key stakeholders for status reporting and influence on strategic direction.
- Ability to work independently and also within a complexly structured and evolving team.
- Experience developing a diverse/distinct based high performing team that excelled at execution focused on doing what’s right.
- FinTech experience with a digital transformation company focused on improving the customer experience via a SaaS platform.
- Fully proficient in MS Office suite, MS Visio, Salesforce Lightning, SharePoint, Adobe Acrobat and Lightroom.
- Familiarity with PMBOK and Agile project management methodology as well as collaboration/social media tools and apps: Zoom, WebEx, MS Teams, GoToMeeting, Skype, Twitter.
- Strong familiarity with a variety of financial services products, KYC/regulatory requirements, RFPs and the like.

CAREER HIGHLIGHTS

- Developed, scaled and launched an operations model involving the Bank’s high-profile strategic initiative to divest its multi-billion-dollar portfolio of International Wealth Management business. Efforts involved multiple business lines that were comprised of a multitude of on/offshore managed investment accounts, credit facilities, brokerage and deposit products.
- Exclusively requested as an 11th hour replacement to facilitate a multi-client panel discussion at the company's annual client North American client event.
- Program Manager of an M&A integration which included process-model improvements and processing time / cost reductions. Co-facilitated the Executive Steering Committee and program meetings.
- Developed a business lead that generated in two Statement of Work contracts valued at $1Million each respectively for 2 years.
- Assisted in the development of a global (30+ countries) cross-border strategy to reduce regulatory/operational risk involved in servicing a select base of International Wealth Management clients.
- Oversaw the monthly reconciliation operational process of all client assets transferred from the bank to the buyer institution. Efforts generated a premium payment return of $32M, from an original stated goal of $25M, a return of 128%.
- Hired and developed a national team focused on providing time sensitive client fulfillment global transaction services that delivered $4B in high net worth affluent client assets across a wide-ranging product range. This involved close partnering with internal/buyer back office operations and the private client teams (APAC, EMEA and LATAM) while serving as the single point of escalation for implementation and execution.
- Developed and Compiled daily, weekly and ad-hoc metrics reports for both internal/external C suite routines and scorecards.
- Led a strategic initiative for a London based business cash sweeps management team to integrate several new FX currencies on a deposit platform to support future offerings and continue servicing of high net worth clients.
- Recruited to be a War Room participant in a post-integration mission following the US Trust Incorporation into Bank of America. Partnered with stakeholders to identify/address pain points, develop/execute solutions and join in daily C suite status meetings.
- Managed a large cross-functional team in the collaborative product design of a Consumer Finance client statement for a top 20 U.S. Bank. This $2M strategic initiative broadened market penetration and upselling.
- Appointed by a C-suite executive as the Principal charged with researching the viability of a strategic product offering concentrating on securing a new revenue stream. Analysis and findings resulted in a cost savings of $1.5M to fargo the initiative.
PROFESSIONAL EXPERIENCE

BANK OF AMERICA, Boston, MA  Global Wealth Management Division
• Sr. Business Initiatives Manager  2019 – 2020
  • Managed and delivered the change management communications to leadership, stakeholders/sponsors, and the user community to formalize the organizational change for the deployment of Salesforce Lightning to the Private Bank.
• Business Transformation Group, US Trust - Senior Business Initiatives Manager  2014 – 2015
  • Lead business transformation initiative within the International Wealth Management division that delivered high impact results to improve client experience and CSA (Compliance, Safety, Accountability) protocols as it related to a strategic cross border initiative to significantly reduce corporate and client risk to the Bank from a regulatory, compliance and business perspective.
• Vice President, Senior Business Initiatives Manager  2006 – 2011
  • Primary lead on the development and management of a business operation strategy that involved managing the timeline, budget and model consisting of concurrent initiatives with various components over a 2-year period.
  • 2-time recipient of the company's Quarterly Employee Service Excellence Award.
• Legacy employee  1991 – 1998

APPWAY, INC., New York, NY  2017 – 2018
Enterprise Customer Success Manager - Senior Digital Transformation Company
• Digital Transformation Client Onboarding Platform
• Cultivated and deepened relationships with client stakeholders for driving value and for digital platform adoption, creating up-sell opportunities and meeting customer retention goals along with upholding the customer experience (CX).
• Lead/Co-lead sales presentations and demonstrations of digital solutions in C-level/Stakeholder meetings.
• Partnered with marketing to identify, research and engage prospects on opportunities for new customer expansion to accelerate growth and add value as well as on client/customer communications.

MANULIFE, Boston, MA  2015 – 2017
Investments Division, Global Solutions Group - Sr. Business Initiatives Manager
• A key principal on a divisional task force working on the enterprise's leading corporate initiative — digital transformation. A program charged with the undertaking of the Division’s transition to replace legacy platforms (e.g. client onboarding, corporate actions).

MERRILL LYNCH, Boston, MA  2012 – 2013
Global Wealth Management, PIA-Managed Solutions Group, Vice President, Business Analyst
• Managed the day-to-day activities of a domestic Non-Discretionary Investment Advisory group, which included managing the development and delivery of a brokerage/institutional product offering.

FIDELITY INVESTMENTS, Smithfield, RI  2011 – 2012
PIA-Admin (Personal Investing) Sr. Consultant (Contract)
• Charged with addressing and overseeing stakeholder requirements related to the product UX design and development of the new wealth management digital initiative and product web portal offering. This included setting the direction and holding workstreams accountable for assigned duties and effectively communicating with all executive stakeholders and business partners.

ATLANTIC DATA SERVICES, Quincy, MA  1997 – 2006
Principal Consultant
• IT implementation and business process improvement strategies for the financial services industry. Specializing in technical/non-technical operations program/project management for bank consolidations, retail banking operations and overall operational process improvement.

EDUCATION
• Harvard University, Master's Degree in Management (Extension School)
• University of New Haven, B.S. Accounting - President's award for academic achievement. Varsity Football & Track

ACTIVITIES/CIVIC
• High School Football Coach, Moses Brown Quaker School; Private Football Fundamental Skills Trainer
• Accomplished and Published Fine Arts Film Photographer / Teaching Assistant, New England School of Photography
• Former Executive Board member for Habitat for Humanity Providence affiliate 2006 – 2013
  • Also served as Executive Finance Committee Chair (1-term); Secretary (1-term)
Pierce Larsson

2640 Jackson Avenue, Long Island City, NY 11101  http://www.linkedin.com/in/piercelarsson  Mobile: 617-877-4123  piercelarsson@gmail.com

Career Focus: Operations

Strengths:

- Strong Interpersonal Skills — Polite, Friendly, And Diplomatic Manner — Ability To Rotate To A Wide Range Of People
- Excellent Understanding Of Client Care — Excellent Communication Skills, Verbal And Written — Strong Attention To Detail
- Ability To Prioritize And Manage Multiple Projects Simultaneously — Ability To Thrive In Pressured Or Stressful Situations
- Strong Problem Solving Skills — Strong Work Ethic — Highly Productive — Can Work Independently Or As Part Of A Team

Professional Experience

National Basketball Association, New York City, NY

NBA G League Basketball Operations Senior Manager — Senior Manager in Basketball Operations group. Responsible for NBA G League regular and post-season scheduling process, Manage and evaluate the travel and arena standards for league. Plan and execute the NBA G League Showcase, the premier scouting event for NBA teams evaluating G League talent. Planned and executed the 2021 G League season in a bubble environment in Orlando, Florida. Liaison with team executives on all issues related to team and player operations.

10/2016 — Present

Executive Assistant — Report directly to President of the NBA Development League. Additionally, provided administrative, travel, and scheduling support to the Vice President of Basketball Operations. Coordinate meetings scheduling, and communication around league matters. Develop internal and external facing presentations that cover league business. Basketball Operations responsibilities currently include merchandise procurement, national event support, and credential access coordination.


Creative Artists Agency, Los Angeles, CA

Creative Artists Agency is a leading talent and sports agency with offices around the globe.

Executive Assistant — Report directly to the head of the Global Brands division. Provide executive support in a one-on-one working relationship and serve as the primary point of contact for internal and external constituencies. In addition to managing a broad range of administrative responsibilities, responsibilities also include developing presentations for clients and buyers; researching industry agreements; providing comprehensive deal memos; and analyzing deal structure and term sheets.


Holland & Knight LLP, Boston, MA

Holland & Knight is a law firm with more than 1100 lawyers in 22 U.S. offices as well as Bogota and Mexico City.

Paralegal Assistant — Assisted senior transactional real estate paralegals. Essential functions included: Preparation of post-closing transactional binders; document management, including filing, computerized indexing and maintenance of active files; preparation of files for off-site storage; and liaising with off-site document management companies.

3/2013 — 5/2013

Phillips Exeter Academy, Exeter, NH

Phillips Exeter Academy is a highly selective coeducational independent school for boarding and day students between the 9th and 12th grade.

Admissions Officer — Served as a source of information for potential applicants and guided them through the application and acceptance process. Scheduled and conducted interviews and campus tours. Evaluated student applicants and made recommendations for admission.

Boys Varsity Basketball Lead Assistant Coach — Assisted the head coach with organizing the varsity basketball program. Conducted practices, motivated student/athletes, and instructed student/athletes in game strategies and techniques. Developed and implemented off-season player development program. Led video coordination and scouting for the 2013 New England Class A Champions.

11/2016 — 3/2013
EDUCATION

Master of Science (M.S.), Sport Management, 2014 | University of Massachusetts, Amherst, MA
The Mark H. McCormack Department of Sport Management at the Isenberg School of Management
Awarded Teaching Assistant Position – Introduction to Sports Law

Bachelor of Arts (B.A.), Sociology, 2010 | Tufts University, Medford, MA

Pre-MBA Minority Leadership Summer Program, Summer 2009 | Yale University, New Haven, CT

TECHNOLOGY SKILLS

Proficient in Word, Excel, PowerPoint, Access, and NBA GSS

ADDITIONAL INFORMATION

- Competitive Athlete: Hold individual career scoring record for Tufts University Men’s Varsity Basketball Program; NCAA Division III All American (2008, 2009, 2010); Elected Captain by teammates in Junior and Senior Years.

- Active Volunteer:
  Reading to Kids, Los Angeles, 2015 and New York 2017 - 2019. Read monthly to small groups of underserved children at selected elementary schools as a way of inspiring them with a love of reading, thereby enriching their lives and positioning them for success in the future.

  Boys & Girls Clubs of America, Greater Boston Area, Summers of 2007 and 2008. Oversaw gymnasium operations and organized sports, fitness, and recreation programs to help children develop fitness, make positive use of leisure time, reduce stress, and learn appreciation for the environment and develop social and interpersonal skills.
MEG MAYO-BROWN
mmayobrown@gmail.com

EDUCATION

NORTHEASTERN UNIVERSITY, BOSTON, MASSACHUSETTS
Doctor of Education, Curriculum, Teaching and Leadership, 2017

BOSTON COLLEGE, CHESTNUT HILL, MASSACHUSETTS
Master of Education with High Honor, 1989

MICHIGAN STATE UNIVERSITY, EAST LANSING, MICHIGAN
Bachelor of Arts with High Honor, 1986, Dual Major: Special Education/Elementary Education

SELECTED ACHIEVEMENTS AS SUPERINTENDENT OF SCHOOLS

- Led the design and implementation of district turnaround. As a result, Commissioner of Education released the district from state oversight October 2014.
- District high school graduation rate increased from 56% (2008) to 71.5% (2016), and decreased district dropout rate from 12.5% (2008) to 5.6% (2016).
- Increased enrollment and qualifying scores for Advanced Placement.
- Designed district’s Gifted and Talented program for grades 4-8.
- Increased learning time and teacher collaboration time through expansion of the school day in eight schools.
- Received NEA Foundation grant to continue labor-management collaboration.
- Recognized as statewide model for wraparound zone to support student social, emotional, and behavioral needs.
- Selected by the Commissioner of Education to the Accountability and Assistance Advisory Council for the Massachusetts Board of Education (Chair 2015-2018)
- Co-Chair of Massachusetts Urban Superintendents’ Network
- Recipient of 2015 MASS Women’s Leadership Award
- Recipient of 2015 Innovation Award, Mass 2020
- Recipient of 2016 MASS President’s Award

PROFESSIONAL EXPERIENCE

SUPERINTENDENT OF SCHOOLS
BARNSTABLE PUBLIC SCHOOLS
230 South Street
Hyannis, Massachusetts
July 2016 to present
Currently leading district of nine schools with 5,000 students in grades preK-12 with 800 employees and $74m annual budget.

SUPERINTENDENT OF SCHOOLS
FALL RIVER PUBLIC SCHOOLS
417 Rock Street
Fall River, Massachusetts 02720
2008-2016 Led urban district of 10,400 preK-12 students, 17 schools, 1800 employees, and $130m annual budget. During tenure district has realized reduction of dropout rate, increase in high school graduation rate, expansion of
extended learning time schools, increase of Level 1 and 2 schools, exit of two schools from Level 4 status to Level I status, and an exit of the district from a five-year period of DESE mandated monitoring and oversight.

**ASSISTANT SUPERINTENDENT FOR CURRICULUM AND INSTRUCTION**
**FALL RIVER PUBLIC SCHOOLS**
417 Rock Street
Fall River, Massachusetts 02720
September 2004 - 2008 Developed the general philosophy, goals and policies of K-12 curriculum, instruction, assessment, and professional development in collaboration with the school committee, superintendent of schools, principals, curriculum directors, faculty, and community residents, as appropriate. Led the management of state, federal and private grants to support system wide staff development, instructional improvements, and initiatives of school improvement teams.

**TITLE I DIRECTOR**
**FALL RIVER PUBLIC SCHOOLS**
615 Tucker Street
Fall River, Massachusetts 02720
August 2003 – August 2004 Provided staff supervision, leadership, and support for Title I teachers, curriculum supervisors, paraprofessionals, school adjustment counselors, parent workers, and clerical staff. Participated in district-based initiatives, including school improvement planning, district-improvement planning, data-based decision making, and implementation of the requirements outlined in the No Child Left Behind Act.

**EXECUTIVE DIRECTOR**
**OFFICE OF EDUCATOR QUALITY**
Massachusetts Department of Education
August 2000 – August 2003 Managed educator quality activities within the DOE, including state legislative initiatives and federal mandates such as the No Child Left Behind Act, by determining policy recommendations, program priorities, and the utilization of resources in order to carry out the goals and objectives mandated by law and the priorities set by the Commissioner, the Board of Education, the State Legislature and Governor.

**DIRECTOR OF PROFESSIONAL DEVELOPMENT**
**OFFICE OF PROFESSIONAL DEVELOPMENT**
Massachusetts Department of Education
350 Main Street, Malden, Massachusetts 02148
January 1995 – August 2000 Assisted with policy and regulatory revision including certification, recertification, teacher and administrator performance standards, evaluation regulations, educator quality initiatives and other priorities determined by the Commissioner. Designed and carried out statewide professional development in the areas of MCAS, Curriculum Frameworks, teacher leadership, district change teams, school improvement councils and administrator institutes.

**ADJUNCT FACULTY**
Bridgewater State College, Department of Special Education
September 1994 - June 1996

**INCLUSION SPECIALIST**
Riverdale Elementary School, Dedham Public Schools September 1994 - February 1995

**SPECIAL EDUCATION LEAD TEACHER**
Kennedy School, 30 Warren Avenue, Boston, Massachusetts September 1987 - June 1993

**LANGUAGE INTERVENTION PROGRAM TEACHER**
Marsh Elementary School, Methuen Public Schools, 311 Pelham Street, Methuen, Massachusetts September 1986 to June 1987
PROFESSIONAL ACTIVITIES

Council of Distinguished Educators, National Commission on Social, Emotional, Academic Development, The Aspen Institute, 2016- present

Visiting Team Member, Nashville Study Tour, One8 Foundation, 2018


Co-Chair, Massachusetts Urban Superintendents’ Network, Massachusetts Association of School Superintendents, 2013-2016.

Member, Board of Trustees (2015), uAspire, 31 Milk St, Suite 900, Boston, MA 02109 Panelist, MASC/MASS Annual Joint Conference, November 2015.

Panelist, Rennie Center for Education Research and Policy, Social-Emotional Learning: A Foundation for Student Success, October 2015


Speaker, 9th Annual Women’s Educational Leadership Conference, Massachusetts Association of School Superintendents, March 2014

Panelist, Rennie Center for Education Research and Policy, Closing the Gap for English Language Learners, September 2013.

Panelist, Aligning Community Resources: Changing How a District & Community Partners Organize to Support Kids & Families, DESE Wraparound Zone Conference, April 2013

CBS Evening News profile: Kuss Middle School and Expanded Learning Time, March 10, 2013

Herald News, Newsmaker of the Year, 2013

Panelist: Time Collaborative Launch, National Center on Time and Learning, Washington, D.C., October 30, 2012


Feature Article: Mass School System Translates Data Analysis to Action, Stephen Sawchuk, Education Week, June 10, 2010

Case Study: Kuss Middle School: Expanding Time to Accelerate School Improvement, National Center on Time and Learning, 2010.

FRAN ROY, Ph.D
Frovedlepad@gmail.com

EDUCATION

Ph.D. in Curriculum and Instruction, December 2000
Specialization in Mathematics Education
Ph.D. minor in Mathematics
University of Wisconsin—Madison, Madison, Wisconsin
G.P.A.: 3.97

Master of Arts in Mathematics, August 1993
Rhode Island College, Providence, Rhode Island
G.P.A.: 4.0

Bachelor of Science in Mathematics, June 1989
University of Massachusetts Dartmouth, North Dartmouth, Massachusetts
G.P.A.: 3.8

EXPERIENCE

School Transformation - Receiver 2018 - Present.
As part of the School and Main Institute team, serve as the on-site receiver for Parker Elementary School and Dever Elementary School, two designated chronically underperforming elementary schools. Oversee all managerial operations from strategic planning, budget, recruitment and retention, professional development, curriculum and assessment, and parent engagement.

Education Consultant 2016 - 2018
Provided leadership technical assistance to a variety of districts. Work including mathematics curriculum, instruction, and assessment support in Waterford, CT, Southbridge, and Barnstable; Social-emotional learning leadership support to Framingham, West Springfield, and New Bedford; and school turnaround support to the middle and high schools in New Bedford.

Panelist, MA DESE Mathematics Curriculum Refinement Panel, MA 2/2016
Served on the statewide workgroup charged with identifying possible refinements to the Massachusetts Mathematics Curriculum Frameworks in relation to stakeholder input.

Chief Academic Officer Fall River Public Schools, Fall River, MA 8/2010 to 2017
Served as the Chief Academic Officer, supervising all curriculum, instruction, and associated data analysis. Other responsibilities included overseeing English Language Learner and CVTE programming, supervising Principals, and members of the Office of Instruction, securing and managing numerous federal and state level grants, crafting and implementing the district’s strategic plan, supporting school improvement planning, and establishing partnerships with community organizations.

Mathematics Consultant 2003 - 2010
Served as a mathematics education consultant to urban districts including Central Falls, RI, Atlantis Charter Schools, and the Fall River Public Schools. Worked closely with district coaches and teachers to move instruction from a traditional model of passive learning to one of inquiry and academic discourse.

**Assistant Professor of Education**, University of Rhode Island 2001 - 2003
Responsibilities included the oversight of the secondary mathematics teacher education program. Classes taught included Methods and Materials in Secondary (Mathematics) Teaching and Seminar in (Mathematics) Teaching. Responsibilities also included supervision of student teachers.

**Assistant Professor of Mathematics**, Southern Connecticut State University 2000-2001
Responsibilities included supervising secondary mathematics student teachers, and teaching mathematics and mathematics education (graduate and undergraduate) courses. Classes taught were Mathematics for Elementary Education I, Mathematics for Elementary Education II, Mathematics Methods (Secondary), Calculus I, and Elementary Algebra.

Responsibilities included teaching Algebra I, Algebra II, and Probability & Statistics to students of varying abilities with emphasis placed on the NCTM Standards, including mathematical reasoning, communication, connections, and problem solving. Pedagogical practices incorporated handheld technology, cooperative learning, and complex problem solving.

**Teacher of Mathematics**, Joseph H. Gaudet Middle School, Middletown, RI 9/90 to 6/95.
Responsibilities included teaching mathematics to seventh grade students of varying abilities with emphasis placed on the NCTM Standards, including technology, communication, and problem solving. Responsibilities also included assisting the full time computer teacher with classroom instruction, and hardware and software selections.

**Teacher of Mathematics**, Morton Middle School, Fall River, MA 9/89 to 6/90.
Responsibilities included teaching mathematics and computer applications to grade 6 students in an urban community.

**PUBLICATIONS**


PROCEEDINGS AND PRESENTATIONS


****Best Paper Award****


Evelyn T. Ranone, MBA
139 Lonsdale Main Street, Lincoln RI 02865
Cell: (401) 486-3066 e-mail: eranone@tmlgri.com

PROFILE

Marketing & Sales · Multicultural Advertising Strategies · Client Relations

Advanced degreed International Marketing Specialist offering over five years professional experience providing ongoing territory development for a major university. Directly assisting students to make the cultural transition to the American university environment. Accustomed to providing personal, focused and empathetic programs for these individuals; always willing to do the extra step necessary to demonstrate the advantages of the marketed programs and breaking records for new enrollments.

Fluent in Spanish; thorough understanding of the Hispanic culture.

* Concise, Engaging Communication Skills: Fully bilingual; poised and professional in public speaking. Persuasive and thorough in presentations. Comfortable in most office software environments in the generation of marketing materials and advertising collateral.

* Cooperative and Decisive Administrative Abilities: Possess the techniques necessary for effective program implementation and management of both local and remote operations. Interface effectively with home/corporate offices while on remote campaigns. Skilled at troubleshooting, diplomacy and problem solving.

CAREER SYNOPSIS

BAYCOAST BANK, SWANSEA, MA

Vice President Community Development Officer - CRA/DEI 2021-PRESENT

- Collaborate with management, and employees on various CRA service and community development matters. Coordinates and creates action plans in conjunction with other departments to ensure attainment of CRA goals.

- Cultivate strong relationships with community leaders, businesses, and non-profit organizations within the bank’s market area, including those that address the needs of low- and moderate-income individuals and area.

- Execute financial education plans in key markets to meet financial literacy objectives for the bank and mortgage company.

- Host continuing education seminars, coaching seminars, and business networking events.

- Identify, coordinate, and implement opportunities to increase CRA-qualified community volunteer activities in the local community.

- Collect, track, analyze and maintain data related to CRA metrics and data points to provide proactive reporting to senior leadership and transparency for regulatory exams.

- Assist in the planning and execution of diversity and inclusion focused programs and events related to professional development and training, affinity group and heritage month events, and diverse recruiting and pipeline programs.

- Attend relevant meetings to contribute and capture actions and ensure appropriate follow through. Provide administrative support to the Chief Diversity Officer when needed.

BAYCOAST MORTGAGE COMPANY, LLC (BAYCOAST BANK), SWANSEA, MA

Vice President of Sales & Marketing/Real Estate Instructor & Coach 2020-PRESENT

- Serves as the liaison between BayCoast Bank’s marketing resources and BayCoast Mortgage. Coordinates and supports all BayCoast Mortgage marketing needs through the BayCoast Bank Marketing Department.

- Coordinates brand awareness and marketing efforts throughout the mortgage company.

- Coordinates with the Marketing Department to develop promotional materials for both print and digital to position BayCoast Mortgage as a primary provider of mortgage financing within our target markets. Promote marketing efforts that serve to increase market share and revenue for BayCoast Mortgage.

- Coordinates and supports internal training, education and coaching within BayCoast Mortgage Sales team.

- Designs and develops training programs (outsourced or in-house) to facilitate greater sales efficiency and results.

- Visits local Realtors, attorneys and accountants to leverage the Loan Officer’s mortgage sales efforts and to promote the Bank’s products and services.

Professional Experience is continued on page 2...
Résumé of Evelyn T. Ranone, MBA continued

- Embraces the Bank’s commitment to SalesForce by seeking and recognizing opportunities to refer new business to different areas of the Bank, Partners Insurance Group, Plimoth Investment Advisors, BayCoast Mortgage Company and Priority Funding.

**BUSINESS DEVELOPMENT OFFICER/REAL ESTATE INSTRUCTOR & COACH/MARKETING LIASON** 2017-2020
- Develop and Teach Real Estate Business Development Courses for Real Estate Agents in RI and MA and provide Coaching on behalf of BayCoast Mortgage, LLC.
- Coordinate, Develop and Manage Business Development Training for each of the Loan Officers as well as scheduling mortgage product continuing education.
- Identify sales leads, explain services to new clients and maintain a good working relationship with new contacts. Specialize in Real Estate Relationships.
- Coordinate all Promotional Materials/Communications, Events, Sponsorships and Contact Management Campaigns between BayCoast Mortgage Company, LLC and the BayCoast Bank Marketing Department.
- Produce Monthly Reports that assist in promoting a collaboration between the BayCoast Bank Branches and BayCoast Mortgage Company, LLC.
- Maintain a high level of professional communication through following up with new and existing business opportunities.

**INSTRUCTOR (PART TIME)**

**KNOWLES DEVELOPMENT, INTERNATIONAL** 2018-PRESENT
- Developing leaders who surpass goals and set industry standards for excellence across a range of business types
- Using 1 on 1 coaching, classroom style training and group masterminds to help fully develop leaders

**MANAGER (CUMBERLAND, RI OFFICE & PROVIDENCE, RI OFFICE)/TEAM LEADER**

**KELLER WILLIAMS REALTY LEADING EDGE, CUMBERLAND, RI** 2013-2017
- Organize, motivate and develop a staff that will enable and advance the productivity and profitability of the Market Center.
- Develop and build strategies for a financially successful Market Center.
- Build a core group of agents (Agent Leadership Council) to help drive the culture of the Market Center and the overall concept of building the Keller Williams Realty business with the contribution of all the agents.
- Develop a monthly training calendar to support the education of the agents as well as new agents joining the company.
- Strategize and coordinate and implement recruiting initiatives that enhance the growth and prosperity of the Market Center.
- Teach the language of real estate and utilize the needs analysis questions to assist the top producing agents with understanding of the advantages of Keller Williams Realty and how it will build their business.
- Utilize the Keller Williams Experience and Keller Williams Value Proposition to show current and prospective agents how to build their businesses.
- Provide training for all levels of agent productivity in order to drive the entire MarketCenter productivity.
- Attend regional and national training and obtain coaching to continue to develop my personal leadership skills.

**REAL ESTATE AGENT/BROKER/OWNER**

**Real Estate Solutions Team, Cranston, RI** 2001-2013
- Coordinated a real estate team that allowed me to closely and personally oversee REO/Distressed and other Real Estate transactions. Rhode Island’s Best Short Sale Specialist.
- Consulted with buyers and sellers to determine best real estate solutions for their future.
- Processing many transactions allowed me to foresee problems and proactively solve issues before they became larger problems, or even before they happen at all.
- Provide 24 hour turnover time and very accurate Broker Price Opinions.
- Thoroughly understood the eviction process and laws pertaining to personal belongings.
- Have over a 80% success rate on cash for keys negotiations
- Built a strong support staff to handle day to day details pertaining to ordering utilities on/off, getting appraisers and workmen into properties, handling damage assessments, getting bids for repair work, securing properties and checking on occupancy status etc.

**ASSOCIATE DIRECTOR OF ADMISSIONS FOR MIDDLE AND UPPER SCHOOL**

**Moses Brown School, Providence, RI** 2005-2010
- Planned and implemented the Middle and Upper School admissions program in collaboration with the Director of Admission.

Professional Experience is continued on page 3...
Résumé of Evelyn T. Ranone, MBA continued

- Implemented the touring program with training for admissions events.
- Coordinated the student contact program with training, including the day hosting program.
- Organized the parent visiting days and other division specific events.
- Interviewed and toured.
- Assisted with and developed outreach, retention and open house programs.
- Assisted with SSAT Testing.
- Participated in all of the development stages from the inquiry to enrollment, denial, or waiting pool.
- Participated in multiple admissions committees.
- Assisted in the coordination and follow through of the bumph letter operation and other applicable contacts.
- Assisted in the program evaluation process in collaboration with the Director of Admission.

ACCOUNT EXECUTIVE

- Managed the flow of information and ideas to and from the clients and the creative department so that advertising objectives were completed.
- Contributed creative ideas to assist the creative department plan for the client advertising and marketing strategies.
- Assisted in executing the advertising plan, from ordering the newspaper placements, radio spots, various advertising materials, to proofreading and reviewing all advertising pieces before they are presented to the client.
- Created an advertising budget plan and presentation for the client.
- Reviewed all advertising timelines to ensure the company is keeping on track.
- Developed, presented and translated advertising into Spanish.
- Attended conferences to network and obtain potential clients.

Johnson & Wales University, Providence, RI 1991-2000

DIRECTOR OF INTERNATIONAL RELATIONS (Latin America and the Caribbean) 1997-2000
Coordinated and traveled on recruiting trips. Responded to and maintained all inquiries from Latin America and the Caribbean. Assisted in the application and evaluation process for the credentials of international students. Coordinated the marketing plan for recruiting in Latin America and the Caribbean. Assisted in the development of international marketing programs and content.
- Developed and negotiated agreements with international institutions and organizations.
- Developed the budget for Latin America and the Caribbean, maintained strict adherence to current ongoing budget guidelines.

ASSISTANT TO THE DEAN (Academic and Student Affairs) 1995-1997
- Prepared reports to be forwarded to the University wide accrediting council.
- Developed an accounting system for all budgets maintained by the department.

ASSISTANT TO THE DIRECTOR, Vail, CO Campus 1994-1995
- Organized the campus in order to obtain accreditation.
- Became a liaison with departments of the University located outside the Vail Campus.

EDUCATION

Johnson & Wales University, Providence, RI
Master of Science degree in Business Administration/International Business
Bachelor of Science degree in Business Management
Associate of Science degree in Travel and Tourism

Board Experience is continued on page 4...
Volunteer

Board of Director
ONE Neighborhood Builders, Providence, RI

Mission:
* Strategic real estate development to increase the availability of affordable homes, spur economic development, and protect our natural resources;
* Engagement of residents and community-based organizations to build trust and collective problem-solving;
* Development of individuals' financial capabilities so that they may realize their personal asset building goals.
Joany C. Santa, Ed.D.
150 Calla Street
Providence, RI 02905
(401) 413-0523
E-mail: JoanySanta@aol.com, sanjajoany@gmail.com

EDUCATION

* Doctoral Degree: 2016 Johnson and Wales University
  CAGS Degree conferred June 2015, Providence, RI
  Doctor of Education
  Major: School Leadership and Administration
  Dissertation Topic: The Impact of Secondary Traumatic Stress on Urban Educators in Schools
  with High at Risk Student Populations
  GPA: 4.0

* Graduate Degree: 2000 Cambridge College Master's in Education, Cambridge, MA

* Undergraduate Degree: 1992 Rhode Island College, B.A in Communications, Providence, RI

EXPERIENCE

Falmouth Public Schools
Director of Human Resources
East Falmouth, MA
August 2017- Present

The Director of Human Resources position was established to develop a fully functional office where personnel functions were parcelled out to different departments with inefficiencies and inconsistent processes and procedures.

Current Position:

- Provide side-by-side mentoring and coaching to all building principals, department heads, and directors.
- Provide substantial, ongoing, and sustained support to building principals to assist them with the day-to-day operation of their buildings and programs.
- As a leader on the executive team, coordinate efforts between Superintendent’s Office, Business Office, Office of Teaching and Learning, Office of Student Services.
- Lead efforts to provide student and faculty voice on race with the responsibility for providing a safe space to express diverse perspectives, life experiences, and cultural backgrounds and empower teams to see what perhaps they would not have if there were only a homogeneous viewpoint. Lead ListenUp sessions in the school setting to support allyship and self reflection.
- Serve as Liaison to DESE in all areas related to professional responsibilities.
- Coordinate and support collective bargaining in collaboration with the Superintendent.
- Ensure district policies provide equal educational and employment opportunities to all.
Worcester Public School District
Principal, Worcester, MA
July 2013 - August 2017

Led the turnaround efforts for the Elm Park Community School (Pre-K-5) deemed chronically underperforming. Turn-around efforts focused on creating a professional culture that fosters collaboration, teamwork, and a mutual understanding of shared responsibility for improving student achievement. Created the conditions to produce a community of practice among staff, grounded in a supportive, collegial, and collaborative professional culture focused on accelerated outcomes for students.

- Developed procedures for a data review cycle with a response to intervention elements to address areas of need.
- Implemented structures and procedures to; support teacher leadership development, identified and implemented the instructional shifts needed to increase equity and access to a quality education, create a tiered system of interventions to raise achievement, decrease gaps and address behavioral challenges.
- Led the development of the Strategic School Accountability Plan with targeted professional development plan, built a new “turnaround” team including (Assistant Principal, Instructional Coach, Lead Teacher, and Wrap Around Coordinator).
- Developed strategic relationships with community partners to address social and emotional needs and academic gaps.
- Led targeted professional development in the areas of data analysis and research-based instructional practices for building administrators and teachers focused on increasing capacity.
- Regularly communicated progress to all stakeholders throughout the reform process in feedback memos after learning walks, targeted whole school initiatives (writing, science, technology), and monitoring site visits.
- Worked closely with the MA Department of Elementary and Secondary Education to coordinate and carry-out monitoring site visits, grant writing process, regular on-going updates.

Fall River Public School District
Executive Director of Human Resources & Educator Quality
Fall River, MA
July 2010 - June 2013

Led the reform efforts in the area of Human Resources for the Fall River Public Schools as one of the nine conditions mandated by the Commissioner of Education for the Massachusetts Department of Elementary and Secondary Education and a vital component of the District’s Recovery Plan.

- Actively supported administrators in processing complex change in underperforming schools. Assigned, in unique situations, to partner with principals to assist in addressing personnel matters that prevented the school from making progress.
- Led the development, negotiations, and implementation of the educator evaluation process for teachers, mid-level administrators, principals, and paraprofessionals.
- Led leadership seminars with assistant principals to develop useful and actionable feedback through the evaluation process, including engaging in difficult conversations when processing feedback with teachers and administrators.

- Worked closely with central office staff and building leaders to develop a recruitment and hiring system that assured high-quality staff with the qualifications, licensure, demonstrated potential, and extraordinary commitment to ensure the quality of education that all students deserve. In collaboration with the Superintendent of Schools, launched two unique programs to recruit teacher leaders and teachers through the TeachPlus+ Program and Teach For America.

Southbridge School District                      August 2006- June 2010
Principal                                      Southbridge, MA
Assignment: West Street Elementary School

Led the turnaround efforts for the West Street School (4-5 grade) deemed chronically underperforming. Turnaround efforts included restructuring and redesigning the school day by leveraging the Expanded Learning Time Grant. The added time for teacher collaboration, professional development, additional time on learning, enrichment courses aligned with the standards to provide experiential learning experiences and social, emotional programming for students.

- Secured competitive Expanded Learning Time grant from the MA Department of Education to implement (in the 08-09 school year) a re-designed school day.

- Spearheaded the ambitious implementation of the expanded day (25% increase in learning time for students and teachers). Added 33 courses to the offering for students focused on the areas of weakness as demonstrated on the statewide tests (MCAS).

- Developed teacher leadership within the school. Provided embedded PD focused on emerging leaders, looking at student work, applying best practices.

- Professional Development focused on emerging leaders, looking at student work, applying best practices.

- Strengthened core instruction and curriculum based on results of interim assessments.

----------- PROFESSIONAL LICENSES/ ASSOCIATIONS/ INTERESTS -----------

Certified Teacher & Administrator
Massachusetts & Rhode Island

2019 Rhode Island Coalition of Educators of Color (RICEC)
Speaker Empowering Educators of Color Conference April 27, 2019, The Impact of Secondary Traumatic Stress on Urban Educators in Schools with At-Risk Student Populations

2010-2020: Leader Mentor for administrators (Principals, Directors and Specialists) in their 1st, 2nd, and 3rd year. Districts/Schools: New Bedford, MA, Fall River, MA, Worcester, MA, Paul Cuffee High School, Providence, RI, Segue Institute for Learning, Central Falls, RI, Blackstone Millville Regional District, Blackstone, MA.

2010-2019 Board Member Center for Leadership and Educational Equity (CLEE):
CLEE provides professional learning opportunities for the purpose of increasing educators' leadership practices to create equitable educational outcomes in schools; the Learning Leaders Network, Principal Residency Network. Led Puerto Rico relief efforts to support educators recovering from Hurricane Maria 2017.

2008-2010: Education Consultant for start-up year of charter school:
Segue Institute for Learning Charter School Central Falls, RI
Responsible for creating an educational plan with the Headmaster. Assisted in hiring faculty, provided professional development for teachers on instructional best practices and professional learning communities.

2008-2009: Massachusetts 2020 Organization Technical Assistance Training Participant:
Massachusetts 2020 fills a critical role in the design, planning, and implementation of Expanded Learning Time initiatives, with technical support for the Instructional Leadership Team.

The Institutes in NISL’s Leadership Series are designed to help principals, district leaders, and other school leaders address the most critical issues in education today.

Former Education Partnership/Current Center for Leadership & Educational Equity
Principal Residency Network, Aspiring Principal Program
The mission of the Principal Residency Network (PRN) is to develop a cadre of principals who champion educational change through the leadership of innovative schools focused on student achievement and personal growth.

Bilingual: English/Spanish
SANIA SANTOS
37 Belmont Street, Suite 203 MA 02301 • 617-407-3770 • santos@alvessantoslaw.com

BAR INFORMATION
Commonwealth of Massachusetts State Bar, November 2014
U.S.D.C. District of Massachusetts, October 2015

LEGAL EXPERIENCE
Alves Santos, P.C. Brockton, MA
Title Agent/Partner July 2017-Present

• Providing settlement services for real estate conveyance for lenders such as HarborOne, Dandam Savings, Salem Five, Main Street Homes Loans, RMS, Fairway Independent Mortgage Company, Homebridge, First Home Mortgage, Quicken Loans, Loan Depot and New Fed Mortgage.

• Providing title insurance services.

• Representing seller and buyers through the closing process.

Flynn Wirks Young P.C. Quincy, MA
Associate Attorney May 2015-May 2017

• Represented clients in areas including, employment discrimination, family law, personal injury and insurance defense.

• Provided detailed case analysis and evaluation to clients by discussing key legal and factual issues.

• Drafted pleadings, motions, discovery and pre-trial papers and facilitated settlement negotiations.

• Defended depositions of clients and deposed opposing parties and witnesses.

Sania Santos, Attorney at Law Milton, MA
November 2014-April 2015

• Represented clients in areas including, immigration law, family law, landlord/tenant disputes and contract formation.

• Executed and performed duties such as writing contracts, 93A letters, USCIS petitions, filing of lawsuits and court appearances.

New England Clinic Law Office Boston, MA
Student Attorney, SJC Rule 3:363 Certification January 2013-May 2013

• Represented clients in Probate and Family Court in pre-trial hearings and mandatory mediation.

• Prepared motions for modification of parenting time, parental responsibilities, and child support.

Suffolk County District Attorney’s Office Boston, MA
Major Felony Unit Intern June 2012-August 2012

• Conducted legal research, drafted oppositions to motions to suppress evidence and motions to dismiss.

Fragomen, Del Rey, Bernsen and Loewy, LLP Boston, MA
Assistant Paralegal June 2012-June 2011

• Prepared and filed Adjustments of Status, H-1B, TN petitions, Naturalization applications and Work and Travel documentation.

EDUCATION
NEW ENGLAND LAW| BOSTON
Juris Doctor; Immigration Concentration Boston, MA
May 2014

Honor: Charles Hamilton Houston Full Tuition Merit Scholarship, All Semesters; Dean’s List: All Semesters

UNIVERSITY OF MASSACHUSETTS AMHERST
Bachelor of Arts in Legal Studies Amherst, MA
May 2010

VOLUNTEER
Court Service Center, Edward W. Brooke Courthouse Boston, MA
September 2014-May 2015

• Assisted pro se litigants with completing court forms, provided information regarding court rules, procedures, practice, and performed legal research.

HarborOne Bank Brockton, MA
March 2018-present

• Deliver an all-in-one overview of the closing process at First-Time Home Buyer Workshops. Provide a comprehensive understanding of legally binding terms of an Offer to Purchase and standard Purchase and Sale Agreement as well as a breakdown of the Closing Disclosure.
Omari Walker, M.Ed.

owalker@nhcsb.com

EDUCATION


EXPERIENCE

Founding Executive Director: New Heights Charter School of Brockton
Brockton, MA
2015-present

- Embody, advocate for, and execute on the mission, vision and strategic direction of New Heights Charter School of Brockton.
- Recruit, develop, manage and retain high quality school leadership (Principals), administrative staff, and teachers.
- Facilitate teacher leadership for professional development, staff/teacher meetings, and instructional planning meetings.
- Supervise and support school principals in all aspects of their work including support in maximizing student academic achievement outcomes, professional development, and curriculum areas emphasizing college preparation.
- Develop and maintain effective and appropriate engagement with diverse stakeholders including DESE charter school office, local leadership, community members and other private and public partners.
- Represent and advocate for the organization at the local and State level including the Massachusetts Charter School Association.
- Design and implement school-wide policies and procedures.
- Design and Manage the New Heights’ budget of nearly $9 million dollars.
- Oversee the fiscal health of New Heights for long-term sustainability of the organization and develop adequate revenue sources through diverse funding streams.
- Effectively work with the Board of Directors, to achieve its mission and vision, and strategic plan establishing clear benchmarks, monitoring and measuring progress.
- Create and implement a strategic fundraising plan for New Heights Charter School.
- Manage annual and special campaigns, corporate and foundation support, major and planned giving.
- Provide leadership for all external relationship building with a variety of constituencies; assist academic leadership in non-duplicative efforts to identify sources and prepare proposals to private donors, corporations, foundations and other granting agencies.
- Cultivate relationships with parents, stakeholders and other educational service agencies.

Founding President: The Resiliency Foundation, Inc.
Norwood, MA
2010-Present

- Coordinate work with school districts to create and implement alternative education schools and programs for students who have not achieved success in traditional educational settings.
- Developed an early college high school model that targets low income, first generation college students. The model offers a rigorous college and career prep curriculum and provides students with wrap around services, college exposure and credits, and work and learning opportunities.
- Completed two Innovation School applications in the state of Massachusetts and three i3 applications for the National Department of Education.
- Authored and maintain mission, vision, business plan, marketing materials, and logic model.
- Preside over an 11-member Board of Directors.
- Conducted alternative education program evaluations, design alternative school and program models for seven Southern New England districts.
- Fundraising includes raising over $3.8 million in grants to date.

Principal: Resiliency Preparatory School
Fall River, MA
2007-2012

- Hired to lead instruction, fundraise, and oversee Fall River School District’s alternative education school to serve students removed from their comprehensive high schools or returning to school after dropping out.
- Created an environment akin to a charter school within the public school system to put student issues at the forefront.
- Focused on three primary areas: school culture, classroom instruction, and student access to education, in order to position the school as a vehicle for district reform.
- Developed and implemented a range of pathways to graduation tailored to meet the needs of the targeted student population.
- Managed $2 million budget consisting of federal, state, district, and philanthropic funding sources; raised more than $3.4 million for ongoing support of pathways.
- Played a major role in decreasing the district’s dropout rate from 12.5% to 3.8% through pathways for “at risk” youth.
- Increased student body served by alternate pathways from 200 to 450.

Associate Principal of Alternative Education: Durfee/Resiliency Preparatory High School,
Fall River, MA
2006-2007

- Hired to evaluate existing alternative education high school and programming. Expanded purview to focus on redesign and oversight of programming at Resiliency Preparatory School.
- Created Resiliency for Life and Durfee Academy pathways serving approximately 200 students.
- Grew an administrative team, hired and trained staff, and built the foundation for positive school culture to exist.
- Spearheaded community outreach efforts that ultimately convinced community stakeholders of the value of alternative education students.
- Doubled Resiliency Preparatory School student population to 110 students.
- Quickly produced student outcome data to support the school’s work.
- Raised $1.7 million to support programs; successfully challenged district to match funds dollar for dollar which resulted in tripling the school’s budget at a time when other school budgets were significantly reduced.

Co-Founder and Executive Director: The Resiliency for Life Program Framingham High School
Framingham, MA
1998-2006

- Designed, implemented, and directed a mentoring/tutoring program for students serving in-house suspension or in need of counseling.
- Created an alternative education program and fundraised over $3 million over seven years to support the program and pay staff salaries.
- Garnered support from the community by building an influential Advisory Board, and launching an outreach campaign with teachers to secure buy-in for the program.
- Significantly improved school culture by transforming “problem” students into leaders.
- Restructured vice-principal role from discipline to instructional leadership focus.
- Consistently taught two English classes and an African American History course while serving in an administrative capacity.

AWARDS

Claneil Foundation Emerging Leader 2010-2015

Boston College Young Alumni Award, 2003

ACTIVITIES

Boston College Football Alumni Committee | Advisory Board Member

- Supported professional growth of current and former BC football players through a lecture series, career fairs, and revitalization of previously inactive organization.

Member, Boston College National Board of Alumni

Served a three-year term.

Boston College Football Team

- 1997 Received the Scanlon Award (recognized as the most prestigious award for student athletes at Boston College) for superior achievement and leadership.
CERTIFICATION EDUCATION

2009 National Institute for School Leadership: Research-based professional development in instructional leadership and student achievement designed for principals.

Melanie S. Winklosky

132 Greenwood Avenue, Swampscott, MA 01907 | 617.529.4257 | mwinklosky@verizon.net

Highlights of Experience
- More than 25 years of professional experience in public education
- Leadership positions in both the non-profit and public sectors
- Strong management and team building skills
- Highly successful fundraiser
- Passion for public education, and commitment to creating access to opportunity for traditionally underserved students

Professional Experience
BPE (2012 – present)
Chief Advancement Officer
Responsible for fundraising and communications for the Boston Plan for Excellence. Serve on the Senior Leadership Team of the organization and as an officer to the board. Support organizational growth by building strategic partnerships and leading public and private fundraising efforts. Secured more than $50 million in private and public funding to date to support the organization’s programs, operations, and schools. Manage and support team of development and communications staff.

Vice President, Development and Operations
Responsible for fundraising and strategic planning for Mass Insight’s major education initiative, the Mass Math + Science Initiative. Supported organizational growth through building and maintaining relationships and partnerships with funders, higher education institutions, and key state and federal education officials. Raised and stewarded more than $26 million to support Mass Insight’s programs and operations, from public and private sources. Responsible for all aspects of development, including Board relations. Managed staff and consultants.

Chief of Staff, Office of the Commissioner (2004-2007)
Managed the Commissioner’s Office to maintain effective relations and communications with the Governor’s Office, members of the Legislature, the Board of Education, superintendents, the media, and other educational agencies. Served as the Commissioner’s representative to state agencies and task forces. Assisted in grant writing and strategic planning for the Department.

Special Assistant to the Board of Education (2000-2004)
Conducted policy research on behalf of the Commissioner and Chairman. Served as the key staff member on special projects, including the design of the MCAS appeals process and regulations. Served as the primary liaison to various state agencies and committees.

Director of Academic Affairs (1999-2000)
Researched policy options and assisted in the revision of the regulations on educator licensure, the revision of the curriculum frameworks, and the development of the Department’s research and evaluation agenda.

Planned and implemented professional development programs for hundreds of teachers and administrators. Co-authored the State Plan for Professional Development (1999) and ran statewide teacher recognition programs.

**Massachusetts Society for the Prevention of Cruelty to Children**
**Center for Evaluation and Research on Children and Adolescents**

**Research Assistant (1994)**
Wrote and edited research reports for projects on comprehensive health education and community service learning. Conducted surveys with public school teachers and administrators from across the state.

**Education**
**M.A., Human Development**
Boston College, Chestnut Hill, MA
Lynch School of Education (1994)

**B.S., Psychology**
Saint Vincent College, Latrobe PA (1993)

**Volunteer Experience**
Serve annually as a Charter School Review Panel Member, for both charter school prospectus and application cycles for the Massachusetts Department of Elementary and Secondary Education. Serve locally in my community as needed, which has included serving as a Board member of the Swampscott Education Foundation, the Clarke Elementary School PTO, hiring committees for the Swampscott Public Schools, and a basketball coach.

References available upon request
# Questionnaire for Proposed Board Member, School Employee, or Other Founding Member

## Biography

*Please submit a current resume with this form. All responses within the form should be typed.*

<table>
<thead>
<tr>
<th>Name</th>
<th>John J. Sbrega</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>Retired</td>
</tr>
<tr>
<td>Education/Professional Training</td>
<td>B.A. Union College (Schenectady, NY) M.A. &amp; Ph.D. Georgetown University (Washington, D.C.)</td>
</tr>
<tr>
<td>Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization</td>
<td>President Emeritus Bristol Community College (MA)</td>
</tr>
<tr>
<td>Town of Residence</td>
<td>Fall River, MA</td>
</tr>
</tbody>
</table>

## Questions

Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant group.

**Final Applicants Please Note:** if the applicant group is invited to submit a final application, individual forms submitted with the final application must incorporate new responses in the following ways at a minimum:

a. Update Question 7 to describe your involvement in the development of the application during the period between when the initial application is submitted and when the final application is submitted.
b. Answer Question 14 to indicate if you reviewed the complete final application prior to its submission.
c. Sign and date completed form to submit to the Department with hard copy of the final application.

1. **How did you become aware of the proposed school?**
   
   I have held many conversations with the leading participants. Also, I have undertaken research on charter school education which quickened my interest.

2. **Why do you serve as a member of this founding group?**
   
   I greatly admire the participants, whom I have collaborated with in previous endeavors across many years. Also, the data for our region make a compelling case for the need for this charter school. My 17 years as President of Bristol Community College enabled me to see the dire regional educational needs first-hand.

3. **When did you join the applicant group (month and year)?**
   
   My preliminary conversations with members of the applicant group and my research about this institution began in May June 2020.

4. **Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community. The Department will review your enclosed resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.**
   
   From 1974 to 2017, I was employed full-time at public community colleges in Virginia, Rhode Island, Maryland, and Massachusetts. Those 43 years as a professor and administrator brought me in intimate contact with local public education. For example, as President, I initiated efforts to start and expand dual enrollment programs with local high schools as well as to launch initiatives to start early college projects.

5. **If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?**

---

Innovators Charter School – Initial Application  
Page 164
- If a proposed board member, name the anticipated office you would hold if any, e.g. such as chairperson or treasurer.

As a proposed board member, I enthusiastically have agreed to serve as founding Chair of the Board. I expect to remain on the Board for at least five years. This school will fulfill a vital educational need in our region.

6. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

Across more than 20 years in the Southcoast, I have developed a sizeable network of regional leaders whom I have been recruiting to support our project. The data and the rationale are compelling and have been persuasive. I shall be developing even more associations, particularly within the school community, to support our institution.

7. Please describe your involvement in writing the application and/or providing feedback to the primary author(s). (If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

In I have particularly focused on curriculum development, fiscal affairs, and marketing/public relations. These are areas that I have had extensive experience in developing across more than 40 years.

8. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

None.

9. Please indicate if you or an immediate member of your family has or may have a financial interest in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

It is likely that my employer would provide a line of credit which would not be interest free.

10. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

None.

11. Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

Depending on the nature of the matter, as Chair, I would consult with that member to clarify the situation. Then, I would bring the matter to the Executive Committee with the intention of placing the matter on the agenda of the full board. We must be transparent and address the matter directly, Naturally, the Board and I want to protect the person’s rights and, where applicable, the person’s privacy.

12. [Applicable to Proposed Board Members Only] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (State Ethics Commission) about how conflict of interest law applies to their situation.

None.

13. I reviewed the complete initial application prior to submission.

☑ Yes ☐ No
14. (Applicable to Final Applicants Only) I reviewed the complete final application prior to submission.

[ ] Yes [ ] No

**EXPERTISE**

Please indicate in which areas you possess professional expertise:

- [x] Community Service
- [x] Fundraising
- [x] Educational Leadership
- [x] Finance/Business
- [x] Management
- [ ] Charter Schools
- [ ] Early Childhood/Elementary Education
- [x] Secondary Education
- [ ] Law
- [x] School Improvement
- [x] Blended/Virtual Education
- [ ] Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)
- [ ] Other:
- [x] Special Education
- [x] English Learner Education
- [x] Human Resources
- [x] School Governance
- [ ] Real Estate
- [ ] Other:

15. The application fully reflects the expertise I bring as a member of the applicant group. [x] Yes [ ] No

**CERTIFICATION [SIGNATURE REQUIRED ONLY WITH HARD COPY SUBMITTED TO DEPARTMENT]**

I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.

**SIGNATURE: JOHN J. SBREGA**

**DATE: 4 AUGUST 2021**

Original Signature Required Only on Hard Copy Submitted to Department
**Questionnaire for Proposed Board Member, School Employee, or Other Founding Member**

<table>
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<td>f. Sign and date completed form to submit to the Department with hard copy of the final application.</td>
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1) How did you become aware of the proposed school?

   Conversation with Meg Mayo-Brown in late February 2021/early March 2021 about the possibility of an innovative Charter School focused on STEM.

2) Why do you serve as a member of this founding group?

   Strong desire to see the students of the South Coast who have been under represented and under resourced given the opportunity to excel academically and reach their full potential.

3) When did you join the applicant group (month and year)?

   March 2021

4) Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community. The Department will review your enclosed resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.

   - I have served as Chairman of the One Southcoast Chamber of Commerce’s Education Committee for many years. The Education Committee brings together business, civic and educational leaders from across the region who are committed to the belief that education is the #1 primary economic driver for the area. Through collaborative efforts on the part of committee members, we have secured business funding for cutting edge programs to address early childhood education and care and early college initiatives that aim to level the playing field by providing increased opportunities for ALL students to reach their potential. Over the last 3 years, the committee has organized and hosted a Regional Summit focused on Social and Emotional Learning which has been attended by over 300 educators across the state. The committee has launched other initiatives including an annual College Day event that encourages students of all ages to aspire to attend higher education.
   
   - I led the charge for public support of new high schools being built in the towns of Somerset and Westport and in the city of Fall River.
   
   - I advocated publicly for a minimum of Net School Spending to occur in Fall River with the understanding that much more was required in order to approach equity within our gateway cities.
• Served on the Community Stakeholder Groups for both the Fonseca and Henry Lord turn-around initiatives.
• Board Member for the Massachusetts Business Alliance for Education
• Board Member of the Massachusetts Business Coalition for Early Childhood Education
• Member of the South Coast Coalition for Early Childhood Education
• Advisory Board Member for the Charlton College of Business/UMass Dartmouth

5) If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
   ➢ If a proposed board member, name the anticipated office you would hold if any, e.g. such as chair person or treasurer.

I have agreed to serve as the Vice-Chair of the Board, a founding member, and if given the opportunity from a governance perspective, I am willing to commit for a minimum of 5 years.

6) Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

As a business leader who sees the value of education, I will use my experience leading the Chamber Education Committee to bring representatives from across the community to support the development of this new school as a unique opportunity to engage students who may need a different level of support or way to learn.

7) Please describe your involvement in writing the application and/or providing feedback to the primary author(s). (If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

In addition to participating in several introductory meetings where I provided insight from the perspective of a local employer and shared background on some of our efforts and initiatives on the Chamber Education Committee, I also provided, on a number of occasions, feedback on the various drafts of the plan over the last several months.

8) Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

No

9) Please indicate if you or an immediate member of your family has or may have a financial interest in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

It is likely that my employer would provide a line of credit which would not be interest free.

10) Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

No

11) Describe what you would do if you believed one or more members of the school's proposed board was acting unethically or not in the best interests of the school.

First off, I would follow the rules detailed in a code of conduct that would be developed and approved by the board. In the event that this had not been completed, I would immediately address the situation with the senior most member of the board and/or seek advice from the state's ethics commission.
12) **[Applicable to Proposed Board Members Only]** To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission ([State Ethics Commission](#)) about how conflict of interest law applies to their situation.

Because my employer may be involved with financing for the school, I intend to file a financial disclosure form with the State Ethics Commission and DESE and I will contact the State Ethics Commission to determine other steps that need to be taken.

13) I reviewed the complete **initial application** prior to submission.

- Yes  
- No

14) **(Applicable to Final Applicants Only)** I reviewed the complete **final application** prior to submission.

- Yes  
- No

### EXPERTISE

Please indicate in which areas you possess professional expertise:

- Community Service
- Fundraising
- Educational Leadership
- Finance/Business
- Management
- Charter Schools
- Early Childhood/Elementary Education
- Secondary Education
- Law
- School Improvement
- Blended/Virtual Education
- Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)
- Special Education
- English Learner Education
- Human Resources
- School Governance
- Real Estate
- Other:

15) The application fully reflects the expertise I bring as a member of the applicant group.  

- Yes  
- No

### CERTIFICATION [**SIGNATURE REQUIRED ONLY WITH HARD COPY SUBMITTED TO DEPARTMENT**]

I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.

**SIGNATURE:** Nicholas M. Christ

**DATE:** July 28, 2021

*Original Signature Required Only on Hard Copy Submitted to Department*
**Questionnaire for Proposed Board Member, School Employee, or Other Founding Member**

<table>
<thead>
<tr>
<th><strong>Biography</strong></th>
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</thead>
<tbody>
<tr>
<td><em>Please submit a current resume with this form. All responses within the form should be typed.</em></td>
</tr>
<tr>
<td>Name</td>
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<tr>
<td>Present Employer and Job Title</td>
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<tr>
<td>Education/Professional Training</td>
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<tr>
<td>Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization</td>
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<tr>
<td>Town of Residence</td>
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<table>
<thead>
<tr>
<th><strong>Questions</strong></th>
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<tbody>
<tr>
<td>Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant group.</td>
</tr>
</tbody>
</table>

**Final Applicants Please Note:** If the applicant group is invited to submit a final application, individual forms submitted with the final application must incorporate new responses in the following ways at a minimum:

- g. Update Question 7 to describe your involvement in the development of the application during the period between when the initial application is submitted and when the final application is submitted.
- h. Answer Question 14 to indicate if you reviewed the complete full application prior to its submission.
- i. Sign and date completed form to submit to the Department with hard copy of the final application.

1. How did you become aware of the proposed school?
   - I was approached by other founding members.

2. Why do you serve as a member of this founding group?
   - I am a New Bedford native still residing in the South Coast area with a strong interest in educational options for children in the area.

3. When did you join the applicant group (month and year)?
   - June 2021

4. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community. The Department will review your enclosed resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.
   - Representation of both children and parents on school based petitions in Bristol County Juvenile Court. Focus on the hurdle preventing children from obtaining adequate education.

5. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
   - If a proposed board member, name the anticipated office you would hold if any, e.g. such as chair person or treasurer.
   - If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.
1. If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.

Board Member for at least one term.

6. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

As a native, resident, and business owner in the SouthCoast region, I have a direct connection with families who would be enrolling their children.

7. Please describe your involvement in writing the application and/or providing feedback to the primary author(s). (If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

Review, discuss, and recommendations/suggestions.

8. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

None

9. Please indicate if you or an immediate member of your family has or may have a financial interest in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

None

10. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

No

11. Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

Bring the situation to the rest of the board for discussion and vote. Follow any reporting rules or procedures.

12. [Applicable to Proposed Board Members Only] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (State Ethics Commission) about how conflict of interest law applies to their situation.

No

13. I reviewed the complete initial application prior to submission.

☒ Yes ☐ No

14. (Applicable to Final Applicants Only) I reviewed the complete final application prior to submission.

☐ Yes ☐ No
**EXPERTISE**

Please indicate in which areas you possess professional expertise:

- Community Service
- Fundraising
- Educational Leadership
- Finance/Business
- Management
- Charter Schools
- Early Childhood/Elementary Education
- Secondary Education
- Law
- School Improvement
- Blended/Virtual Education
- Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)
- Special Education
- English Learner Education
- Human Resources
- School Governance
- Real Estate
- Other:

15. The application fully reflects the expertise I bring as a member of the applicant group.  Yes ☑️ No ☐

---

**CERTIFICATION [SIGNATURE REQUIRED ONLY WITH HARD COPY SUBMITTED TO DEPARTMENT]**

I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.

**SIGNATURE: STARLENE ALVES**

**DATE: 7/26/21**

*Original Signature Required Only on Hard Copy*  
*Submitted to Department*
**BIography**

*Please submit a current resume with this form. All responses within the form should be typed.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Kevin J. Briggs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>BayCoast Bank, Vice President</td>
</tr>
</tbody>
</table>
| Education/Professional Training | ALM Harvard  
    B.S., U of New Haven |
| Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization | Past Treasurer, Providence Habitat for Humanity |
| Town of Residence    | Cranston, RI             |

**Questions**

Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant group.

**Final Applicants Please Note:** If the applicant group is invited to submit a final application, individual forms submitted with the final application must incorporate new responses in the following ways at a minimum:

j. Update Question 7 to describe your involvement in the development of the application during the period between when the initial application is submitted and when the final application is submitted.

k. Answer Question 14 to indicate if you reviewed the complete final application prior to its submission.

l. Sign and date completed form to submit to the Department with hard copy of the final application.

1. How did you become aware of the proposed school?

   Personal friend asked me to consider joining.

2. Why do you serve as a member of this founding group?

   I serve to be an agent of change in the community as it applies to offering better educational opportunities for the upcoming generation of students, who are most often not fully served in the marginalized communities.

3. When did you join the applicant group (month and year)?

   June, 2021

4. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community. The Department will review your enclosed resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.

   I served my community in several capacities such as the following:
   a. H.S Football coach
   b. Mentor to several students as part of mentor program
   c. Spoken to students

5. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?

   ➤ If a proposed board member, name the anticipated office you would hold if any, e.g. such as chair person or treasurer.
- If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.
- If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.

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<tbody>
<tr>
<td>• Treasurer</td>
<td>N/A</td>
</tr>
<tr>
<td>• N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

6. Describe **how** your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

I bring to this board prior experience as an executive and general board member serving in a marginalized community along with extensive broad business background.

7. Please describe your involvement in writing the application and/or providing feedback to the primary author(s). (If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

8. Please indicate if you or an immediate member° of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

None known

9. Please indicate if you or an immediate member of your family has or may have a financial interest° in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

N/A

10. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

No

11. Describe what you would do if you believed one or more members of the school's proposed board was acting unethically or not in the best interests of the school.

Report the matter to the appropriate officials.

12. [Applicable to Proposed Board Members Only] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (State Ethics Commission) about how conflict of interest law applies to their situation.

None known

13. I reviewed the complete **Initial application** prior to submission.

☐ Yes  ☐ No

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1 Immediate family is defined as the proposed school employee, board member, or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee, board member, or other founding member and his or her spouse.

2 Financial interest is defined as anything of economic or monetary value.
14. (Applicable to Final Applicants Only) I reviewed the complete final application prior to submission.

☐ Yes  ☐ No

EXPERTISE

Please indicate in which areas you possess professional expertise:

☒ Community Service
☐ Early Childhood/Elementary Education
☐ Special Education
☐ Fundraising
☐ Secondary Education
☐ English Learner Education
☐ Educational Leadership
☐ Law
☐ Human Resources
☒ Finance/Business
☐ School Improvement
☐ School Governance
☐ Management
☐ Blended/Virtual Education
☐ Real Estate
☐ Charter Schools
☐ Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)
☐ Other:

15. The application fully reflects the expertise I bring as a member of the applicant group. ☒ Yes  ☐ No

CERTIFICATION [SIGNATURE REQUIRED ONLY WITH HARD COPY SUBMITTED TO DEPARTMENT]

I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.

SIGNATURE: KEVIN BRIGGS

DATE: JULY 20, 2021

Original Signature Required Only on Hard Copy Submitted to Department
QUESTIONNAIRE FOR PROPOSED BOARD MEMBER, SCHOOL EMPLOYEE, OR OTHER FOUNDING MEMBER

**BIOGRAPHY**

*Please submit a current resume with this form. All responses within the form should be typed.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Pierce Larsson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>National Basketball Association - Senior Manager</td>
</tr>
<tr>
<td>Education/Professional Training</td>
<td>BA Tufts 2010 MS UMass Amherst 2014</td>
</tr>
<tr>
<td>Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization</td>
<td>Coach and Admissions Officer Phillips Exeter Academy 2010 - 2013</td>
</tr>
<tr>
<td>Town of Residence</td>
<td>Mattapoisett, MA</td>
</tr>
</tbody>
</table>

**QUESTIONS**

Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant group.

**Final Applicants Please Note:** If the applicant group is invited to submit a final application, individual forms submitted with the final application must incorporate new responses in the following ways at a minimum:

m. Update Question 7 to describe your involvement in the development of the application during the period between when the initial application is submitted and when the final application is submitted.

n. Answer Question 14 to indicate if you reviewed the complete final application prior to its submission.

o. Sign and date completed form to submit to the Department with hard copy of the final application.

1) How did you become aware of the proposed school?

A friend introduced me to Nick Christ who is a founding board member. When Nick shared the vision for the project, I knew it was a good fit.

2) Why do you serve as a member of this founding group?

Helping students in the South Coast have access to an educational model that better serves their needs is important to me. Additionally, this model will allow students to offset some of the costs of continuing education.

3) When did you join the applicant group (month and year)?

May 2021

4) Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community. The Department will review your enclosed resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.

I have spent time volunteering with the New Bedford Boys and Girls Club as an operations director for the gymnasium. This involved planning events, working with the kids, and general assistance around the center.

5) If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization? As long as the board feels I have value in my experience to share, I will be happy to serve.

➢ If a proposed board member, name the anticipated office you would hold if any, e.g. such as chair person or treasurer.

➢ If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.
6) Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

7) Please describe your involvement in writing the application and/or providing feedback to the primary author(s). (If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted.)

I have provided feedback to the primary authors during weekly reviews on conference calls.

8) Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

Not applicable.

9) Please indicate if you or an immediate member of your family has or may have a financial interest in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

No financial interests will be impacted by this proposed school.

10) Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

No.

11) Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

I would likely take my concerns to the founding board members. I would also follow any obligatory reporting standards or procedures that are in place.

12) [Applicable to Proposed Board Members Only] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (State Ethics Commission) about how conflict of interest law applies to their situation.

No.

13) I reviewed the complete initial application prior to submission.

☐ Yes  ☐ No

14) (Applicable to Final Applicants Only) I reviewed the complete final application prior to submission.

☐ Yes  ☐ No

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3 Immediate family is defined as the proposed school employee, board member, or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee, board member, or other founding member and his or her spouse.

4 Financial Interest is defined as anything of economic or monetary value.
**EXPERTISE**

Please indicate in which areas you possess professional expertise:

- ☐ Community Service
- ☐ Fundraising
- ☐ Educational Leadership
- ☐ Finance/Business
- ☑ Management
- ☐ Charter Schools
- ☐ Early Childhood/Elementary Education
- ☐ Secondary Education
- ☑ Law
- ☐ School Improvement
- ☐ Blended/Virtual Education
- ☐ Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)
- ☐ Special Education
- ☐ English Learner Education
- ☐ Human Resources
- ☐ School Governance
- ☐ Real Estate
- ☐ Other:

15) The application fully reflects the expertise I bring as a member of the applicant group. ☑ Yes ☐ No

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**CERTIFICATION [SIGNATURE REQUIRED ONLY WITH HARD COPY SUBMITTED TO DEPARTMENT]**

I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.

*Signature: Pierce Larsson*

Date: 8/8/2021

*Original Signature Required Only on Hard Copy Submitted to Department*
**Biography**

*Please submit a current resume with this form. All responses within the form should be typed.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Meg Mayo-Brown</th>
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</thead>
<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>Barnstable Public Schools, Superintendent of Schools</td>
</tr>
</tbody>
</table>
| Education/Professional Training | Ed.D. Northeastern University, *Curriculum, Teaching and Leadership*
|                       | M.Ed. Boston College |
|                       | B.A. Michigan State University |
| Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization | Barnstable Public Schools
|                       | Fall River Public Schools |
|                       | MA Department of Elementary & Secondary Education |
|                       | Methuen Public Schools/Dedham Public Schools |
|                       | Bridgewater State University |
| Town of Residence     | Barnstable |

**Questions**

Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant group.

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- p. Update Question 7 to describe your involvement in the development of the application during the period between when the initial application is submitted and when the final application is submitted.
- q. Answer Question 14 to indicate if you reviewed the complete final application prior to its submission.
- r. Sign and date completed form to submit to the Department with hard copy of the final application.

1) How did you become aware of the proposed school?

I am a Co-Founder of Innovators Charter School.

2) Why do you serve as a member of this founding group?

I believe in providing students with opportunities and pathways in order to pursue their hopes and dreams. The South coast region has among the lowest high school graduation rates and college enrollment and persistence rates in the Commonwealth. In the gateway cities of Fall River and New Bedford, 74% of students are considered economically disadvantaged. A wall-to-wall early college focused on STEM provides students the possibility of economic mobility and prosperity, and aligns with labor market demands.

3) When did you join the applicant group (month and year)?

I co-founded the beginning of an applicant group in December 2020 with Fran Roy.

4) Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community. The Department will review your enclosed resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.

I served as Superintendent of Schools for Fall River Public Schools from 2008-2016. As a district leader in Fall River in various roles since 2003 (Title I Director, Assistant Superintendent, and Superintendent), my 13 year tenure demonstrates my commitment to public education and the south coast region.

5) If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
- If a proposed board member, name the anticipated office you would hold if any, e.g. such as chair person or treasurer.
- If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.
- If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.

If a charter were granted I would serve as the executive director with a term and conditions set by the Board of Trustees.

6) Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

I have the experience, skills, and professional knowledge to implement the mission and key design elements of the school. In my various roles as a district leader I have had responsibilities in the areas of instructional leadership, management and operations, family and community engagement, professional culture, financial management, and school and district turnaround. As a superintendent of schools, I understand the relationship with a board that is responsible for policy setting, fiscal oversight and strategic direction.

7) Please describe your involvement in writing the application and/or providing feedback to the primary author(s). (If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

I am one of the primary authors of the application.

8) Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

Not applicable.

9) Please indicate if you or an immediate member of your family has or may have a financial interest in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

Not applicable.

10) Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

Not applicable.

11) Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

If I believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school, I would submit in writing to the Board Chair (or alternatively the Vice Chair) the complaint. Further, I would consult Board policy, and consult the Office of Charter Schools to discuss appropriate steps, and I would possibly consult with the State Ethics Commission.

12) [Applicable to Proposed Board Members Only] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to

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5 Immediate family is defined as the proposed school employee, board member, or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee, board member, or other founding member and his or her spouse.

6 Financial interest is defined as anything of economic or monetary value.
discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (State Ethics Commission) about how conflict of interest law applies to their situation.

<table>
<thead>
<tr>
<th>13)</th>
<th>I reviewed the complete initial application prior to submission.</th>
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<tbody>
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<td>☒ Yes ☐ No</td>
<td></td>
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<th>14)</th>
<th>(Applicable to Final Applicants Only) I reviewed the complete final application prior to submission.</th>
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<td>☐ Yes ☒ No</td>
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**EXPERTISE**

Please indicate in which areas you possess professional expertise:

- [ ] Community Service
- [ ] Fundraising
- [x] Educational Leadership
- [ ] Finance/Business
- [ ] Management
- [ ] Charter Schools
- [x] Early Childhood/Elementary Education
- [x] Secondary Education
- [ ] Law
- [x] School Improvement
- [ ] Blended/Virtual Education
- [ ] Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)
- [ ] Special Education
- [x] English Learner Education
- [ ] Human Resources
- [x] School Governance
- [ ] Real Estate
- [ ] Other:

| 15) | The application fully reflects the expertise I bring as a member of the applicant group. ☒ Yes ☐ No |

**CERTIFICATION [SIGNATURE REQUIRED ONLY WITH HARD COPY SUBMITTED TO DEPARTMENT]**

I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.

**SIGNATURE: MEG MAYO-BROWN**

**DATE: AUGUST 13, 2021**

Original Signature Required Only on Hard Copy Submitted to Department
**Questionnaire for Proposed Board Member, School Employee, or Other Founding Member**

**Biography**

*Please submit a current resume with this form. All responses within the form should be typed.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Fran Roy</th>
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<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>School and Main Institute, On-site Receiver</td>
</tr>
<tr>
<td>Education/Professional Training</td>
<td>Ph.D. in Curriculum and Instruction/DESE Certification - Superintendent</td>
</tr>
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Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization:
- State Appointed Receiver for Parker Elementary in New Bedford and Dever Elementary in New Bedford
- Chief Academic Officer Fall River Public Schools
- Assistant Professor, University of Rhode Island and Southern Connecticut State University
- Board Member of Be Great for Nate Organization, Portsmouth RI

| Town of Residence | Portsmouth, RI |

**Questions**

Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant group.

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a. Update Question 7 to describe your involvement in the development of the application during the period between when the initial application is submitted and when the final application is submitted.

b. Answer Question 14 to indicate if you reviewed the complete final application prior to its submission.

c. Sign and date completed form to submit to the Department with hard copy of the final application.

1) How did you become aware of the proposed school?

Meg Mayo Brown and I collaborated to generate the proposed idea of the school.

2) Why do you serve as a member of this founding group?

As a Fall River native and first-generation college goer, I aim to use my professional talents to improve outcomes for students in the Southcoast.

3) When did you join the applicant group (month and year)?

Founding member, January 2021

4) Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community. The Department will review your enclosed resume and ask for additional context regarding your qualifications and commitment to govern the proposed school.

I have served the south coast region professionally since 2002 serving as mathematics consultant to both the Fall River Public Schools and Atlantis Charter School, Chief Academic Officer for the Fall River Public Schools, school turnaround consultant in New Bedford, and now as state appointed Receiver for Parker Elementary in New Bedford.
5) If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
   • If a proposed board member, name the anticipated office you would hold if any, e.g. such as chair person or treasurer.
   • If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.
   • If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.

   Chief Officer for Learning and Development - oversee all academic and SEL programming. I plan on serving in that capacity until I retire in approximately 10 years.

6) Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

   My career spans the gamut of mathematics teacher, University researcher aimed at closing achievement gaps in mathematics, University professor and teacher educator, Chief Academic Officer for the Fall River Public schools during the time the district was under a state-mandated recovery plan, and now as state appointed receiver serving the transformation efforts of two Level 5 schools in Massachusetts. In addition to this work experience, I have extensive knowledge of the neuroscience of learning, adolescent development, and trauma informed practices. This research based knowledge coupled with my leadership experience will allow me to create, support, and lead the program design of the school.

7) Please describe your involvement in writing the application and/or providing feedback to the primary author(s). (If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

   I am one of two primary authors.

8) Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

   n/a

9) Please indicate if you or an immediate member of your family has or may have a financial interest in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

   Will serve as full-time employee as the Chief Officer for Learning and Development

10) Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

   No

11) Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

   Would write a formal complaint to the board chair and/or executive officer for purposes of an investigation. If need be would contact the State Ethics Commission for an opinion.

12) [Applicable to Proposed Board Members Only] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (State Ethics Commission) about how conflict of interest law applies to their situation.
13) I reviewed the complete initial application prior to submission.  
   • Yes  □ No

14) (Applicable to Final Applicants Only) I reviewed the complete final application prior to submission.  
   □ Yes  □ No

**EXPERTISE**

Please indicate in which areas you possess professional expertise:

- □ Community Service  
  - X Early Childhood/Elementary Education  
  - X Special Education

- □ Fundraising  
  - X Secondary Education  
  - X English Learner Education

- X Educational Leadership  
  - □ Law  
  - X Human Resources

- □ Finance/Business  
  - X School Improvement  
  - X School Governance

- □ Management  
  - X Blended/Virtual Education  
  - X Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)

- □ Charter Schools  
  - □ Real Estate  
  - □ Other:

15) The application fully reflects the expertise I bring as a member of the applicant group.  X Yes  □ No

**CERTIFICATION [SIGNATURE REQUIRED ONLY WITH HARD COPY SUBMITTED TO DEPARTMENT]**

I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.

**Signature:** FRAN ROY  
**Date:** 8/3/21

*Original Signature Required Only on Hard Copy Submitted to Department*
**Questionnaire for Proposed Board Member, School Employee, or Other Founding Member**

<table>
<thead>
<tr>
<th><strong>Biography</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Please submit a current resume with this form. All responses within the form should be typed.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Evelyn Ranone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>BayCoast Bank, VP Community Development CRA/DEI</td>
</tr>
<tr>
<td>Education/Professional Training</td>
<td>MBA</td>
</tr>
<tr>
<td>Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization</td>
<td>2005-2010, Associate Director of Admissions, Moses Brown School, Providence, RI</td>
</tr>
<tr>
<td>Town of Residence</td>
<td>Lincoln, RI</td>
</tr>
</tbody>
</table>

**Questions**

Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant group.

**Final Applicants Please Note:** If the applicant group is invited to submit a final application, individual forms submitted with the final application must incorporate new responses in the following ways at a minimum:

- Update Question 7 to describe your involvement in the development of the application during the period between when the initial application is submitted and when the final application is submitted.
- Answer Question 14 to indicate if you reviewed the complete final application prior to its submission.
- Sign and date completed form to submit to the Department with hard copy of the final application.

1) How did you become aware of the proposed school?

   I was approached by Omari Walker to see if I was interested in this proposed school.

2) Why do you serve as a member of this founding group?

   I am a BIPOC person that had to find my own way through the various opportunities in education or lack there of and am passionate about providing this opportunity to children who might not otherwise have or even known they could pursue and succeed in the STEM fields.

3) When did you join the applicant group (month and year)?

   May 2021

4) Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community. The Department will review your enclosed resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.

   I am currently on the Board of ONE Neighborhood Builders in Providence, RI and one of our Central Providence Opportunities Goals is to promote Early Education. The Central Providence Opportunities is a two-year, $8-million, place-based effort to improve economic mobility for residents in 9 neighborhoods located in the Providence zip codes of 02908 and 02909. This is just one of the projects I’m working on specifically because I can relate to the people in those neighborhoods because of my background and culture.

5) If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?

   ▶ If a proposed board member, name the anticipated office you would hold if any, e.g. such as chair person or treasurer.
- If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.
- If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.

<table>
<thead>
<tr>
<th>Founding Board Member</th>
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<tbody>
<tr>
<td>6) Describe <strong>how</strong> your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.</td>
</tr>
</tbody>
</table>

I have not only educational background experience working at Moses Brown School as well as my experience in marketing, development and recruiting in the past and present jobs will help support the school. My cultural background and being able to relate to the students, parents, faculty and staff is one of the most significant ways I will be able to support the school community.

<table>
<thead>
<tr>
<th>7) Please describe your involvement in writing the application and/or providing feedback to the primary author(s). (If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted.)</th>
</tr>
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<tbody>
<tr>
<td>I am involved in reviewing the written application and providing feedback.</td>
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<th>8) Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.</th>
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<tbody>
<tr>
<td>Not applicable</td>
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<tr>
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<tr>
<th>10) Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.</th>
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<tbody>
<tr>
<td>No</td>
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<tr>
<th>11) Describe what you would do if you believed one or more members of the school's proposed board was acting unethically or not in the best interests of the school.</th>
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<tr>
<td>I would speak with the Chair of the Board about the situation.</td>
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<tr>
<th>12) [Applicable to Proposed Board Members Only] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission [State Ethics Commission] about how conflict of interest law applies to their situation.</th>
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<tbody>
<tr>
<td>No</td>
</tr>
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<tr>
<th>13) I reviewed the complete <strong>initial application</strong> prior to submission.</th>
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<tbody>
<tr>
<td>☒ Yes ☐ No</td>
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<tr>
<th>14) (Applicable to Final Applicants Only) I reviewed the complete <strong>final application</strong> prior to submission.</th>
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7 Immediate family is defined as the proposed school employee, board member, or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee, board member, or other founding member and his or her spouse.

8 Financial interest is defined as anything of economic or monetary value.
EXPERTISE

Please indicate in which areas you possess professional expertise:

☑ Community Service
☐ Fundraising
☐ Educational Leadership
☑ Finance/Business
☑ Management
☐ Charter Schools
☐ Early Childhood/Elementary Education
☐ Secondary Education
☐ Law
☐ School Improvement
☐ Blended/Virtual Education
☐ Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)
☐ Special Education
☐ English Learner Education
☐ Human Resources
☐ School Governance
☐ Real Estate
☑ Other: Marketing, Recruiting, Development

15) The application fully reflects the expertise I bring as a member of the applicant group. ☑ Yes ☐ No

CERTIFICATION [Signature Required Only with Hard Copy Submitted to Department]

I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.

SIGNATURE: EVELYN RANONE

DATE: 7/16/21

ORIGINAL SIGNATURE REQUIRED ONLY ON HARD COPY SUBMITTED TO DEPARTMENT
**Biography**

*Please submit a current resume with this form. All responses within the form should be typed.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Joany Santa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>Falmouth Public Schools, Director of Human Resources</td>
</tr>
<tr>
<td>Education/Professional Training</td>
<td>Doctorate in School Leadership and Administration</td>
</tr>
<tr>
<td>Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization</td>
<td>Since 2010: Mentor for administrators (Principals, Directors and Specialists) Paul Cuffee Charter High School &amp; Paul Cuffee Charter Middle School, Providence, RI. Segue Charter School, Central Falls, RI. 2010- 2019 Board Member Center for Leadership and Educational Equity (CLEE): CLEE provides professional learning opportunities for the purpose of increasing educators' leadership practices to create equitable educational outcomes in schools. 2008- 2010: Education Consultant for start-up year of charter school: Segue Institute for Learning Charter School Central Falls, RI. Responsible for creating an educational plan with the Headmaster. Assisted in hiring faculty, provided professional development for teachers on instructional best practices and professional learning communities.</td>
</tr>
<tr>
<td>Town of Residence</td>
<td>Providence, RI</td>
</tr>
</tbody>
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Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant group.

**Final Applicants Please Note:** If the applicant group is invited to submit a final application, individual forms submitted with the final application must incorporate new responses in the following ways at a minimum:

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2. Answer Question 14 to indicate if you reviewed the complete final application prior to its submission.
3. Sign and date completed form to submit to the Department with hard copy of the final application.

1. How did you become aware of the proposed school?

In early April Meg Mayo Brown reached out to me to discuss applying for an early college charter school as she knew my passion for working with the diverse communities in the South Coast and my previous work as a school leader and central office administrator.

2. Why do you serve as a member of this founding group?

The mission of the school and target student population is what I have based my entire adult career working in education. The opportunity to create and run a charter school that will provide academic and social emotional support to students.

3. When did you join the applicant group (month and year)?

April, 2021

4. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community. The Department will review your enclosed resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.

During my time as principal in schools in both Southbridge and Worcester, I served the educational and social/emotional needs of students with significant academic gaps. I took on each position during tough times, as schools on the verge of being declared chronically underperforming are generally in a place of systemic and wide-spread disarray for multiple years. In each school, I was charged with leading the school-based team...
through an intentional and strategic approach to reforming the education for every student, including the students in the Special Therapeutic Educational Program for students dysregulated due to trauma histories. In Southbridge I led the design and implementation of an ELT model which resulted in an expanded learning time model for all 4th and 5th grade students in the Town. The academic gains made 2008, 2009 were the last big gain for the Elm Park School in Southbridge.

During my tenure, we met Adequate Yearly Progress in English Language Arts, Mathematics, and Science. We planned and executed a professional development series to grow teacher leaders. This energized the faculty and staff and allowed us to decrease academic gaps, increase performance, increase student attendance, develop tiered interventions, and alternative responses to disciplinary infractions, we were able to set the conditions for our students to succeed.

At the central office level, I have been in the formal Human Resources role for five combined years in Fall River and now in Falmouth. In my previous role as Executive Director of Human Resources and Educator Quality for the Fall River Public Schools I moved forward to lead the district through and out of its state-mandated "recovery plan" for the Human Resources Standard entrusted to me, accomplished while on-boarding and training building and district instructional leaders. We developed the process where intentional targeting for the vacancies directly impacted the recruitment of Directors and Principals for the Fall River School District, where we filled principalships, school-based directorships and administrative team members on the Superintendent’s executive team.

5. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
   - If a proposed board member, name the anticipated office you would hold if any, e.g. such as chair person or treasurer.
   - If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.
   - If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.

I have been asked to assume the position of School Leader if the charter is granted.

6. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

The anticipated role of School Leader is a role I have taken on in previous Districts when each school was going through critical transitions due to chronic underperformance. My experience working to implement systems and structures to address the academic and social emotional needs of students and the educators who work for them has sharpened my leadership skill set. Those experiences will serve the Innovators Charter School in setting up the systems that will allow for academic success and personal growth for the students. As the school leader I was responsible for evaluating and supporting the growth of educators in order to meet the academic and social emotional needs of students. That led to developing a professional development series tailored to the needs of the students (supported by data) and educators.

My experience in the Human Resources area will support the Innovator Charter School with recruitment, hiring, on-boarding, and retaining educators. I have experience mentoring school leaders in both charter school settings and district public schools.

7. Please describe your involvement in writing the application and/or providing feedback to the primary author(s). (If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

As a founding board member with experience and skill sets in both the school leadership role and human resources my role in this juncture of the writing process has been to review the application (all components) for alignment with key design principles and the focus of supports for students with social/emotional needs and provide feedback when appropriate.
8. Please indicate if you or an immediate member\(^9\) of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

No family affiliations nor conflict of interest with any Board Members or individual(s) affiliated with the proposed educational management organization or school support organization.

9. Please indicate if you or an immediate member of your family has or may have a financial interest\(^10\) in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

No financial affiliations nor conflict of interest with any Board Members or individual(s) affiliated with the proposed educational management organization or school support organization.

10. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

No financial gains or funds have been contracted nor received.

11. Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

As a Director of Human Resources I am well aware of behaviors that are to be acted upon should they be considered unethical or against the interests of the school, if just cause for taking action is warranted the individual will be addressed and if necessary follow all State and Federal guidelines for reporting the behavior.

12. [Applicable to Proposed Board Members Only] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (State Ethics Commission) about how conflict of interest law applies to their situation.

13. I reviewed the complete initial application prior to submission.

X Yes □ No

14. (Applicable to Final Applicants Only) I reviewed the complete final application prior to submission.

□ Yes □ No

---

\(^9\) Immediate family is defined as the proposed school employee, board member, or other founding member and his or her spouse, and the parents, children, brothers, and sisters of the proposed school employee, board member, or other founding member and his or her spouse.

\(^10\) Financial interest is defined as anything of economic or monetary value.
EXPERTISE

Please indicate in which areas you possess professional expertise:

- X Community Service
  - X Early Childhood/Elementary Education
  - □ Special Education
- X Fundraising
  - X Secondary Education
  - □ English Learner Education
- X Educational Leadership
  - □ Law
  - X Human Resources
  - X School Governance
- X Finance/Business
  - X School Improvement
  - □ Real Estate
  - □ Other:
- X Management
  - □ Blended/Virtual Education

15. The application fully reflects the expertise I bring as a member of the applicant group. X Yes □ No

CERTIFICATION [SIGNATURE REQUIRED ONLY WITH HARD COPY SUBMITTED TO DEPARTMENT]

I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.

SIGNATURE:  JOANY SANTA

DATE:  AUGUST 11, 2021

Original Signature Required Only on Hard Copy Submitted to Department
# Questionnaire for Proposed Board Member, School Employee, or Other Founding Member

### Biography

*Please submit a current resume with this form. All responses within the form should be typed.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Sania Santos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>Partner at Alves Santos PC</td>
</tr>
<tr>
<td>Education/Professional Training</td>
<td>J.D.</td>
</tr>
<tr>
<td>Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization</td>
<td>None</td>
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<tr>
<td>Town of Residence</td>
<td>Boston</td>
</tr>
</tbody>
</table>

### Questions

Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant group.

**Final Applicants Please Note:** If the applicant group is invited to submit a final application, individual forms submitted with the final application must incorporate new responses in the following ways at a minimum:

v. Update Question 7 to describe your involvement in the development of the application during the period between when the initial application is submitted and when the final application is submitted.

w. Answer Question 14 to indicate if you reviewed the complete final application prior to its submission.

x. Sign and date completed form to submit to the Department with hard copy of the final application.

1. How did you become aware of the proposed school?
   - From one of the current board members

2. Why do you serve as a member of this founding group?
   - To be give students variety options when it comes to education

3. When did you join the applicant group (month and year)?
   - Their focus of STEM education and providing this opportunity to minority students

4. Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community. **The Department will review your enclosed resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.**
   - I established a mentorship program in the city of Cambridge, pairing high school students with young professional starting their careers in areas that aligned with the student’s future goals

5. If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
   - If a proposed board member, name the anticipated office you would hold if any, e.g. such as chair person or treasurer.
   - If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.
   - If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.

   | Chair person |
6. Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

I grew up in similar community and understand the obstacles the families encounter and would provide ideas on implementing support systems to help families achieve and have access to the educational needs of their family.

7. Please describe your involvement in writing the application and/or providing feedback to the primary author(s). (If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

None

8. Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

None

9. Please indicate if you or an immediate member of your family has or may have a financial interest in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

none

10. Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

None

11. Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

Address my concerns with the individuals and report it if its not remedied

12. [Applicable to Proposed Board Members Only] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission ([State Ethics Commission](#)) about how conflict of interest law applies to their situation.

No

13. I reviewed the complete initial application prior to submission.

☐ Yes ☒ No

14. (Applicable to Final Applicants Only) I reviewed the complete final application prior to submission.

☐ Yes ☒ No
**EXPERTISE**

Please indicate in which areas you possess professional expertise:

- [ ] Community Service
- [ ] Early Childhood/Elementary Education
- [X] Law
- [ ] Special Education
- [ ] English Learner Education
- [ ] Human Resources
- [ ] School Governance
- [ ] Real Estate
- [ ] Other:
- [ ] Charter Schools
- [ ] Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)
- [ ] School Improvement
- [ ] Blended/Virtual Education

15. The application fully reflects the expertise I bring as a member of the applicant group. [X] Yes  [ ] No

---

**CERTIFICATION [SIGNATURE REQUIRED ONLY WITH HARD COPY SUBMITTED TO DEPARTMENT]**

I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.

**SIGNATURE: SANIA SANTOS**

**DATE: 08/11/2021**

*Original Signature Required Only on Hard Copy*

*Submitted to Department*
**Questionnaire for Proposed Board Member, School Employee, or Other Founding Member**

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<td><em>Please submit a current resume with this form. All responses within the form should be typed.</em></td>
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<table>
<thead>
<tr>
<th>Name</th>
<th>Omari Walker</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Employer and Job Title</td>
<td>Executive Director, New Heights Charter School of Brockton</td>
</tr>
</tbody>
</table>
| Education/Professional Training | BS English, Boston College  
                             | MEd, Boston College |
| Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization | Executive Director, New Heights Charter School of Brockton  
                             | Principal Resiliency Prep School, Fall River  
                             | Associate Principal, Durfee High School  
                             | Program Director, Framingham High School |
| Town of Residence         | Mansfield, MA |

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<tr>
<th><strong>Questions</strong></th>
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<tr>
<td>Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives amongst members of the applicant group.</td>
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**Final Applicants Please Note:** If the applicant group is invited to submit a final application, individual forms submitted with the final application must incorporate new responses in the following ways at a minimum:

1. **How did you become aware of the proposed school?**
   I have known Meg Mayo Brown and Fran Roy for 15 years. When Meg and Fran approached me six months ago to discuss the possibility of developing the first STEM wall-to-wall early college I jumped at the chance to work on the development of their model. My team at the Resiliency Foundation met with the ICS founding team many times over the year to talk about the development of ICS including the early college component, which my team at NHCSB helped to shape.

2. **Why do you serve as a member of this founding group?**
   I believe in the ICS model. I believe in the need for a school that offers a STEM pathway for the south coast region. And above all, I believe that Meg and Fran have put together an all-star team of founding members to bring this school to fruition.

3. **When did you join the applicant group (month and year)?**
   February 2021

4. **Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community. The Department will review your enclosed resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.**
   I have devoted my entire professional life to serving youth in many capacities. I have always championed youth that, in some way, have been underserved or overlooked. I have been an Executive Director, a teacher, an administrator, a fundraiser, an outreach worker, and a mentor to thousands of children in urban and suburban communities. I have spent the bulk of my professional career overseeing alternative high school programs and schools. As a Program Director and a Principal, I implemented
student and family support programs, organized week-long, overnight retreats, provided free tutoring for students, and personally brought thousands of students to visit college campuses to see firsthand that attending college was an achievable goal. Realizing that my school district couldn’t afford to provide the resources that were necessary to expose and prepare youth for college, I launched an annual fundraising campaign each year which amounted to a gross average of approximately $1 million dollars each year to my school and program budgets. This work is more than a profession for me; it is my calling. I found myself heading down the wrong path in my early high school years, and my teachers and administrators went above and beyond to make sure that I eventually realized my full potential. I am simply doing for others now, what others did for me years ago – creating opportunities for kids to achieve. For the past 10 years I’ve been working on the development of an early college model that was brought to life in the creation of the New Heights Charter School of Brockton. We just completed our first five years and our program is thriving.

5) If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
If a proposed board member, name the anticipated office you would hold if any, e.g. such as chair person or treasurer.

Proposed Board Member

6) Describe how you unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

I have been an educator, a coach, a fundraiser and donor, a community volunteer and activist, an education consultant, and a school leader for the past 25 years. I have seen countless numbers of capable students fail to fulfill their potential primarily due to limitation of the schools in which they attended. My interest is to foster and develop a school community that solely bases its existence on fulfilling the needs of its students. In 2016 I opened the doors of NHCSB with a talented team of educators and we are now entering our second charter term. As the first wall-to-wall early college and the first charter early college in the state of Massachusetts, I believe my experience leading our school will support the implementation of ICS.

7) Please describe your involvement in writing the application and/or providing feedback to the primary author(s). (If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

I have been working with Meg and Fran since the winter of 2021 on the development of their model. We meet weekly as a writing/thought group. The larger founding team, which includes Board members, began meeting weekly during the late spring of 2021. In addition, Meg and I work closely in between meetings to troubleshoot potential issues or meddle through challenges. The founding team was fortunate to visit three schools in New York and one school in Ohio to incorporate their best practices into the ICS model.

8) Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

This does not apply to me.

9) Please indicate if you or an immediate member of your family has or may have a financial interest in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

I do not have any financial interest in ICS.

10) Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.
11) Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

I would immediately submit a written attestation to the Board chair per ICS’ complaint procedures. In the event it was the Board chair, I would escalate my concerns to the appropriate member of the Charter School Office.

12) [Applicable to Proposed Board Members Only] To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission (State Ethics Commission) about how conflict of interest law applies to their situation.

There are no situations that may give the appearance of a conflict of interest.

13) I reviewed the complete Initial application prior to submission.

☐ Yes ☐ No

14) (Applicable to Final Applicants Only) I reviewed the complete final application prior to submission.

☐ Yes ☐ No

**EXPERTISE**

Please indicate in which areas you possess professional expertise:

- ☑ Community Service
- ☑ Fundraising
- ☑ Educational Leadership
- ☑ Finance/Business
- ☑ Management
- ☑ Charter Schools
- ☐ Early Childhood/Elementary Education
- ☐ Special Education
- ☐ Secondary Education
- ☐ English Learner Education
- ☐ Law
- ☐ Human Resources
- ☐ School Improvement
- ☐ School Governance
- ☐ Blended/Virtual Education
- ☐ Real Estate
- ☐ Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)
- ☐ Other:

15) The application fully reflects the expertise I bring as a member of the applicant group. ☑ Yes ☐ No

**CERTIFICATION [SIGNATURE REQUIRED ONLY WITH HARD COPY SUBMITTED TO DEPARTMENT]**

I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.

**SIGNATURE: OMARI WALKER**

**DATE: AUGUST 2, 2021**

*Original Signature Required Only on Hard Copy Submitted to Department*
# Questionnaire for Proposed Board Member, School Employee, or Other Founding Member

## Biography

*Please submit a current resume with this form. All responses within the form should be typed.*

<table>
<thead>
<tr>
<th>Name</th>
<th>Melanie Winklosky</th>
</tr>
</thead>
</table>
| Present Employer and Job Title | Boston Plan for Excellent (BPE)  
Chief Advancement Office |
| Education/Professional Training | MA, Human Development, Boston College  
BA, Psychology, St. Vincent College |
| Past or Present Employment by, or Board Membership in a Charter School, Public School District, Higher Education Institution, Educational Management Organization, or School Support Organization | I currently work for BPE, which acts as the Educational Management Organization for the Dudley Street Neighborhood Charter School, a Horace Mann charter school in the Boston Public Schools. I have also worked at Mass Insight Education and the Massachusetts Department of Elementary and Secondary Education. |
| Town of Residence | Swampscott |

## Questions

Please answer each question as fully as possible. Individual responses should be distinct and should not appear to be identical narratives among members of the applicant group.

**Final Applicants Please Note:** If the applicant group is invited to submit a final application, individual forms submitted with the final application must incorporate new responses in the following ways at a minimum:

- **bb.** Update Question 7 to describe your involvement in the development of the application during the period between when the initial application is submitted and when the final application is submitted.
- **cc.** Answer Question 14 to indicate if you reviewed the complete final application prior to its submission.
- **dd.** Sign and date completed form to submit to the Department with hard copy of the final application.

1) **How did you become aware of the proposed school?**

I became aware of the proposed school during a conversation with my former colleague, Meg Mayo-Brown, who reached out to ask about a school that BPE operates which is implementing a wall-to-wall Early College design.

2) **Why do you serve as a member of this founding group?**

I am deeply committed to providing access to opportunity for all public school students, and I believe that the charter school model affords flexibilities that can make this considerably easier to achieve. I was inspired by the iCS mission and wanted to become part of the Founding Board to bring Early College to more students who will truly benefit from a different kind of grade 6-12 experience.

3) **When did you join the applicant group (month and year)?**

July 2021

4) **Provide specific examples of past actions that you have taken that demonstrate your commitment to public education and serving your targeted community. The Department will review your enclosed resume and asks for additional context regarding your qualifications and commitment to govern the proposed school.**

I have been working in public education for nearly 30 years. I spent 13 years at the MA Department of Elementary and Secondary Education. I have spent 15+ years in leadership positions at non-profits supporting public schools. I have raised more than $50 million to support public schools and educational programs. I am committed to providing access to opportunity to all students, particularly those who have been least served by the public education system to date. I volunteer as a review panel member for charter school prospectuses and final applications.
5) If a charter were granted, what anticipated role would you play within the school community? How long do you anticipate serving as a member of the board, an employee of the proposed school, or a partner organization?
   - If a proposed board member, name the anticipated office you would hold if any, e.g. such as chair person or treasurer.
   - If a proposed school employee, name the anticipated position you would hold, e.g. school leader, administrator, or teacher.
   - If a proposed partner for contracted services, describe the scope of anticipated services to be provided to the school and your anticipated involvement if chartered.

If ICS is granted a charter, I anticipate serving as a board member. I would likely serve on the Finance Committee.

6) Describe how your unique qualifications and anticipated role within the school community will support the implementation of the proposed school.

Given my fundraising experience, I would support the fundraising efforts of the school by making introductions, attending fundraising meetings, and reviewing grant proposals as needed. I would provide strategic guidance about both public and private funding we could pursue to support the mission and goals of the school.

7) Please describe your involvement in writing the application and/or providing feedback to the primary author(s). (If the applicant group is invited to submit a final application, please update your response to describe your involvement during the period between when the initial application is submitted and when the final application is submitted).

As a charter school prospectus and application reviewer, and as someone who writes dozens of grants and reports each year, I reviewed and provided feedback to the primary authors at various points throughout the process.

8) Please indicate if you or an immediate member of your family knows generally, and/or is disfavored by members of the proposed board, proposed school employee(s), or individual(s) affiliated with the proposed educational management organization or school support organization, if applicable. Indicate the individual(s) and describe the nature of the relationship(s) if one exists including previous or current affiliations.

Not applicable.

9) Please indicate if you or an immediate member of your family has or may have a financial interest in the proposed school; proposed educational management organization or school support organization, if applicable; or individual(s) or any other company that may contract or provide service to the proposed school, if applicable. Please include employment, the possible leasing or selling of any real property, and the purchase of equipment or services for the proposed school. If yes, please explain.

Not applicable.

10) Have or will you or any member of your immediate family receive funds, gifts, loans, services, or any other benefit for any purpose from the proposed school, or any other company proposing to contract or provide services to the proposed school? If yes, please explain.

Not applicable.

11) Describe what you would do if you believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school.

If I believed one or more members of the school’s proposed board was acting unethically or not in the best interests of the school, I would consult the Board’s policy on this matter and act accordingly. I would discuss the matter with the Board chair (unless the Board chair is involved) and the Executive Director. I would consult DESE guidance, and perhaps, DESE staff, as needed, depending upon the circumstance.
12) **[Applicable to Proposed Board Members Only]** To the best of your knowledge, are there any situations which may give the appearance of a conflict of interest or that would make it difficult for you to discharge the duties of a board member and make decisions that are solely in the best interest of the school? If yes, please explain briefly. Individuals are encouraged to contact the State Ethics Commission *(State Ethics Commission)* about how conflict of interest law applies to their situation.

To the best of my knowledge, I have no conflicts of interest, and no issues that would make it difficult for me to act as a board member and make decisions that are in the best interest of the school.

13) I reviewed the complete **initial application** prior to submission.

- Yes  
- No

14) **(Applicable to Final Applicants Only)** I reviewed the complete **final application** prior to submission.

- Yes  
- No

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### EXPERTISE

Please indicate in which areas you possess professional expertise:

- Community Service
- Early Childhood/Elementary Education
- Special Education
- Fundraising
- Secondary Education
- English Learner Education
- Educational Leadership
- Law
- Human Resources
- Finance/Business
- School Improvement
- School Governance
- Management
- Blended/Virtual Education
- Real Estate
- Charter Schools
- Other Innovative Public School Models (ELT, Innovation Schools, Magnet or Pilot Schools)
- Other: Early College Partnerships

15) The application fully reflects the expertise I bring as a member of the applicant group.  

- Yes  
- No

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**CERTIFICATION [Signature Required Only with Hard Copy Submitted to Department]**

I recognize that all information, except home address, personal email, or personal telephone, submitted with this questionnaire becomes a matter of public record, subject by law to disclosure to members of the general public. I certify that the information contained in this document and attached resume is true and complete to the best of my knowledge under the penalties of perjury.

**SIGNATURE: MELANIE WINKLOSKY**

**DATE: 8/2/21**

*Original Signature Required Only on Hard Copy Submitted to Department*
August 1, 2021

Dear Commissioner Riley:

The University of Massachusetts Dartmouth is located in the heart of the South Coast region, and is a center of learning, opportunity, and innovation for students, faculty, alumni, and neighbors throughout Southeastern Massachusetts and Southern New England. Public service and community partnerships are at the core of our mission as a public research university.

In this spirit, we are invested in collaborating with the region’s school districts in a number of ways. Recently, we have been meeting with surrounding school districts to explore early college and dual enrollment opportunities in an effort to increase access to higher educational opportunities and to prepare the next generation of talented workers to support the state and regional economy. UMass Dartmouth is firmly committed to supporting regional efforts to provide high quality early college experiences for secondary students. Toward this end we are currently engaged in productive discussions with several regional and local K-12 districts and providers about extending early college and dual enrollment opportunities at UMass Dartmouth to their students.

One of these groups is the Founding Group for Innovators Charter School (ICS). We learned about their vision for the region’s first STEM wall-to-wall early college model when they approached us to identify areas of possible collaboration with UMass Dartmouth. At this juncture, just as we would with any public, charter, parochial, or private and independent school, we stand ready to serve any ICS students, whose needs are aligned with our capacity to meet them, by providing academically appropriate courses from our course catalog at a contractual rate to be determined, beginning as soon as the 2023-24 academic year.

UMass Dartmouth is an institution that transforms the lives of individuals and communities, and we are the only Massachusetts research university south of Boston. About half of our over 8,000 students represent the first generation of their families to pursue a college education. Based on what we know today, the vision the founders have for ICS is well aligned with our commitment to first generation college students and educational access, and as such, I am intrigued by the efforts of ICS to design a rigorous wall-to-wall early college STEM education for historically underrepresented students in grades 6-12 from the South Coast of Massachusetts. According to the Massachusetts Executive Office of Education, more than 40 percent of all employment in the Commonwealth revolves around innovation industries such as clean energy, information technology, defense and advanced manufacturing. Connecting local residents to the many opportunities presented by the innovation economy has long been a challenge for our region. We believe strongly that expanding regional early college opportunities is an essential component of a comprehensive strategy for meeting this challenge.

As you know, recent MassINC research has found that early college students in Massachusetts are 38 percent more likely than their peers to enroll in college immediately after high school and 53 percent more likely to remain enrolled one year later. Despite these promising results, less than 2 percent of high school students of color and just 1 percent of low-income students participate in early college programs in Massachusetts. It remains my goal to continue to meet with the Founding Group of ICS to discuss seeking early college designation status prior to the 2023-24 academic year.

Please do not hesitate to contact me if you have any questions or would like to discuss this matter at greater length. Thank you for your consideration of expanding early college experiences in the South Coast.

Sincerely,

Michael D. Goodman, Ph.D.
Acting Provost and Vice Chancellor for Academic Affairs
Professor of Public Policy
University of Massachusetts Dartmouth
August 6, 2021

Mr. Jeffrey C. Riley  
Commissioner  
Massachusetts Department of Elementary and Secondary Education  
75 Pleasant Street  
Malden, MA 02148-4906

Dear Commissioner Riley:

I write in support of the Innovators Charter School (ICS) application to the Massachusetts Department of Elementary and Secondary Education. As President of Bristol Community College, I welcome the opportunity for Bristol faculty and staff to collaborate with ICS to make additional early college experiences available to students in our region. The ICS model holds great promise and reflects the wealth of experience and commitment that the Founding Group brings to the project. Partnering with ICS aligns with Bristol Community College’s initiatives to foster a college-going culture in the regions we serve.

I am supportive of the efforts of the ICS Founding Group to design a rigorous wall-to-wall early college STEM education for historically underrepresented students in grades 6-12 from the Massachusetts’ Southcoast. Members of the college’s leadership team are discussing with the ICS the role that Bristol will play in its realization and future early college designation. Our academic and early college teams will engage in curricular conversations with the ICS curriculum team to articulate multiple pathways for ICS students. The Bristol Community College and ICS leadership teams will work together to craft an initial memorandum of understanding to govern the relationship between the two institutions.

Bristol Community College is a pioneer of early college in Southeastern Massachusetts, providing students in our service area with a deeper level of preparation to enhance the likelihood of success in college. Many students who take advantage of these programs are those who, without that additional preparation, may not find post-secondary success; emerging research indicates that early college models work. Students engaged in early college programs in Massachusetts are 38 percent more likely than their peers to enroll in college immediately after high school and 53 percent more likely to remain enrolled one year later, as cited by a recent MassINC report. Providing more opportunities for students in our service area to participate in such programs aligns with our mission to “provide an accessible, innovative and inclusive...
education that prepares students to navigate and succeed in our ever-changing world," and enhances our role as a resource to the communities we serve.

Please do not hesitate to contact me for further discussion of our anticipated role in this project. Thank you for your consideration of this proposal.

Sincerely,

Laura L. Douglas, Ph.D.
President
Jeffrey C. Riley, Commissioner
Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

August 11, 2021

Dear Commissioner Riley,

I am Vice President of Educational Research and Innovation at Landmark College. I am writing to express our support for the approval of the Innovators Charter School in MA. By way of background, at Landmark College our mission is to transform the way students learn, educators teach, and the public thinks about education. We provide highly accessible approaches to learning that empower individuals who learn differently to exceed their aspirations and to achieve their greatest potential. Through the Landmark College Institute for Research and Training, the College extends its mission and disseminates information on learning differences across the nation and globally.

Landmark College is on the cutting edge of movements and practices that are shaping LD education today. Our efforts identify, validate, and disseminate these practices to students, educators, and professionals serving those with diverse learning needs—both in and out of the classroom. We are committed to partnering with schools who are interested in leveraging innovative practices to improve educational and career outcomes for neurodivergent individuals. It is for this reason that we will look to engage in a partnership with Innovators Charter School, once chartered.

We welcome the opportunity to support learners at Innovators Charter School through our online dual enrollment courses. These courses are developed using Landmark College pedagogies for neurodivergent learners and research-based best practices for online learning.

We believe that Innovators Charter School’s attention to the neuroscience of adolescent development will be an important contribution to students and educators around the country, and we are pleased to provide professional development opportunities to support innovative practices in this area. Our professional development is research-based, classroom-tested, highly practical, and universally designed. We anticipate providing customized professional development to educators at Innovators Charter School, prior to the launch of their new school year, and we look forward to a sustained partnership as the school grows in enrollment.

Thank you for your anticipated support of Innovators Charter School’s commitment to serving students with diverse learning needs.

Sincerely,

Manju Banerjee, Ph.D.
Vice President of Educational Research and Innovation
Landmark College
Jeffrey C. Riley
Commissioner
Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148-4906

Dear Commissioner Riley:

I am writing to throw my wholehearted support behind the Innovators Charter School (ICS) application to the Massachusetts Department of Elementary and Secondary Education. As Co-Director of Next Generation Learning Challenges (NGLC), I am excited about the opportunity to collaborate with ICS to help design a grade 6-12 experience that will enable Southcoast students to graduate from high school genuinely prepared to thrive, live full and productive lives, and contribute to the Commonwealth in the 21st century. The ICS model holds great promise and reflects the wealth of experience and commitment that the Founding Group brings to the project.

The ICS Founding Group intends to design a rigorous wall-to-wall early college STEM education for historically underrepresented students in grades 6-12, grounded in NGLC’s MyWays Student Success Framework, which is the result of several years of deep research into learning science, human development, school design, and the changing needs of employers. The Founding Group’s vision clearly aligns with NGLC’s mission to support the educators who are reimagining public education towards 21st-century outcomes for kids. We have ten years of experience working with visionary educators to apply what we now know about learning to school design, and we are eager to partner with ICS, and to connect them to our 150+ grantees who are deeply engaged in this work.

Please do not hesitate to contact me for further discussion of our anticipated role in this project.
Thank you for your consideration of this proposal.

Sincerely,

Andrew Calkins
Co-Director
Jeffrey C. Riley, Commissioner
Department of Elementary and Secondary Education
75 Pleasant Street
Malden, MA 02148

August 10, 2021

Dear Commissioner Riley,

As Director of Strategic Partnerships for Project Wayfinder, I am writing in support of Innovator Charter School’s application for a Commonwealth Charter. At Project Wayfinder, we are on a mission to make school a place where students go to develop the social and emotional skills they need to create lives of meaning and purpose. We envision a world where students’ success is not assessed based on the backdrop to which we are measured against, but rather where their success is measured by how they live out their values, design meaningful lives for themselves, and contribute positively to the world beyond themselves.

At Project Wayfinder, we work with schools across the globe to first start by helping students strengthen their experience of belonging within themselves, with each other, and in the wider world. We are pleased to work with Innovators Charter School as they prepare to launch our Project Wayfinder curriculum, born at the Stanford d.school to help middle and high school students develop a sense of belonging, meaning and purpose. In meeting with Meg Mayo-Brown and Fran Roy, I believe there is strong alignment between our organization’s mission and the vision of Innovators Charter School. Once approved as a Commonwealth Charter, Innovators Charter School and Project Wayfinder are prepared to initiate a partnership for teacher training, our Project Wayfinder curriculum, and our Waypoints formative assessments designed for schools to gain real-time and ongoing insights about student overall well-being.

I believe that Innovators Charter School is well positioned to provide students with authentic and life-affirming experiences of belonging and purpose. Innovation Charter has a clear vision for making school a place where students feel connected to themselves, each other and the wider world around them as an essential part of their educational journey. Project Wayfinder is honored to be part of the journey with Innovators Charter.

Sincerely,
Casey Pettit, LICSW
Director of Strategic Partnerships
Wayfinder
August 01, 2021

Dear Commissioner Riley,

On behalf of the Resiliency Foundation team, I write today in support of Innovators Charter School’s proposal to open a commonwealth charter school in the south coast. Our team began working with ICS’s founding team during the winter of 2021, and we were all struck by their passion, their vision for an innovative model that will bring STEM and early college together, and above all, their commitment to the south coast region. Allow me to speak to these three areas both for the model as well as the exemplary founding team behind ICS.

Passion:
I have known Meg May-Brown for nearly 15 years. We worked together in Fall River when I was an Associate Principal at Durfee and then more closely when I founded the Resiliency Preparatory School, an alternative school in Fall River. Meg is a visionary leader with a tremendous amount of experience leading districts. And her passion for equal opportunity and student-centric education is on display throughout the model her team created for ICS. Every conversation we had over the past six months of development focused on how to ensure ALL students received opportunities that were best suited to their learning abilities, as demonstrated by their focus on adolescent brain development theory. It is not surprising that Meg’s passion lead to the creation of a founding group that includes exceptional educators and local community and business leaders. This group, lead by passion for quality teaching and learning, will change the face of STEM public education in the Commonwealth.

Vision:
My team at the Resiliency Foundation is working to support ICS’s founding team in the creation of a wall-to-wall early college model, drawing from our success with our first school, New Heights Charter School of Brockton. I formally joined the Board when Meg and Fran shared with me their vision for an early college model that focused on accelerated math and science courses while also focusing on the essential social and emotional development of the students in their classrooms through their school culture and teaching practices. I know that ICS will be successful because this vision is uncompromising in its quest to expose every single student to rigorous coursework by supporting their journey from grade 6 all the way to grade 12. Built into their model are support structures and Project Wayfinder, systems and curriculum that bring the vision of a STEM early college to fruition. They see a graduating class that is ready to enter
August 8, 2021

Commissioner Jeffrey C. Riley

Massachusetts Department of Elementary and Secondary Education
75 Pleasant Street
Maiden, MA 02148

Dear Commissioner Riley,

It is my pleasure to write to you in support of the Innovators Charter School (ICS) application to the Massachusetts Department of Elementary and Secondary Education as a wall-to-wall early college charter school.

Upon meeting with the co-founders, Dr. Meg Mayo-Brown and Dr. Fran Roy, I was thoroughly impressed and inspired by their level of commitment and dedication to their proposed STEM Early College model. As a working administrator, in a proven early college model, the ICS approach holds promise to innovation and creativity within the expansion of early college programs in the state.

Across the country, early college schools continue to provide opportunities for all students—regardless of gender, race/ethnicity, or family income—not just economically disadvantaged students or students traditionally underrepresented in higher education. In fact, research shows that Early College programs pay off with lasting benefits for students and the broader population. While the per-student cost of early colleges is modestly more than the average cost of high school, the benefits outweigh the cost with increased post-secondary enrollments and credential attainment. Boosting postsecondary educational attainment improves individuals’ earnings over a career, increases the amount of taxes governments collect, and reduces government spending on federal assistance programs.

I am confident ICS will boost college completion rates for low-income students, minority students, and first-generation students on the south coast with the implementation of their key design elements: Deeper Learning, College Going Culture, and Early College STEM.

Thank you for your consideration of the proposal.

Sincerely,
Maria Fernandes
Director of Early College and Post-Secondary Partnerships
New Heights Charter School of Brockton
(508) 521-9471
college with a focus in science, technology, and engineering – many of them having already completed the prerequisite courses.

Community Commitment:
I began my career in Framingham, but it was in Fall River that I learned the challenges and strengths of community. The students and families I worked with were some of the most committed and challenging of my career. They knew what they wanted for their students, and they were very willing to fight for it. The myriad cultures and languages as well as the wide range of socioeconomic households made for a richness to the community. But it is the pride in the community, the pride of multiple generations, that is unique to the south coast. Meg, Fran and the founding team have deep connections to the south coast, as educators, community members, and longtime residents of the area. I believe it is this connection, to the community, that will engender trust and support when they are offered a charter.

The Resiliency Foundation stands in full support of the ICS model and particularly their founding team. I am proud to join their Board and I am certain this school will be successful in developing the first STEM wall-to-wall early college in Massachusetts.

Sincerely,

Omari I. Walker
President, The Resiliency Foundation
Proposed Board Member, Innovators Charter School
**PROVEN PROVIDER REQUEST**

**COVER SHEET FOR INDIVIDUALS**

All proven provider requests must include a Proven Provider Request Cover Sheet.

The following cover sheet must be submitted with *each* individual's proven provider request.

**CONTACT INFORMATION**

Name of Person Submitting Request:  
Meg Mayo-Brown

Address:  
*Required information provided to the Department in official submission*

City:  
State:  
Zip Code:  

Daytime Telephone:  
Email:  

List the school(s) or program(s) where you served in a leadership role. Individuals must demonstrate primary or significant responsibility serving in a leadership role for at least five years in a school or similar program that is an academic success, a viable organization, and relevant to the proposed charter school. Employment within the past 10 years is preferred.

<table>
<thead>
<tr>
<th>School Name</th>
<th>Title/Role</th>
<th>Years</th>
<th>Website</th>
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<td>2008-2016</td>
<td><a href="http://www.fallriverschools.org">www.fallriverschools.org</a></td>
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<td>Barnstable Public Schools</td>
<td>Superintendent of Schools</td>
<td>2016-present</td>
<td><a href="http://www.barnstable.k12.ma.us">www.barnstable.k12.ma.us</a></td>
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</tbody>
</table>

NOTE: Additional lines may be added.

I hereby certify under the penalties of perjury that the information submitted in this proven provider request is true to the best of my knowledge and belief. I understand that proven provider is required to access seats available above the 9 percent net school spending cap in districts identified as performing in the lowest 10 percent of all operating public school districts. I further understand that if proven provider status is not granted by the Commissioner of Elementary and Secondary Education, the applicant group cannot be invited to submit a final application.

Meg Mayo-Brown  
Signature of proven provider candidate  
August 14, 2021  
Date
Evidence of Academic Program Success

A. Background Information about School/Program and Individual's Role:

I am seeking proven provider status for Innovators Charter School. The following narrative and data displays are intended to demonstrate my significant leadership role in an urban district that experienced a documented turnaround and subsequent release from state monitoring, while exiting the lowest 10% of districts in 2016. My experience is relevant to our proposed charter school, given Innovators Charter School seeks to enroll students from Fall River and New Bedford.

I served as the Superintendent of Schools for Fall River Public Schools (FRPS) from December 2008 until June 2016. I began my position as superintendent for FRPS, as Commissioner Chester was placing the district in a state-mandated Recovery Plan, given the long history of chronic underperformance coupled with governance by the FRPS school committee.

Background
In January 2009 Fall River Mayor Robert Correia and Commissioner Chester agreed to have DESE send a review team from the Office of District and School Accountability to the Fall River Public Schools to evaluate leadership and resource management in the district. The team reviewed student achievement data and documents provided by the district prior to conducting interviews and classroom observations in Fall River in January 2009. Although the team found that the district has made some progress in such areas as curriculum development and alignment, professional development, and student assessment, the review revealed six significant weaknesses in the Fall River Public Schools. In the area of leadership, the team found that inadequate delineation of roles and responsibilities between the superintendent and school committee was deterring effective district leadership and undermining community support; that principals receive insufficient support from the central office; that the failure of the district to evaluate its programs and services left it unable to improve them; and that the district’s human resources department lacked professional leadership as well as effective systems, structures, and procedures. In the area of resource management, it found that the district lacked adequate financial systems and procedures; and that Fall River would not meet its Net School Spending requirement for fiscal year 2009, its school appropriation having declined between fiscal year 2008 and fiscal year 2009. Other weaknesses in the district included deficiencies in the evaluation of staff, from the superintendent on down; lack of strategic alignment among school committee actions, the central office’s improvement plan, and schools’ improvement plans; lack of effective leadership and adequate support for programs for English language learners and students with disabilities; lack of adequate and affordable transportation, especially for high school students; and the part-time status of the school department’s chief financial officer. These findings led to recommendations in four areas: school committee governance; strategic implementation of improvements to teaching and learning; human resource management; and financial management. Among them were recommendations that the school committee build its capacity to function as a responsible governance team; that the district develop a District Improvement Plan accepted by all members of the school community; that leadership identify, advocate for, and protect resources needed for improvement; that the district provide principals with the resources they need; that the district implement sound evaluation procedures; and that an external audit of the district’s finances be conducted as soon as possible. The team recommended that DESE, while providing guidance and technical assistance, use its authority to monitor the district to ensure that it makes progress in the four areas covered by the recommendations.
Recovery Plan

The Fall River Public Schools (FRPS) Recovery Plan, as directed by the Commissioner included four sections that reflect the areas of concern identified in the Evaluation Report prepared by the Office of School and District Accountability: Leadership and Governance, Teaching and Learning, Human Resource Management and Financial Management. Additionally, the Recovery Plan addressed nine of the conditions set forth by Commissioner Chester. The Recovery Plan was implemented in September 2009, and Dr. Joan Connolly served as the Commissioner’s Monitor to assess the progress on each of the four areas on a quarterly basis. At the one-year mark (December 2010), Dr. Connolly reported, “the district is beginning to build stronger district systems; more work is needed for district systems to consistently and effectively serve the needs of schools, staff, and students, and to sustain the improvements over time. Five of the nine Commissioner’s Conditions have been met.” After continued documented progress, the final monitoring report from October 2011 stated, “Overall, there has been significant progress made in putting processes and systems in place that will lead to high quality teaching and learning in the Fall River Public Schools.” As a result, FRPS moved from its Recovery Plan to an Accelerated Improvement Plan (AIP). Dr. Fran Roy, FRPS Chief Academic Officer, and I served as primary authors and co-monitors, along with Dr. Joan Connolly, of the district’s AIP.

As Superintendent of Schools, I led the district through its state-mandated recovery plan and subsequent AIP, resulting in the release of state-appointed monitoring. An October 20, 2014 Herald News article, captured the announcement that FRPS no longer needed to be monitored and could continue the work of improvement on our own. The article reported, “[Commissioner Chester] said he now sees a different district in Fall River, one that is more focused on student achievement. ‘And I’ve watched the school district improve as a result. It’s a real success story.’ He added that Mayo-Brown has grown into her role as superintendent, ‘to becoming one of our more mature and savvy urban superintendents.’”

As the attached FRPS exited letter (DESE, 10/10/14) describes, the FRPS Accelerated Improvement Plan, included four Strategic Objectives:

- Strategic Objective 1: Build capacity at the school level to meet school-based improvement goals through differentiated support to schools and district networks of support.
- Strategic Objective 2: Ensure success for all students through high quality, rigorous teaching and learning leading to high academic achievement.
- Strategic Objective 3: Ensure success for all students through the development of students’ social and emotional wellness.
- Strategic Objective 4: Improve the capacity of all FRPS educators to meet the learning needs of all students.

These strategic objectives served as key design elements and contributed to the continued elimination of access, opportunity, and achievement gaps among different groups of students, particularly for historically marginalized groups in FRPS (see academic performance data for FRPS 2014-2016).

Additionally, the 2015-16 enrollment data as identified on DESF's website, provides the number of school for which I was responsible, including a comprehensive high school, four middle schools, an alternative high school and middle school, a K-8 therapeutic day program, eight elementary schools, one K-8 school and Gateway to College program with Bristol Community College.
B. Academic Student Performance Data:

For purposes of my Proven Provider application, I request that DESE review student performance on MCAS for Fall River Public Schools during the three-year period of 2013-2016, given this is the district enrollment that most closely aligns with our anticipated enrollment for Innovators Charter School.

The following data tables were compiled by DESE as part of a data review for FRPS in 2016 and provide trend data for academic performance, disaggregated by subgroup, for ELA, Mathematics, and Science.

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<th>ELA Proficient or Advanced by School and Subgroup 2013-2016</th>
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**Math Percent Proficient or Advanced by School and Subgroup 2013-2016**

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Science Percent Proficient or Advanced by School and Subgroup 2013–2016
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</table>

In addition to MCAS data, the graph below highlights the progress the district made through SY2016, exiting the lowest 10% rankings, provided by state statute and regulation. Subsequent years have been included to provide context of where FRPS is currently within the rankings of the lowest 10% for purposes of charter school tuition.

*Fall River Public Schools – Ranking in Lowest 10%*

As a subset to the graph above, the table below details FRPS *achievement and growth ranking* within the measure of the lowest 10%, during my tenure as superintendent. The remaining years (SY17-20, shaded in gray) are provided for context.

<table>
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<tr>
<th>District Rank</th>
<th>SY12</th>
<th>SY13</th>
<th>SY14</th>
<th>SY15</th>
<th>SY16</th>
<th>SY17</th>
<th>SY18</th>
<th>SY19</th>
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<td>17</td>
<td>16</td>
<td>21</td>
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<td>23</td>
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<tr>
<td>Growth</td>
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<td>103</td>
<td>166</td>
<td>148</td>
<td>110</td>
<td>54</td>
<td>25</td>
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</table>
The table below provides FRPS Elementary School Percentiles as determined by the Massachusetts Accountability System. During my tenure (through SY 2016) school percentiles consistently increased. SY18 is provided for context (Note: SY17 was PARCC administration, and is not included in the accountability system for the determination of school percentiles.)

<table>
<thead>
<tr>
<th>Fall River Elementary School Percentiles</th>
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<tbody>
<tr>
<td>2012</td>
</tr>
<tr>
<td>Watson</td>
</tr>
<tr>
<td>Viviros</td>
</tr>
<tr>
<td>Tansey</td>
</tr>
<tr>
<td>Letourneau</td>
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<tr>
<td>Fonseca</td>
</tr>
<tr>
<td>Silvia</td>
</tr>
<tr>
<td>Spencer Borden</td>
</tr>
<tr>
<td>Greene</td>
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</table>

Similarly, FRPS Secondary School Percentiles showed modest improvement, with the exception of Level 4 schools – Doran and Kuss – which exited Level 4 status due to significant school redesign. Doran’s redesign was leveraged through a conversion from a K-5 school to a K-8 school, as well as extended learning time. Kuss also leveraged ELT for students and teachers as a key component of redesign. (Note: 2017 is not provided due to PARCC administration.)

<table>
<thead>
<tr>
<th>Fall River Secondary School Percentiles</th>
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<tbody>
<tr>
<td>2012</td>
</tr>
<tr>
<td>Durfee</td>
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<tr>
<td>Morton</td>
</tr>
<tr>
<td>Talbot</td>
</tr>
<tr>
<td>Kuss</td>
</tr>
<tr>
<td>Doran (K-8)</td>
</tr>
</tbody>
</table>

Further, in the context of school turnaround, the table below demonstrates capacity to improve outcomes for students, using key redesign elements. These schools have been recognized for their successes in the wraparound approach, expanded learning time programming, and turnaround efforts.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kuss</td>
<td>Level 4</td>
<td>Level 1</td>
<td>Level 1</td>
<td>Level 2</td>
</tr>
<tr>
<td>Doran</td>
<td>Level 4</td>
<td>Level 2</td>
<td>Level 1</td>
<td>Level 1</td>
</tr>
</tbody>
</table>

219
C. Student Indicator Data:

Attendance, retention and attrition data is provided below, using the template provided in the proven provider application. Disaggregated data for attendance and retention is not available until 2018, therefore it is not included.

<table>
<thead>
<tr>
<th>Student Subgroup</th>
<th>Year</th>
<th>Attendance Rate</th>
<th>Retention Rate</th>
<th>Attrition Rate</th>
<th>Attendance Rate</th>
<th>Retention Rate</th>
<th>Attrition Rate</th>
<th>Attendance Rate</th>
<th>Retention Rate</th>
<th>Attrition Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>2014</td>
<td>91.6</td>
<td>2.9</td>
<td>6.8</td>
<td>94.9</td>
<td>1.6</td>
<td>2.6</td>
<td>93.6</td>
<td>5.3</td>
<td>9.0</td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>91.6</td>
<td>3.1</td>
<td>8.7</td>
<td>94.7</td>
<td>1.5</td>
<td>2.6</td>
<td>92.4</td>
<td>5.5</td>
<td>10.4</td>
</tr>
<tr>
<td></td>
<td>2016</td>
<td>91.8</td>
<td>2.4</td>
<td>9.8</td>
<td>94.9</td>
<td>1.5</td>
<td>2.7</td>
<td>92.8</td>
<td>4.4</td>
<td>10.8</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>2014</td>
<td>-</td>
<td>-</td>
<td>6.7</td>
<td>-</td>
<td>-</td>
<td>2.4</td>
<td>-</td>
<td>-</td>
<td>7.9</td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>-</td>
<td>-</td>
<td>8.3</td>
<td>-</td>
<td>-</td>
<td>2.4</td>
<td>-</td>
<td>-</td>
<td>8.6</td>
</tr>
<tr>
<td></td>
<td>2016</td>
<td>-</td>
<td>-</td>
<td>8.6</td>
<td>-</td>
<td>-</td>
<td>2.5</td>
<td>-</td>
<td>-</td>
<td>9.2</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>2014</td>
<td>-</td>
<td>-</td>
<td>6.3</td>
<td>-</td>
<td>-</td>
<td>2.8</td>
<td>-</td>
<td>-</td>
<td>8.6</td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>-</td>
<td>-</td>
<td>8.4</td>
<td>-</td>
<td>-</td>
<td>2.7</td>
<td>-</td>
<td>-</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>2016</td>
<td>-</td>
<td>-</td>
<td>8.6</td>
<td>-</td>
<td>-</td>
<td>2.7</td>
<td>-</td>
<td>-</td>
<td>9.5</td>
</tr>
<tr>
<td>English Learners</td>
<td>2014</td>
<td>-</td>
<td>-</td>
<td>4.3</td>
<td>-</td>
<td>-</td>
<td>4.3</td>
<td>-</td>
<td>-</td>
<td>9.8</td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>-</td>
<td>-</td>
<td>7.0</td>
<td>-</td>
<td>-</td>
<td>4.2</td>
<td>-</td>
<td>-</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>2016</td>
<td>-</td>
<td>-</td>
<td>7.9</td>
<td>-</td>
<td>-</td>
<td>4.4</td>
<td>-</td>
<td>-</td>
<td>7.7</td>
</tr>
</tbody>
</table>

The table below provides FRPS out-of-school and in-school suspension rates from SY13 to SY16, disaggregated by subgroups. Improved wraparound approaches, training on more restorative and relationship driven social and emotional development, and data-informed approaches supported the improvement.

<table>
<thead>
<tr>
<th>Group</th>
<th>Type of Suspension</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Needs</td>
<td>ISS</td>
<td>6.9</td>
<td>6.3</td>
<td>0.0</td>
<td>4.7</td>
</tr>
<tr>
<td></td>
<td>OSS</td>
<td>16.2</td>
<td>15.4</td>
<td>11.4</td>
<td>7.5</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>ISS</td>
<td>6.9</td>
<td>6.4</td>
<td>0.0</td>
<td>4.7</td>
</tr>
<tr>
<td></td>
<td>OSS</td>
<td>16.5</td>
<td>15.6</td>
<td>11.3</td>
<td>7.5</td>
</tr>
<tr>
<td>ELLs</td>
<td>ISS</td>
<td>4.2</td>
<td>3.0</td>
<td>0.0</td>
<td>4.1</td>
</tr>
<tr>
<td></td>
<td>OSS</td>
<td>13.3</td>
<td>10.6</td>
<td>7.8</td>
<td>5.5</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>ISS</td>
<td>9.8</td>
<td>8.1</td>
<td>0.0</td>
<td>7.2</td>
</tr>
<tr>
<td></td>
<td>OSS</td>
<td>22.3</td>
<td>21.5</td>
<td>18.3</td>
<td>12.6</td>
</tr>
<tr>
<td>All Students</td>
<td>ISS</td>
<td>6.2</td>
<td>5.7</td>
<td>0.0</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>OSS</td>
<td>14.4</td>
<td>13.8</td>
<td>9.6</td>
<td>6.6</td>
</tr>
</tbody>
</table>

The FRPS 4-Year Graduation Rate increased from 56% (2008) to 71.5% (2016). The data in the table below shows positive trends in graduation rates from 2009 to 2016 disaggregated by income level, English learners, and students with disabilities. Statistics from New Bedford are provided as our enrollment area for Innovators Charter School.
### 5-Year Cohort Graduation - *All Students*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall River</td>
<td>63.4</td>
<td>69.3</td>
<td>72.6</td>
<td>72.8</td>
<td>75.7</td>
<td>71.8</td>
<td>71.5</td>
<td>73.6</td>
</tr>
<tr>
<td>New Bedford</td>
<td>58.9</td>
<td>58.8</td>
<td>61.4</td>
<td>60.2</td>
<td>62.1</td>
<td>62.5</td>
<td>60.3</td>
<td>63.8</td>
</tr>
</tbody>
</table>

### 5-Year Cohort Graduation - *Low Income*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall River</td>
<td>58.7</td>
<td>66.6</td>
<td>69.2</td>
<td>68.8</td>
<td>72.9</td>
<td>68.9</td>
<td>67.2</td>
<td>70.5</td>
</tr>
<tr>
<td>New Bedford</td>
<td>54.6</td>
<td>53.5</td>
<td>56.1</td>
<td>56.6</td>
<td>56.8</td>
<td>57.5</td>
<td>53.3</td>
<td>61.0</td>
</tr>
</tbody>
</table>

### 5-Year Cohort Graduation - *English Learners*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall River</td>
<td>60.9</td>
<td>60.0</td>
<td>51.3</td>
<td>52.9</td>
<td>68.0</td>
<td>40.7</td>
<td>61.4</td>
<td>60.0</td>
</tr>
<tr>
<td>New Bedford</td>
<td>65.2</td>
<td>38.1</td>
<td>39.4</td>
<td>40.0</td>
<td>46.6</td>
<td>31.3</td>
<td>33.3</td>
<td>28.9</td>
</tr>
</tbody>
</table>

### 5-Year Cohort Graduation - *Students with Disabilities*

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall River</td>
<td>36.8</td>
<td>41.2</td>
<td>38.0</td>
<td>40.0</td>
<td>50.3</td>
<td>42.1</td>
<td>39.4</td>
<td>45.0</td>
</tr>
<tr>
<td>New Bedford</td>
<td>28.0</td>
<td>25.9</td>
<td>34.6</td>
<td>38.9</td>
<td>34.6</td>
<td>42.7</td>
<td>53.3</td>
<td>37.7</td>
</tr>
</tbody>
</table>

The tables for dropout rates provide data for Durfee High School, as well as the alternative high school, Resiliency Preparatory School. While not shown on the tables below, the district’s overall dropout rate decreased from 12.5% (2008) to 5.6% (2016).

#### Drop-Out Rates by Subgroup 2012–2016

**Durfee High School**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High Needs</td>
<td>2.6</td>
<td>3.0</td>
<td>3.8</td>
<td>4.6</td>
<td>3.3</td>
<td>3.7%</td>
</tr>
<tr>
<td>Econ. Disad.</td>
<td>2.5</td>
<td>2.7</td>
<td>3.4</td>
<td>3.9</td>
<td>2.8</td>
<td>4.1%</td>
</tr>
<tr>
<td>ELLs</td>
<td>2.9</td>
<td>0.0</td>
<td>5.2</td>
<td>5.2</td>
<td>5.9</td>
<td>6.6%</td>
</tr>
<tr>
<td>SWD</td>
<td>4.3</td>
<td>5.7</td>
<td>6.3</td>
<td>6.8</td>
<td>4.9</td>
<td>3.1%</td>
</tr>
<tr>
<td>All students</td>
<td>2.5</td>
<td>2.6</td>
<td>3.6</td>
<td>3.9</td>
<td>2.4</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

#### Drop-Out Rates by Subgroup 2012–2016

**Resiliency Preparatory School**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High Needs</td>
<td>25.7</td>
<td>32.8</td>
<td>24.6</td>
<td>20.6</td>
<td>52.4</td>
<td>3.7%</td>
</tr>
<tr>
<td>Econ. Disad.</td>
<td>25.6</td>
<td>31.9</td>
<td>23.5</td>
<td>16.3</td>
<td>53.0</td>
<td>4.1%</td>
</tr>
<tr>
<td>ELLs</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>6.6%</td>
</tr>
<tr>
<td>SWD</td>
<td>35.6</td>
<td>46.0</td>
<td>13.6</td>
<td>19.1</td>
<td>0.0</td>
<td>3.1%</td>
</tr>
<tr>
<td>All students</td>
<td>28.1</td>
<td>33.3</td>
<td>25.7</td>
<td>22.5</td>
<td>46.9</td>
<td>1.9%</td>
</tr>
</tbody>
</table>
Our final academic data point to consider, relevant to the mission of the proposed charter, is the increase in students participating in Advanced Coursework through Advanced Placement test participation offered at Durfee High School. Both the number of test takers and the numbers of tests increased despite a slow decline in overall student enrollment from 2,330 in 2009 to 2,211 in 2016. See the table below:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Takers</td>
<td>140</td>
<td>228</td>
<td>216</td>
<td>204</td>
<td>276</td>
<td>274</td>
<td>288</td>
<td>307</td>
</tr>
<tr>
<td>Tests</td>
<td>168</td>
<td>343</td>
<td>342</td>
<td>319</td>
<td>415</td>
<td>417</td>
<td>457</td>
<td>538</td>
</tr>
</tbody>
</table>

I. Evidence of Serving Similar Student Populations:

A. Background Information about School’s/Program’s approach to Recruitment & Retention

N/A

B. Student Enrollment Demographics:

The tables below reflect the FRPS selected populations, as identified on the DESE website for the 2015-16 school year. This serves as evidence of the student demographics during my tenure as superintendent of FRPS.

<table>
<thead>
<tr>
<th>Title</th>
<th>% of District</th>
<th>% of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Language not English</td>
<td>20.3</td>
<td>19.0</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>9.5</td>
<td>9.0</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>18.9</td>
<td>17.2</td>
</tr>
<tr>
<td>High Needs</td>
<td>69.7</td>
<td>43.5</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>39.1</td>
<td>27.4</td>
</tr>
</tbody>
</table>

| Enrollment by Race/Ethnicity (2015-16) |
|----------------------------------------|---------------|------------|
| Race         | % of District | % of State |
| African American | 7.4           | 8.8        |
| Asian        | 4.3           | 6.5        |
| Hispanic     | 23.5          | 18.6       |
| Native American | 0.2          | 0.2        |
| White        | 57.9          | 62.7       |
| Native Hawaiian, Pacific Islander     | 0.1           | 0.1        |
| Multi-Race, Non-Hispanic              | 6.5           | 3.2        |

The above tables provide evidence that the FRPS data is similar to the population to be served by the Innovators Charter School, given our regional model will enroll students from New Bedford and Fall River. The current student enrollment demographics for New Bedford and Fall River are provided below:
New Bedford Public Schools, 2020-21

<table>
<thead>
<tr>
<th>Title</th>
<th>% of District</th>
<th>% of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Language not English</td>
<td>42.1</td>
<td>23.4</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>28.3</td>
<td>10.6</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>22.2</td>
<td>18.7</td>
</tr>
<tr>
<td>High Needs</td>
<td>84.1</td>
<td>51.0</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>74.0</td>
<td>36.6</td>
</tr>
</tbody>
</table>

Enrollment by Race/Ethnicity (2020-21)

<table>
<thead>
<tr>
<th>Race</th>
<th>% of District</th>
<th>% of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>13.5</td>
<td>9.3</td>
</tr>
<tr>
<td>Asian</td>
<td>0.8</td>
<td>7.2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>41.7</td>
<td>22.3</td>
</tr>
<tr>
<td>Native American</td>
<td>0.4</td>
<td>0.2</td>
</tr>
<tr>
<td>White</td>
<td>38.2</td>
<td>56.7</td>
</tr>
<tr>
<td>Native Hawaiian, Pacific Islander</td>
<td>0.1</td>
<td>0.1</td>
</tr>
<tr>
<td>Multi-Race, Non-Hispanic</td>
<td>5.3</td>
<td>4.1</td>
</tr>
</tbody>
</table>

Fall River Public Schools, 2020-21

<table>
<thead>
<tr>
<th>Title</th>
<th>% of District</th>
<th>% of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Language not English</td>
<td>22.3</td>
<td>23.4</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>17.6</td>
<td>10.5</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>23.0</td>
<td>18.7</td>
</tr>
<tr>
<td>High Needs</td>
<td>81.0</td>
<td>51.0</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>73.8</td>
<td>36.6</td>
</tr>
</tbody>
</table>

Enrollment by Race/Ethnicity (2020-21)

<table>
<thead>
<tr>
<th>Race</th>
<th>% of District</th>
<th>% of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>9.0</td>
<td>9.3</td>
</tr>
<tr>
<td>Asian</td>
<td>3.5</td>
<td>7.2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>29.7</td>
<td>22.3</td>
</tr>
<tr>
<td>Native American</td>
<td>0.1</td>
<td>0.2</td>
</tr>
<tr>
<td>White</td>
<td>48.8</td>
<td>56.7</td>
</tr>
<tr>
<td>Native Hawaiian, Pacific Islander</td>
<td>0.0</td>
<td>0.1</td>
</tr>
<tr>
<td>Multi-Race, Non-Hispanic</td>
<td>8.9</td>
<td>4.1</td>
</tr>
</tbody>
</table>

Evidence of Organizational Viability:

A. Effective Management and/or Governance:

While the successful implementation of the Recovery Plan, including the area of Financial Management, demonstrate effective management. Evidence of organizational viability and effective management also include:

- Provided oversight and sustained all areas of the Financial Management of the district’s Recovery Plan.
- All annual superintendent performance evaluations conducted by the school committee (2009-2015) resulted in an overall rating of proficient performance, summarizing the areas
of instructional leadership, operations and management, professional culture, and family and community engagement. The trend of proficient evaluations has continued in my current role as superintendent (2017- present).

- Participated in all DESE Coordinated Program Reviews; provided corrective action as needed.
- FRPS school turnaround successes contributed to DESE’s School Turnaround Practices reports.
- Received state funding to implement Expanded Learning Time in schools. Received Mass 2020 Innovators Award in 2015.
- Successfully filed Statement of Interest for school construction project.
- Oversaw more than $9 million in federal and state grants (FY17, FRPS)
- Prepared and presented annual Superintendent’s Budget every fiscal year. Oversaw the implementation of the School Committee-approved budget each year. End of year reports submitted to DESE.
- Commitment to redesign continues in my current superintendent role. We were one of few districts to receive the Mass IDEAS implementation grant. This grant followed the successful implementation of the Mass IDEAS planning grant (awarded to five districts) to reimagine and redesign Barnstable’s middle school. Given the success of the implementation grant, Barr Foundation has awarded us $450,000 for continued implementation of our redesign.

B. Effective Implementation of Recruitment and Retention Plan (as applicable):

N/A
October 10, 2014

Meg Mayo-Brown, Superintendent
Mayor William Flanagan, School Committee Chairperson
Fall River Public Schools
417 Rock Street
Fall River, MA 02720

Dear Superintendent Mayo-Brown and Mayor Flanagan:

I write to inform you that the Fall River Public School District and the Fall River School Committee have now officially exited state monitoring status. The Department of Elementary and Secondary Education has received an Accelerated Improvement Plan representing the district’s and school committee’s goals for continued improvement; therefore, the final conditions necessary to end state monitoring have been met.

As you know, there is still work to be done to ensure that all Fall River Public School students achieve at high levels. However, the Department has determined that important systems and structures are now in place to guide the district’s continued improvement. We expect the district and the school committee to continue to carefully and transparently self-monitor this work.

The district’s Focused Plan for Accelerated Learning, submitted to the Department on August 2, includes strategies, action steps, and short- and long-term outcomes that are aligned with four strategic objectives:

- **Strategic Objective 1**: Build capacity at the school level to meet school-based improvement goals through differentiated support to schools and district networks of support.
- **Strategic Objective 2**: Ensure success for all students through high quality, rigorous teaching and learning leading to high academic achievement.
- **Strategic Objective 3**: Ensure success for all students through the development of students’ social and emotional wellness.
- **Strategic Objective 4**: Improve the capacity of all FRPS educators to meet the learning needs of all students.

The Fall River School Committee’s goals, submitted to the Department on September 17, are as follows:
• **Goal I:** Members of the School Committee will strive to show the utmost respect to colleagues, members of the administration, staff members, and the public at all times.

• **Goal II:** The School Committee will collaborate with the Superintendent in developing a vision for the future of the school district, perhaps through creation of an ad-hoc committee meeting regularly with the Superintendent and seeking input from staff and parents.

• **Goal III:** The School Committee will seek to lead by example through its behavior on all levels and to engender trust in its actions.

The Committee has identified specific actions it will take to evaluate its progress toward each of these goals.

The Fall River Public Schools will continue to be designated a Level 4 district as long as it continues to have schools designated as Level 4. Although the district will no longer be monitored, the Department will oversee school-level monitoring processes at Watson Elementary, a Level 4 school.

I appreciate your commitment to ensuring that Fall River remains focused on results for students, educators, and leaders.

Sincerely,

Carrie Conaway
Associate Commissioner for Planning, Research, and Delivery Systems

cc:  Mark Costa, Vice-Chairperson, Fall River School Committee  Joseph Martins, Fall River School Committee  Gabriel Andrade, Fall River School Committee  Robert Maynard, Fall River School Committee  Melissa Panchley, Fall River School Committee  Paul Hart, Fall River School Committee  Mitchell D. Chester, Ed. D., Commissioner of Elementary and Secondary Education  Alan Ingram, Ed. D., Deputy Commissioner of Elementary and Secondary Education  Brooke Clenchy, Senior Associate Commissioner, School and District Improvement  Russell Johnston, Senior Associate Commissioner, Accountability, Partnerships and Technical Assistance  Lise Zeig, Associate Commissioner, State System of Support  Joan Connolly, Plan Monitor  Eve Basset, ESE District Liaison  Thomas Kelly, DESE Consultant to the Fall River School Committee  Laura Richane, District Monitoring Lead
The following cover sheet must be submitted with each individual’s proven provider request.

**CONTACT INFORMATION**

<table>
<thead>
<tr>
<th>Name of Person Submitting Request:</th>
<th>Fran Roy</th>
</tr>
</thead>
</table>

| Address: Required information provided to the Department in official submission |

<table>
<thead>
<tr>
<th>City:</th>
<th>State:</th>
<th>Zip Code:</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Daytime Telephone:</th>
<th>Email:</th>
</tr>
</thead>
</table>

List the school(s) or program(s) where you served in a leadership role. Individuals must demonstrate primary or significant responsibility serving in a leadership role for at least five years in a school or similar program that is an academic success, a viable organization, and relevant to the proposed charter school. Employment within the past 10 years is preferred.

**School Name:** Fall River Public Schools  
**Title/Role:** Chief Academic Officer  
**Years:** 2010 – 2017  
**Website:** www.fallriverschools.org

**School Name:** John A. Parker Elementary School  
**Title/Role:** Receiver  
**Years:** 2018 – present  
**Website:** https://parker.newbedfordschools.org/

<table>
<thead>
<tr>
<th>School Name:</th>
<th>Years:</th>
</tr>
</thead>
<tbody>
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<table>
<thead>
<tr>
<th>Title/Role:</th>
<th>Website:</th>
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<tr>
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</tr>
</tbody>
</table>

**NOTE:** Additional lines may be added.

I hereby certify under the penalties of perjury that the information submitted in this proven provider request is true to the best of my knowledge and belief. I understand that proven provider is required to access seats available above the 9 percent net school spending cap in districts identified as performing in the lowest 10 percent of all operating public school districts. I further understand that if proven provider status is not granted by the Commissioner of Elementary and Secondary Education, the applicant group cannot be invited to submit a final application.

Fran Roy  
Signature of proven provider candidate

August 15, 2021  
Date
I. Evidence of Academic Program Success

A. Background Information about School/Program and Individual's Role:

I currently serve as the on-site Receiver of Parker Elementary School, a Level 5 school in New Bedford, MA. I, along with colleagues from the School and Main Institute, have served in this capacity since July 1, 2018. My role is strategic in nature, setting school-wide priorities, delivering professional development, evaluating the principal, mentor the school leadership teams, and design school wide systems to support students, families, and staff.

Prior to this role, I served as the Chief Academic Officer (CAO) for the Fall River Public Schools (FRPS) from the Fall of 2010 to February of 2017. In that role, I drove the instructional improvements through the Office of Instruction which set direction for all curriculum, instruction, and assessment work, and then oversee that work at the district and school improvement levels.

Both settings were challenged with the transformation of chronically underperforming schools located within high poverty communities in the Southcoast of Massachusetts. In this application, I focus primarily on data from FRPS given it spans 6.5 years of leadership and is most relevant to the proposed charter school. However, I am providing additional data here from my work as a Receiver at Parker Elementary School for your consideration. Given the pandemic, there is only one year of MCAS data for Parker Elementary from the Spring of 2019 under my leadership.

Parker Elementary School: After one year of receivership, Parker moved from the 7th to 27th percentile based on 2019 MCAS performance. The school scored an 86% on its Progress Toward Improvement Targets index, exceeding targets in attendance, attaining language proficiency, ELA achievement, Science achievement, Math achievement, and Math growth for all students.

In the Fall of 2019, DESE enlisted the School Empowerment Network (SEN) to support the monitoring of Level 5 schools. SEN conducts on-site qualitative evaluations of a school three times per year through its School Quality Review (SQR) process. Indicators from this evaluation show that Parker is making strong progress in all school quality indicators (ten in total).

<table>
<thead>
<tr>
<th>SQR Indicators</th>
<th>Underdeveloped</th>
<th>Developing</th>
<th>Proficient</th>
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</thead>
<tbody>
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<td>Baseline (October 2019)</td>
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<td>6</td>
<td>2</td>
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<tr>
<td>Summary (May 2021)</td>
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<td>4</td>
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FRPS Background

At the time I began my career as CAO of FRPS, the district was under a State mandated Recovery plan for chronic underperformance. The Fall River Public Schools (FRPS) Recovery Plan, as directed by the Commissioner included four sections that reflect the areas of concern identified in the Evaluation Report prepared by the Office of School and District Accountability: Leadership and Governance, Teaching and Learning, Human Resource Management and Financial Management.

Once appointed, my role was to see the Teaching and Learning portion of the Recovery Plan through to release from monitoring. At the one-year mark (December 2010), Dr. Joan Connolly, the state appointed
monitor, reported “the district is beginning to build stronger district systems; more work is needed for district systems to consistently and effectively serve the needs of schools, staff, and students, and to sustain the improvements over time.” After continued documented progress, the final monitoring report from October 2011 stated, “Overall, there has been significant progress made in putting processes and systems in place that will lead to high quality teaching and learning in the Fall River Public Schools.” As a result, FRPS moved from its Recovery Plan to an Accelerated Improvement Plan (AIP). Superintendent Meg Mayo Brown and I served as primary authors and co-monitors, along with Dr. Joan Connolly, of the district’s AIP.

The FRPS Accelerated Improvement Plan, included four Strategic Objectives:

- **Strategic Objective 1:** Build capacity at the school level to meet school-based improvement goals through differentiated support to schools and district networks of support.
- **Strategic Objective 2:** Ensure success for all students through high quality, rigorous teaching and learning leading to high academic achievement.
- **Strategic Objective 3:** Ensure success for all students through the development of students’ social and emotional wellness.
- **Strategic Objective 4:** Improve the capacity of all FRPS educators to meet the learning needs of all students.

These strategic objectives served as key design elements and contributed to the continued elimination of access, opportunity, and achievement gaps among different groups of students, particularly for historically marginalized groups in FRPS (see academic performance data for FRPS 2014-2016).

Additionally, the 2015-16 enrollment data as identified on DESE’s website, provides the number of schools in the district, including a comprehensive high school, four middle schools, an alternative high school and middle school, a K-8 therapeutic day program, eight elementary schools, one K-8 school and Gateway to College program with Bristol Community College.

<table>
<thead>
<tr>
<th>Enrollment by Grade (2015-16)</th>
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<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
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<td>North End Elementary</td>
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<td>0</td>
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<td>Spencer Borden</td>
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<td>86</td>
<td>85</td>
<td>96</td>
<td>101</td>
<td>80</td>
<td>90</td>
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<td>0</td>
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<td>550</td>
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<tr>
<td>Stone Dy Boulie School</td>
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<tr>
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<td>109</td>
<td>119</td>
<td>109</td>
<td>113</td>
<td>142</td>
<td>140</td>
<td>0</td>
<td>0</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>754</td>
</tr>
</tbody>
</table>

|District                     | 169 | 858 | 894 | 947 | 895 | 818 | 876 | 744 | 781 | 740 | 624 | 626 | 568 | 563 | 0   | 10,123|

B. Academic Student Performance Data:
In general, I request that DESE review student performance on MCAS for Fall River Public Schools during the three-year period of 2013-2016, given this is the district enrollment that most closely aligns with our anticipated enrollment for Innovators Charter School.

In addition, I ask that you consider the following specific measures that provide more context to the turnaround work done in Fall River during my tenure. Specifically, I use data from 2009 as a baseline as it marks the very beginning of the Recovery Plan and is the year prior to my start as Chief Academic Officer. Superintendent Mayo-Brown resigned from the district in June of 2016. I resigned in February of 2017. Hence, I provide some comparative data in years pre-2010 and post-2016 to contextualize the positive impact of my role.

District Level Data

Performance on SY15 and SY15 MCAS exams moved Fall River out of the lowest 10% of districts, thereby invoking the 9% Charter Cap. While that ranking of 42 was the highest to date, Fall River quickly returned to the lowest 10%. Noteworthy was the Growth ranking, with a high of 166 based on SY15 and SY16 MCAS data.

![District Ranking for Lowest 10%](image)

<table>
<thead>
<tr>
<th>District Rank</th>
<th>SY12 &amp; SY13</th>
<th>SY13 &amp; SY14</th>
<th>SY14 &amp; SY15</th>
<th>SY15 &amp; SY16</th>
<th>SY16 &amp; SY17</th>
<th>SY17 &amp; SY18</th>
<th>SY18 &amp; SY19</th>
<th>SY19 &amp; SY20</th>
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<tr>
<td>Achievement</td>
<td>8</td>
<td>10</td>
<td>10</td>
<td>17</td>
<td>16</td>
<td>21</td>
<td>22</td>
<td>23</td>
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<td>Growth</td>
<td>103</td>
<td>103</td>
<td>166</td>
<td>148</td>
<td>110</td>
<td>54</td>
<td>25</td>
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</tr>
</tbody>
</table>

School Data

While the above data speaks to the through-line of district systems and improved aggregate outcomes, I display school percentile data to show the consistency through which this work was accomplished. All
schools apart from Talbot Middle School, showed improvement in school percentiles with some schools making more than 20 percentile point gains.

<table>
<thead>
<tr>
<th>Fall River Elementary School Percentiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>Watson</td>
</tr>
<tr>
<td>Viveiros</td>
</tr>
<tr>
<td>Tansey</td>
</tr>
<tr>
<td>Letourneau</td>
</tr>
<tr>
<td>Fonseca</td>
</tr>
<tr>
<td>Silvia</td>
</tr>
<tr>
<td>Spencer Borden</td>
</tr>
<tr>
<td>Greene</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall River Secondary School Percentiles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td>------</td>
</tr>
<tr>
<td>Durfee</td>
</tr>
<tr>
<td>Morton</td>
</tr>
<tr>
<td>Talbot</td>
</tr>
<tr>
<td>Kuss</td>
</tr>
<tr>
<td>Doran</td>
</tr>
</tbody>
</table>

Many of our turnaround efforts were aimed at transforming our lowest performing schools. While curricular improvements occurred district wide, these low performing schools often needed redesigning. A commonality among these redesign efforts included a focus on extended learning time, a wraparound approach to meet the needs of students and families, reconfigured school leadership teams, systems of student support, and high-quality professional development for staff. We highlight the success of Kuss, Doran, and Viveiros in the below table.

<table>
<thead>
<tr>
<th>Year</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kuss</td>
<td>Level 4</td>
<td>Level 1</td>
<td>Level 1</td>
<td>Level 2</td>
<td>Level 2</td>
</tr>
<tr>
<td>Doran</td>
<td>Level 4</td>
<td>Level 2</td>
<td>Level 1</td>
<td>Level 1</td>
<td>Level 2</td>
</tr>
</tbody>
</table>
These schools have been recognized for their successes in the wraparound approach, extended learning time programming, and turnaround efforts.

One final academic data point to consider, relevant to the mission of the proposed charter, is the increase in students participating in Advanced Coursework - via Advanced Placement test participation offered at the district’s comprehensive high school - BMC Durfee. Both the number of test takers and the numbers of tests increased despite a slow decline in enrollment from 2,330 in 2009 to 2,211 in 2016. See the table below:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Takers</td>
<td>140</td>
<td>228</td>
<td>216</td>
<td>204</td>
<td>276</td>
<td>274</td>
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<td>Tests</td>
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<td>415</td>
<td>417</td>
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C. Student Indicator Data:

Note that the DESE school and district profiles site does not contain subgroup data for Attendance and Retention in 2014 – 2016.

<table>
<thead>
<tr>
<th>Grade Span: K - 12</th>
<th>School or Program: FRPS</th>
<th>State: MA</th>
<th>Proposed Sending District: New Bedford</th>
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<td>Student Subgroup</td>
<td>Year</td>
<td>Attendance Rate</td>
<td>Retention Rate</td>
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<td>2015</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>2016</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>2014</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>2016</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>English Learners</td>
<td>2014</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>2015</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td></td>
<td>2016</td>
<td>=</td>
<td>-</td>
</tr>
</tbody>
</table>

Below, I provide data that shows a decline in out-of-school and in-school suspension from SY13 to SY16, disaggregated by high needs students. Improved wraparound approaches, training on more restorative and relationship driven social and emotional development, and more engaging instruction most likely contributed to the following improvement. This table was copied from the Comprehensive District Review Report of Fall River in 2016.
### Table 8: Fall River Public Schools

<table>
<thead>
<tr>
<th>Group</th>
<th>Type of Suspension</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
<th>State (2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Needs</td>
<td>ISS</td>
<td>6.9</td>
<td>6.3</td>
<td>0.0</td>
<td>4.7</td>
<td>2.9%</td>
</tr>
<tr>
<td></td>
<td>OSS</td>
<td>16.2</td>
<td>15.4</td>
<td>11.4</td>
<td>7.5</td>
<td>4.5%</td>
</tr>
<tr>
<td>Economically disadvantaged</td>
<td>ISS</td>
<td>6.9</td>
<td>6.4</td>
<td>0.0</td>
<td>4.7</td>
<td>3.2%</td>
</tr>
<tr>
<td></td>
<td>OSS</td>
<td>16.5</td>
<td>15.6</td>
<td>11.3</td>
<td>7.5</td>
<td>5.6%</td>
</tr>
<tr>
<td>ELLs</td>
<td>ISS</td>
<td>4.2</td>
<td>3.0</td>
<td>0.0</td>
<td>4.1</td>
<td>1.9%</td>
</tr>
<tr>
<td></td>
<td>OSS</td>
<td>13.3</td>
<td>10.6</td>
<td>7.8</td>
<td>5.5</td>
<td>4.0%</td>
</tr>
<tr>
<td>Students with disabilities</td>
<td>ISS</td>
<td>9.8</td>
<td>8.1</td>
<td>0.0</td>
<td>7.2</td>
<td>3.5%</td>
</tr>
<tr>
<td></td>
<td>OSS</td>
<td>22.3</td>
<td>21.5</td>
<td>18.3</td>
<td>12.6</td>
<td>5.9%</td>
</tr>
<tr>
<td>All Students</td>
<td>ISS</td>
<td>6.2</td>
<td>5.7</td>
<td>0.0</td>
<td>4.0</td>
<td>1.9%</td>
</tr>
<tr>
<td></td>
<td>OSS</td>
<td>14.4</td>
<td>13.8</td>
<td>9.6</td>
<td>6.6</td>
<td>2.9%</td>
</tr>
</tbody>
</table>

*Low income students’ suspension rates used for 2013 and 2014*

Dropout Rates are listed for both the District’s Comprehensive High School (Durfee) and the District’s Alternative High School (Resiliency Preparatory School). Data is disaggregated by subgroups for more detail.


<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High Needs</td>
<td>2.6</td>
<td>3.0</td>
<td>3.8</td>
<td>4.6</td>
<td>3.3</td>
<td>3.7%</td>
</tr>
<tr>
<td>Econ. Disad. [1]</td>
<td>2.5</td>
<td>2.7</td>
<td>3.4</td>
<td>3.9</td>
<td>2.8</td>
<td>4.1%</td>
</tr>
<tr>
<td>ELLs</td>
<td>2.9</td>
<td>0</td>
<td>5.2</td>
<td>5.2</td>
<td>5.9</td>
<td>6.6%</td>
</tr>
<tr>
<td>SWD</td>
<td>4.3</td>
<td>5.7</td>
<td>6.3</td>
<td>6.8</td>
<td>4.9</td>
<td>3.1%</td>
</tr>
<tr>
<td>All students</td>
<td>2.5</td>
<td>2.6</td>
<td>3.6</td>
<td>3.9</td>
<td>2.4</td>
<td>1.9%</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>High Needs</td>
<td>25.7</td>
<td>32.8</td>
<td>24.6</td>
<td>20.6</td>
<td>52.4</td>
<td>3.7%</td>
</tr>
<tr>
<td>Econ. Disad. [2]</td>
<td>25.6</td>
<td>31.9</td>
<td>23.5</td>
<td>16.3</td>
<td>53</td>
<td>4.1%</td>
</tr>
<tr>
<td>ELLs</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>6.6%</td>
</tr>
<tr>
<td>SWD</td>
<td>35.6</td>
<td>46.0</td>
<td>13.6</td>
<td>19.1</td>
<td>0</td>
<td>3.1%</td>
</tr>
<tr>
<td>All students</td>
<td>28.1</td>
<td>33.3</td>
<td>25.7</td>
<td>22.5</td>
<td>46.9</td>
<td>1.9%</td>
</tr>
</tbody>
</table>

The below data shows positive trends in graduation rates from 2009 to 2016 disaggregated by income level, English learners, and students with disabilities. New Bedford is listed as a comparison district to provide context to another Southcoast Gateway district.

### 5-Year Cohort Graduation - All Students

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall River</td>
<td>63.4</td>
<td>69.3</td>
<td>72.6</td>
<td>72.8</td>
<td>75.7</td>
<td>71.8</td>
<td>71.5</td>
<td>73.6</td>
</tr>
<tr>
<td>New Bedford</td>
<td>58.9</td>
<td>58.8</td>
<td>61.4</td>
<td>60.2</td>
<td>62.1</td>
<td>62.5</td>
<td>60.3</td>
<td>63.8</td>
</tr>
</tbody>
</table>
### 5-Year Cohort Graduation - Low Income

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall River</td>
<td>58.7</td>
<td>66.6</td>
<td>69.2</td>
<td>68.8</td>
<td>72.9</td>
<td>68.9</td>
<td>67.2</td>
<td>70.5</td>
</tr>
<tr>
<td>New Bedford</td>
<td>54.6</td>
<td>53.5</td>
<td>56.1</td>
<td>56.6</td>
<td>56.8</td>
<td>57.5</td>
<td>53.3</td>
<td>61</td>
</tr>
</tbody>
</table>

### 5-Year Cohort Graduation - English Learners

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall River</td>
<td>60.9</td>
<td>60</td>
<td>51.3</td>
<td>52.9</td>
<td>68</td>
<td>40.7</td>
<td>61.4</td>
<td>60</td>
</tr>
<tr>
<td>New Bedford</td>
<td>65.2</td>
<td>38.1</td>
<td>39.4</td>
<td>40</td>
<td>46.6</td>
<td>31.3</td>
<td>33.3</td>
<td>28.9</td>
</tr>
</tbody>
</table>

### 5-Year Cohort Graduation - Students with Disabilities

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall River</td>
<td>36.8</td>
<td>41.2</td>
<td>38</td>
<td>40</td>
<td>50.3</td>
<td>42.1</td>
<td>39.4</td>
<td>45</td>
</tr>
<tr>
<td>New Bedford</td>
<td>28</td>
<td>25.9</td>
<td>34.6</td>
<td>38.9</td>
<td>34.6</td>
<td>42.7</td>
<td>53.3</td>
<td>37.7</td>
</tr>
</tbody>
</table>

## II. Evidence of Serving Similar Student Populations:

### A. Background Information about School's/Program's approach to Recruitment & Retention

N/A Public School District

### B. Student Enrollment Demographics:

The tables below reflect the FRPS selected populations, as identified on the [DESE website](http://www.mass.edu) for the 2015-16 school year. This serves as evidence of the student demographics during my final full year at FRPS.

<table>
<thead>
<tr>
<th>Title</th>
<th>% of District</th>
<th>% of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Language not English</td>
<td>20.3</td>
<td>19.0</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>9.5</td>
<td>9.0</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>18.9</td>
<td>17.2</td>
</tr>
<tr>
<td>High Needs</td>
<td>69.7</td>
<td>43.5</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>59.1</td>
<td>27.4</td>
</tr>
</tbody>
</table>
The above tables provide evidence that the FRPS data is similar to the population to be served by the Innovators Charter School, given our regional model will enroll students from New Bedford and Fall River. The current student enrollment demographics for New Bedford and Fall River are provided below:

New Bedford Public Schools, 2020-21

<table>
<thead>
<tr>
<th>Title</th>
<th>% of District</th>
<th>% of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Language not English</td>
<td>42.1</td>
<td>23.4</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>26.3</td>
<td>10.5</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>22.2</td>
<td>18.7</td>
</tr>
<tr>
<td>High Needs</td>
<td>84.1</td>
<td>51.0</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>74.0</td>
<td>36.6</td>
</tr>
</tbody>
</table>

Fall River Public Schools, 2020-21

<table>
<thead>
<tr>
<th>Title</th>
<th>% of District</th>
<th>% of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Language not English</td>
<td>28.3</td>
<td>23.4</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>17.6</td>
<td>10.5</td>
</tr>
<tr>
<td>Students With Disabilities</td>
<td>23.0</td>
<td>18.7</td>
</tr>
<tr>
<td>High Needs</td>
<td>81.0</td>
<td>51.0</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>73.8</td>
<td>36.6</td>
</tr>
</tbody>
</table>
### Enrollment by Race/Ethnicity (2020-21)

<table>
<thead>
<tr>
<th>Race</th>
<th>% of District</th>
<th>% of State</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>9.0</td>
<td>9.3</td>
</tr>
<tr>
<td>Asian</td>
<td>3.5</td>
<td>7.2</td>
</tr>
<tr>
<td>Hispanic</td>
<td>29.7</td>
<td>22.3</td>
</tr>
<tr>
<td>Native American</td>
<td>0.1</td>
<td>0.2</td>
</tr>
<tr>
<td>White</td>
<td>48.8</td>
<td>56.7</td>
</tr>
<tr>
<td>Native Hawaiian, Pacific Islander</td>
<td>0.0</td>
<td>0.1</td>
</tr>
<tr>
<td>Multi-Race, Non-Hispanic</td>
<td>8.9</td>
<td>4.1</td>
</tr>
</tbody>
</table>

### III. Evidence of Organizational Viability:

#### A. Effective Management and/or Governance:

In addition to overseeing all school improvement work as CAO, I had additional responsibilities as a Senior Staff member involving Finance, Student Information Management Systems, Human Resources, Technology, and Civil Rights. I supervised the following staff relevant to this governance:

- Director of Title I
- Director of Early Childhood
- Director of English Language Learners
- Director of Technology
- Director of Assessment

I supported the creation, implementation, and monitoring of almost all grants associated with teaching, learning, and student support. This list includes federal entitlement grants, 21st century community learning grants, school redesign grants, and state funded grants such as Extended Learning Time, those that targeted improving numeracy, literacy, STEM education, and social-emotional development, and English learner enrichment.

I also participated in annual budget creation and contract negotiations. I oversaw the Parent Information center, instituting a new electronic enrollment system. I approved all home school requests. I was responsible for overseeing completion of student handbooks and compiling documentation required for the District Coordinated Review.

My management/governance experience continues in my role as a Receiver of Parker Elementary School (effective July 2018) and Paul A. Dever Elementary School in Boston (effective July 2020). In that role, I build upon the FRPS experience to manage state level strategic transformation grants, prepare school budgets, participate in school grievances and litigation as part of the School and Main team, oversee compliance to ensure special education and English as a second language services are met, and oversee all hiring and evaluation of staff.

#### B. Effective Implementation of Recruitment and Retention Plan (as applicable):

n/a
<table>
<thead>
<tr>
<th>Year</th>
<th>Operating Budget</th>
<th>Projects Revenue</th>
<th>Program Revenue</th>
<th>Operating Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td>2022</td>
<td>$200,000</td>
<td>$150,000</td>
<td>$100,000</td>
<td>$450,000</td>
</tr>
<tr>
<td>2023</td>
<td>$220,000</td>
<td>$160,000</td>
<td>$120,000</td>
<td>$500,000</td>
</tr>
<tr>
<td>2024</td>
<td>$240,000</td>
<td>$180,000</td>
<td>$140,000</td>
<td>$550,000</td>
</tr>
<tr>
<td>2025</td>
<td>$260,000</td>
<td>$200,000</td>
<td>$160,000</td>
<td>$600,000</td>
</tr>
</tbody>
</table>

Note: All figures are in hypothetical currency units.