

Business



ENCLOSURE **VIII A**

Chariho Regional School District
Office of the Director of Administration & Finance

455A Switch Road
Wood River Junction, Rhode Island 02897

All Kids. All of the Time.

OFFICE OF THE SUPERINTENDENT
JUN 16 2021



LINDA D. LYALL
School Committee Chairperson

GINA M. PICARD
Superintendent of Schools

EDWARD DRAPER
Director of Administration & Finance

GAIL E. WILCOX
Asst. Director of Administration & Finance

To: Gina Picard
From: Ned Draper
Date: June 15, 2021
Subject: School Lunch Program Contract

Per attached contract summary per a statewide Rhode Island Department of Education (RIDE) bid effort our Food Service Vendor Chartwells (of Compass Group Company) was selected as the preferred Rhode Island school nutrition services vendor.

The contract was bid out by RIDE this past year and allows local education authorities to take advantage of statewide pricing and standards through the RIDE arrangement.

Pricing is consistent with the statewide contract, and as services this year have demonstrated, Chartwells through the Chariho team has performed very well during an extremely challenging FY21. Renewal term is annual in one year increments up to (5) five years total, and requires a minimum of breakeven cost performance to ensure food service accounts do not run a deficit.

We recommend approval of a contract with stipulation that RIDE and local legal review may affect details but not overall terms.

Thank you.

From: [Cohen, Barbara](#)
To: [Ned Draper](#)
Subject: Chartwells contract key points
Date: Tuesday, June 15, 2021 3:41:38 PM
Attachments: [image001.png](#)
[image002.png](#)

Same guarantee as current, break even

Fee increase 1.7% approved by RIDE

Budgeted Revenue \$1,031,634
Budgeted Expenditures \$1,031,194 (including fees)

Barbara



Barbara Cohen | District Manager | C. 401.258.0371
Barbara.Cohen@compass-usa.com

This email is subject to certain disclaimers, which may be reviewed via the following link.
<http://www.compass-usa.com/disclaimer/>

Schedule I: Projected Food Service Budget—Expenditures, page 4 of 6
For Programs and Sites to be Contracted
To be Completed by FSMC
Based on 180 Days of Service

Food and Milk	
Enter the amounts of food and milk purchased and received	\$ 370,300.00
Enter the amounts of Manufacturing Rebates, Discounts, and Credits (enter as a negative value)	\$ (70,000.00)
USDA Foods Value	\$ 84,232.04
Bonus USDA Foods Value	\$ -
USDA Foods processing and handling charges	\$ -
Sub-Total:	\$384,532.04
Direct Labor and Benefits	
Enter the gross amount paid for salaries to food service workers (other than Food Service Director). Include employee benefits such as health insurance, retirement funds, and matching social security.	\$ 458,000.00
Food Service Director pay (including benefits)	\$ 88,362.00
Sub-Total:	\$546,362.00
Other Direct	
The cost for nonfood items such as paper goods, supplies, equipment repairs, etc. ^[1]	\$ 38,000.00
Expendable Equipment	
The amount of each piece of equipment which has an expected service life of less than one year and an acquisition cost less than \$1,500. ^[1]	\$ -
Nonexpendable Equipment	
The amount of each piece of equipment which is not consumed in use and is of durable nature with an expected service life of one or more years and has an acquisition cost of \$1,500 or more. ^[1]	\$ -
Implementation Cost	
The amount of costs associated with the implementation of the program. ^[1]	\$ 15,700.00
Non-reimbursable Expenses	
Enter all expenditures that are not an allowable cost for reimbursement purposes (i.e., bank charge of bounced checks, lost purchased foods, lost USDA Foods, etc.); enter as a negative value	\$ -
Special Functions Catering	
Enter total expenditures related to special functions (i.e., food, labor, supplies, equipment repair, etc.)	\$ -
Vended Meals Contract Meals —If not included above	
Enter total expenditures related to the preparation and delivery of contract meals (i.e., food, labor, supplies, etc.).	\$ -
Vending/Concessions	
Enter total expenditures related to concession sales (i.e., food, labor, supplies, equipment repair, etc.)	\$ -
Total Operational Expenditures >	\$984,594.04

[1] - Totals from detail in tab [Schedule I-5'](#)

Champlin grant

School: Chariho Regional High School

Due: July 1st, 2021

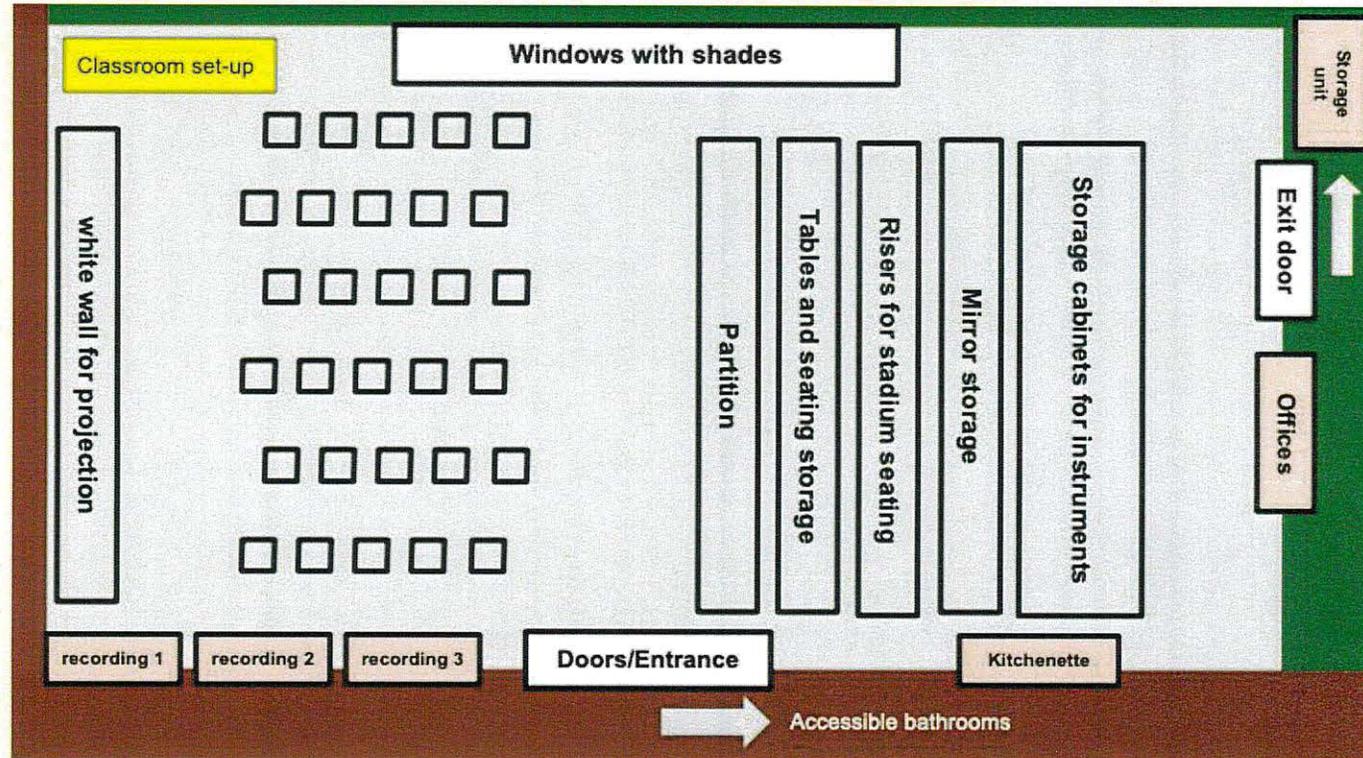
Amount requested: \$88,190.34 (maximum allowed is \$100,000)

Overview of funding request: Renovation of the Band room to create an AMPhitheatre learning suite for increased, flexible student use.

Timeline: If funded, the renovation would occur during the '21-'22 school year

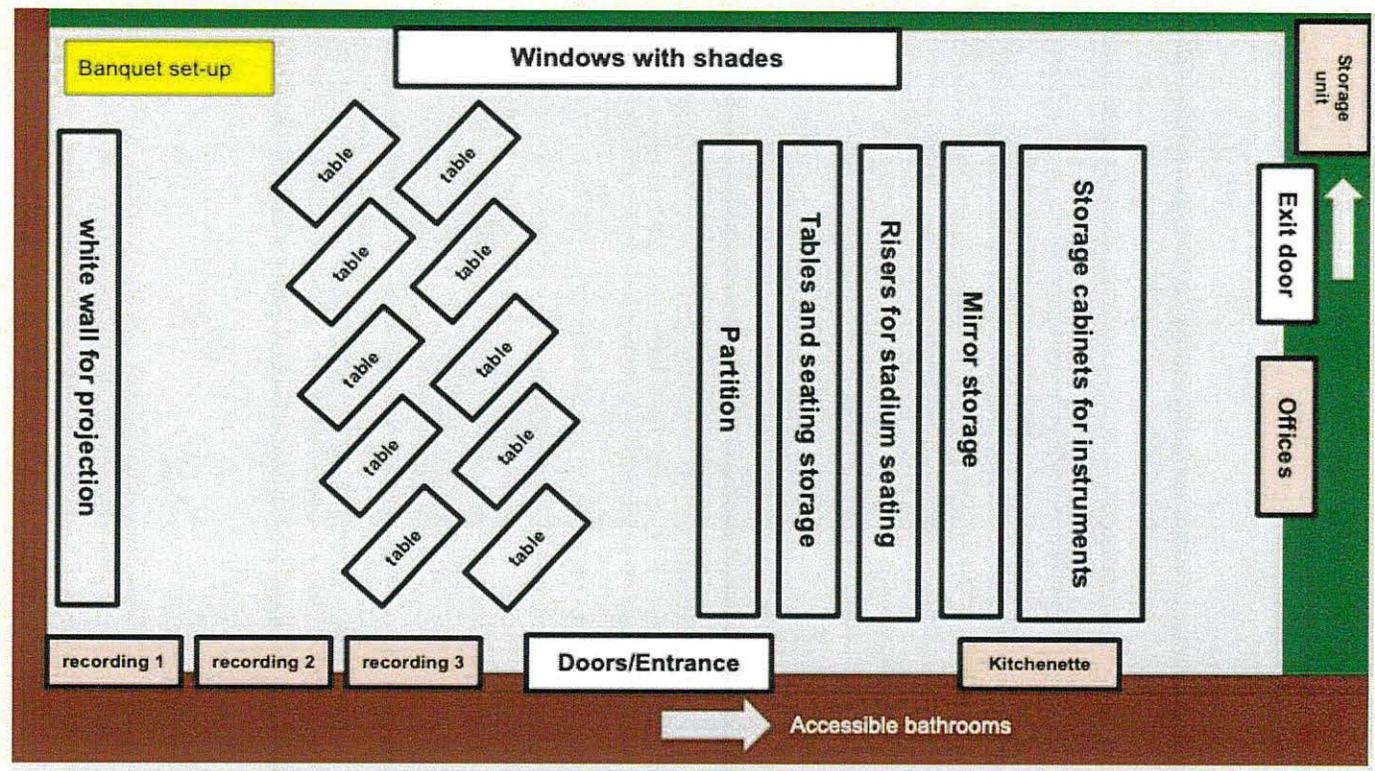
Room renovation requests:

- Room partition
- Collapsible risers
- More seating
- Electrical upgrades
- Sound system
- Foldable tables
- Rolling mirrors
- Projector and screen
- Room painting
- New flooring
- New lighting
- Storage unit purchase
- Kitchenette upgrade
- Office upgrades
- Recording studio upgrades



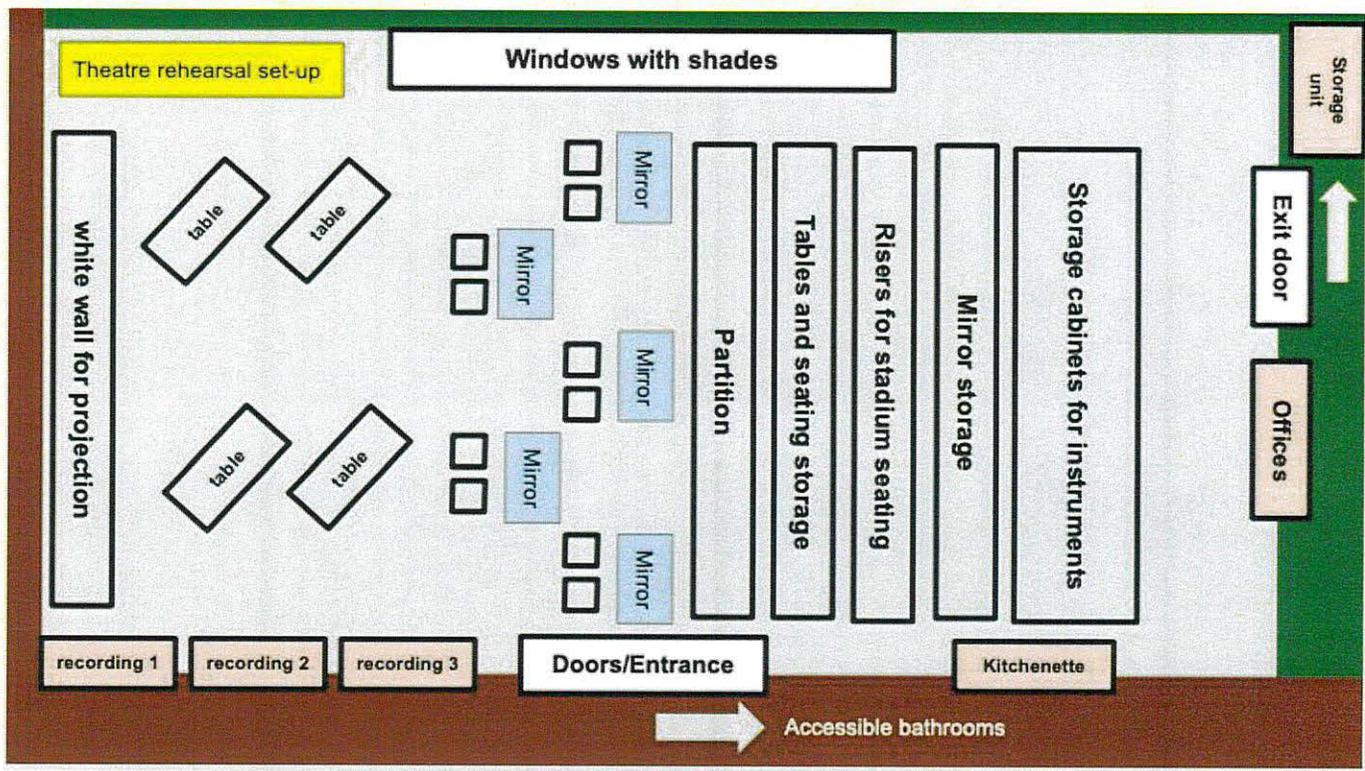
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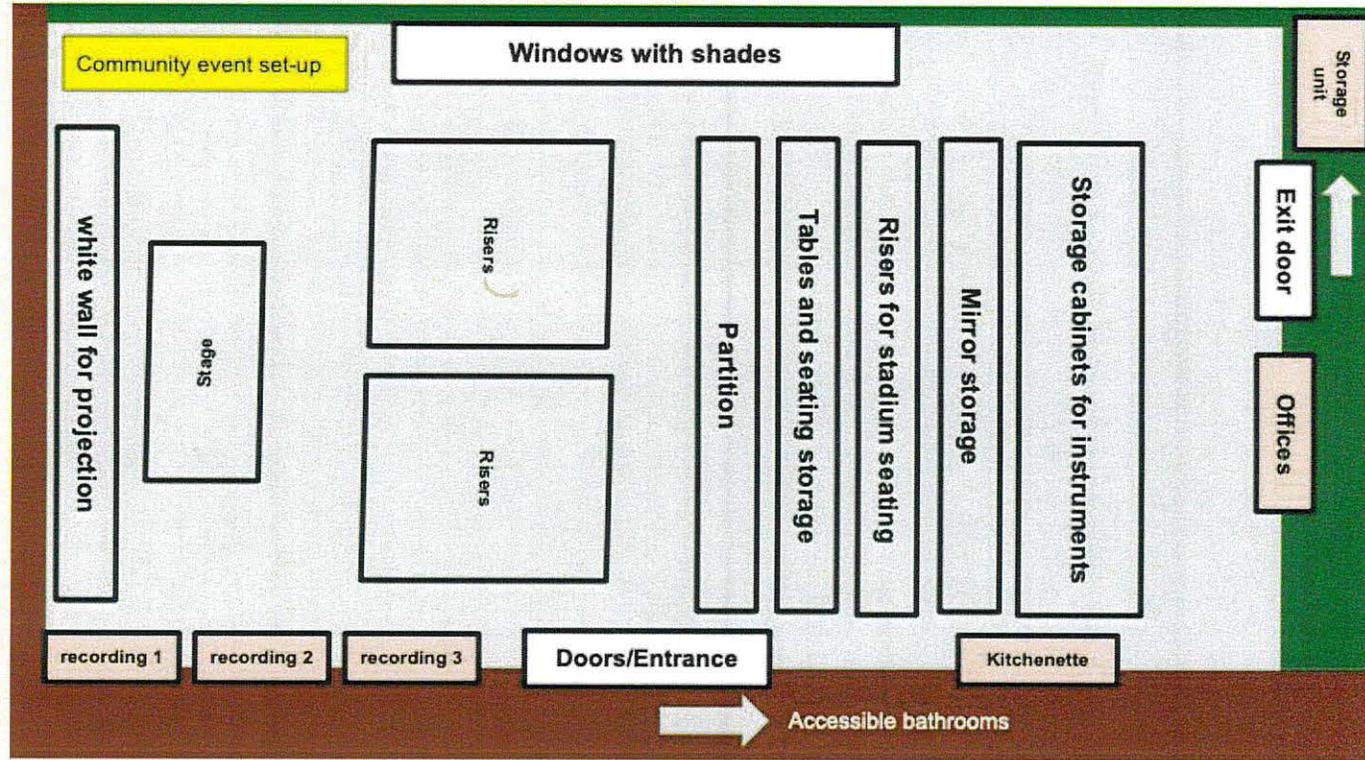
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Room renovation requests:

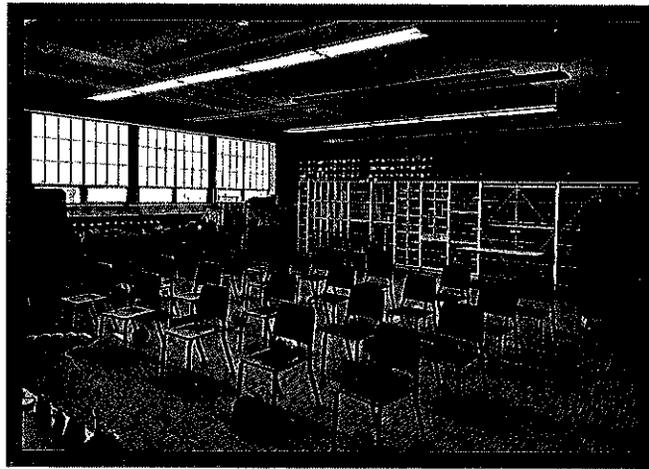
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- Sound system
- Foldable tables
- Rolling mirrors
- Projector and screen
- Room painting
- New flooring
- New lighting
- Storage unit purchase
- Kitchenette upgrade
- Office upgrades
- Recording studio upgrades



Chariho Regional School District

Chariho Regional High School

Amplifying student learning and reinforcing community connections through a Chariho High School AMPhitheatre



**A Proposal for a Competitive Grant for
High Schools from The Champlin Foundation**

June 30, 2021

**Craig MacKenzie, Principal
453 Switch Road
Wood River Junction, RI 02894
(401) 364-7778**

Amplifying student learning and reinforcing community connections through a Chariho High School AMPHitheatre

Amount of grant request: \$88,190.34

Project Name (250 characters): Amplifying student learning and reinforcing community connections through a Chariho High School AMPHitheatre

Project Description (10,000 characters):

Please provide a concise description of the items/projects for which you are requesting support for. If more than one, list in order of priority for funding. While describing the project please let us know why you are undertaking this project now, how the project fits in with your current priorities, and how potential funding from The Champlin Foundation would be used. If you are requesting support for more than one project, please click [here](#) for instructions on how to format your project description.

Background: Research shows that frequent, real-world, hands-on, student-centered learning opportunities support deep learning. Such learning is also best facilitated in flexible learning spaces, which encourage engagement, interaction, and collaboration (Kariippanon et al. 2019). Inspired by this knowledge, Chariho Regional High School seeks to renovate our existing band classroom into a more flexible AMPHitheatre space. While students will still be able to have a variety of music practices in this room, this reinvisioned space will also allow students to focus on sensory integration, 21st century skills and complex communication, which are all part of our high school's curricula (Thompson 2020). This space will also help students hone some of the most in-demand 21st century job skills, such as technical adeptness, adaptability, flexibility, creativity, emotional intelligence, complex decision making, collaboration, curiosity and stress management (Marr 2019).

How would the funding be used? If funded, the Chariho AMPHitheatre space would be upgraded in a variety of ways, and is envisioned as a renovation of a larger learning suite, with one main room, three recording rooms, one kitchenette, and one large office space. This project would build upon existing features within the room, such as acoustic enhancements, to create a more holistic learning suite for students that has greater potential for community involvement. Some of the upgraded features for which we seek funding include: (1) collapsible risers for an audience of up to 100 people, (2) more chairs to allow for a 100 person audience, (3) improved adjustable natural and stage lighting, (4) new tile flooring, which can be easily cleaned, (5) darkly painted walls and ceiling, (6) large folding tables for multipurpose use, (7) large rolling mirrors for music, dance, and/or theatre rehearsals, (8) an upgraded sound system, (9) a partition to create a separate storage area, (10) upgraded electrical to allow for a mobile electrical unit, (11) a ceiling projector and screen, (12) supplies to upgrade the kitchenette (13) supplies to upgrade three recording spaces, (14) and the purchase of a storage container for additional storage in proximity to the space.

How does this connect with our current priorities?

Vision 2023: A big picture driving force in all that we do within the Chariho Regional School District is informed by our Strategic Plan: Vision 2023 (Chariho Regional School District 2018). As such, this project connects in several ways to Vision 2023. Specifically, this initiative connects to Priority Area 2, which focuses on Infrastructure. Within this Priority Area, a focus is to “Provide flexible learning environments at all levels” (Chariho Regional School District 2018:4). As discussed, this is a renovation that has flexible learning at its core. This initiative also connects to Priority Area 6: Partnerships Across the Community, which calls for increased community involvement. The AMPHITHEATRE will allow for increased community engagement and is easily accessible to outside community participation, with a parking lot directly adjacent to the space and two bathrooms connected to the suite, making this a prime location on our campus for community-based events.

XQ+RI Planning and Momentum grants: This project closely connects to Chariho Regional High School's XQ+RI vision, which was developed from the two years of XQ funding we received in the '19-'20 and '20-'21 school years. Our school's XQ vision focuses on three areas: (1) a strong and supportive freshmen experience, (2) increased Work-based learning opportunities, and (3) frequent Imagine-Immersion experiences. This renovation connects to this work in critical ways.

Freshmen experience: First, this space will play a central role in our Chariho Freshmen experience, which was piloted in the '20-'21 school year. Over the past two years, through our XQ grant, we have worked to reconceptualize the freshmen experience and create a revised Freshmen Advisory, or Chariho 101, which all freshmen complete over the course of ten months. The intent of Chariho 101 is to support freshmen as they are enculturated into the Chariho High School experience. The AMPHITHEATRE would allow for a welcoming, more intimate space for new students as they navigate Chariho 101, for example, which includes monthly guest speakers and team building activities within each Advisory class.

To be clear, our goal for this project is to create a space in the high school that is applicable and accessible to our entire student body: freshmen through seniors. Our goal is for every student to engage in learning in the AMPHITHEATRE space at least once annually, if not more frequently, for each of their four years of high school. This would be a dramatic increase in terms of student engagement within this space, which has traditionally only been utilized by a small specialized subset of students each year. Introducing our freshmen to this space as soon as they begin their high school career, will ensure they are well-versed in the potential and flexibility of this space and how it can intersect with their learning experience across all four years. This includes individual learning opportunities, learning within the school day, CTC program and pathway use, as well as afterschool, evening, and summer learning.

Work-based learning: Second, this space will allow for more work-based learning experiences, such as our XQ-piloted work-based learning breakfasts and lunches, which invited industry partners to connect with our students in various Pathways, and to encourage networking for

future job shadow, independent study, and internship possibilities. The recording studios will also allow one or two students per 90-minute block work in a soundproof space on various learning experiences that require increased focus, such as music practice, 1:1 music lessons, creating and editing podcasts or videos, conducting interviews, and preparing for final presentations, for example. Through our 21 programs and pathways through CharihoTECH, we know this space will be heavily used by program and pathway students for WBL experiences as well, such as guest speakers, creative projects, demonstrations, hands-on learning opportunities, demonstrations, and CTC pathway collaborations.

Imagine-Immersion experiences: Finally, this space will serve as a critical location that will allow our students to grow through experiences in which they must imagine their potential futures and immerse themselves in diverse experiences that may, at times, have them reach out of their comfort zone. For example, this will be a modern and updated space for guest speakers and panels, our annual Poetry Out Loud competition, our annual Film Festival, our Repurposed Fashion & Design shows, unified theatre productions, our preschool productions, Senior Portfolio presentations, afterschool Student Advisory Board meetings, emerging leader trainings, mock interviews, open mics, various showcases & galleries, our Murder Mystery Dinners, and our in-house SkillsUSA practices and competitions, for example. Up until this point, these events have occurred in existing high school classrooms with limited flexibility and no audiences, or in our library, which is often overbooked throughout the school year. Like the Chariho library, the AMPhitheatre will give the high school a second, accessible, modern space for larger groups and/or special events.

References

Chariho Regional School District (2018). Vision 2023. Accessed online at https://www.chariho.k12.ri.us/UserFiles/Servers/Server_1053386/File/District%20Information/Vision%202023.pdf

Kariippanon KE, Cliff DP, Lancaster SJ, Okely AD, Parrish A-M (2019) Flexible learning spaces facilitate interaction, collaboration and behavioural engagement in secondary school. PLoS ONE 14(10): e0223607. <https://doi.org/10.1371/journal.pone.0223607>

Marr, Bernard (2019). The 10+ Most Important Job Skills Every Company Will Be Looking For In 2020. October 28, 2019. Accessed online at <https://www.forbes.com/sites/bernardmarr/2019/10/28/the-10-most-important-job-skills-every-company-will-be-looking-for-in-2020/?sh=1f5df62667b6>

Thompson, Jeri. (2020) Instructing & Assessing 21st Century Skills: A Focus on Complex Communication. June 25, 2020. Accessed online at <https://www.nciea.org/blog/educational-assessment/instructing-assessing-21st-century-skills-focus-complex-communication>

Type of request:

- X Equipment or Upgrades
- X Project Related Furnishings
- Other

Curriculum Area*

- X Interdisciplinary Initiatives
- o Art
- o Computer Science
- o Drama
- o English
- o Foreign Language
- o Mathematics
- o Music
- o Physical Education/Health
- o Science
- o Vocational Instruction
- o Other

Total project cost: \$88,190.34

Project budget [link](#)

Project timeline:

If successful in obtaining this grant, explain what the projected timeline is in which the funds will be spent, understanding that ACH deposits will be made in December 2021 and Champlin hopes all grant funds will be expended within 12-months of the deposit. If Champlin funds are going towards one element of a larger project, also outline the timeline for the entire project.

Timeline

Date	Description of Activity
December 2021	Receipt of Award from The Champlin Foundation
January 2022	Issue purchase orders
February-June 2022	Accept Delivery of Equipment, Room Area Set-up
June 2022	Grand Opening of Chariho High School AMPhitheatre Student and staff use of the Chariho High School AMPhitheatre

Project quotes/estimates: Accessible [here](#).

Combine and upload any quotes or estimates that help support your request. The Foundation prefers to support "shovel-ready" work, so we expect to see actual contractor/vendor estimates and bids. Though architects' quotes are helpful, we hope to see actual contractor estimates whenever possible. If quotes are not yet available, please send via email no later than September 15th. Uploads can only accept one document so please combine multiple documents prior to uploading.

Permission to proceed form: Link to form:

<https://drive.google.com/file/d/12LSxu3DGYfgVTz83GX56ma4ibSjPYqy8/view?usp=sharing>

Is there anything else that we should know?

When Chariho Regional High School was built, it did not include an auditorium or a formal performance/assembly space. This serves as a detriment to our high school students and is something that we hope to mitigate through this funding request. Funding for this renovation would serve a true need within Chariho High School that would impact our entire student body.

Additional supporting documents

Please feel free to use this field to combine and upload additional documents that may help support your proposal. These can include photos, diagrams, renderings, etc. Please only include those documents that you feel strengthen your application. If you need additional documents added to your file that will not fit here or elsewhere in the application, please email them to Heather Fraser at hfraser@champlinfoundation.org. Uploads can only accept one document so please combine multiple documents prior to uploading.

1. Pictures of the space: [Forthcoming](#)
2. PPT slides to include: [LINK](#)

Line item	UCOA	Cost per item	Number needed	Total cost	Justification
Painting	XXXXXXXX-05101-321-10-1600-54901-0000-00	n/a	n/a	5,000.00	In house painting
Collapsible Risers	XXXXXXXX-05101-122-10-1600-56101-0000-00	7811	2	15,622.00	https://www.stagedrop.com/seated-risers/staging-101/SSSS-3SRC-3SRI-3-tier-seated-riser-system-32-long
Flexible seating	XXXXXXXX-05101-122-10-1600-56101-0000-00	1588.52	4	6,354.08	https://www.schooloutfitters.com/catalog/product_info/ufam_id/PFAM52870/products_id/PRO70980
Foldable tables	XXXXXXXX-05101-122-10-1600-56101-0000-00	399.99	10	3,999.90	https://www.schooloutfitters.com/catalog/product_info/ufam_id/PFAM46822/products_id/PRO61526
Table caddie	XXXXXXXX-05101-122-10-1600-56101-0000-00	201.99	1	201.99	https://www.schooloutfitters.com/catalog/product_info/ufam_id/PFAM46822/products_id/PRO61528
Table linens	XXXXXXXX-05101-122-10-1600-56101-0000-00	15.99	30	479.70	https://www.banquetablespro.com/linens/rectangular-table-linens/rlp-l-3072-b-sp-o
Rolling mirrors	XXXXXXXX-05101-122-10-1600-57305-0000-00	753.736	5	3,768.68	Five 6'6" foot rolling mirrors. Quote here
Sound system	XXXXXXXX-05101-122-10-1600-56101-0000-00	n/a	n/a	10,418.49	Quote here
Partition	XXXXXXXX-05101-122-10-1600-57306-0000-00	n/a	1	4,900.87	Partition and \$1916 shipping cost
Partition installation	XXXXXXXX-05101-122-10-1600-57306-0000-00	n/a	1	2,000.00	Partition installation costs
Stackable chairs	XXXXXXXX-05101-122-10-1600-56101-0000-00	85.196	50	4,259.80	50 more to give us over 100 seats. Quote here .
Ceiling projector and screen	XXXXXXXX-05101-122-10-1600-56101-0000-00	n/a	1	2,500.00	Epson projector and screen.
Tile flooring	XXXXXXXX-05101-122-10-1600-57305-0000-00	n/a	n/a	7,937.00	Authority flooring. Quote here .
Room darkening shades	XXXXXXXX-05101-122-10-1600-56101-0000-00	143.25	8	1,146.00	Drapery House. Quote here .
Track lighting rails	XXXXXXXX-05101-122-10-1600-56101-0000-00	46.99	15	704.85	https://www.amazon.com/L-LUMI-TRK9000-Lighting-Flippers-Industrial/dp/B079N8WZ1N?h=1
Track LED lighting	XXXXXXXX-05101-122-10-1600-56101-0000-00	44.99	30	1,349.70	https://www.amazon.com/L-LUMI-TRK9000-Lighting-Flippers-Industrial/dp/B01QXGHD6?h=1
LED bulbs	XXXXXXXX-05101-122-10-1600-56101-0000-00	12.88	6	77.28	Link here
Outdoor storage container with shipping	XXXXXXXX-05101-122-10-1600-57305-0000-00	n/a	n/a	7,670.00	Price breakdown here . Includes purchase of container and \$95 shipping.
Electrical work	XXXXXXXX-05101-321-10-2500-54321-0000-00	n/a	n/a	5,000.00	Track lighting installation and electrical cord unit mounted in the ceiling.
Kitchenette supplies	XXXXXXXX-05101-122-10-1600-56101-0000-00	n/a	n/a	3,000.00	Over sink cabinets and lockable storage units. Basic kitchen supplies, microwave, small fridge, popcorn machine.
Soundproof studio office supplies	XXXXXXXX-05101-122-10-1600-56101-0000-00	n/a	n/a	1,800.00	Small collapsible workspace desk , two chairs and open shelving for all 3 soundproof studios
Grand total				88,190.34	

American Honda Foundation grant

School: Chariho Regional Middle School

Due: August 1st, 2021

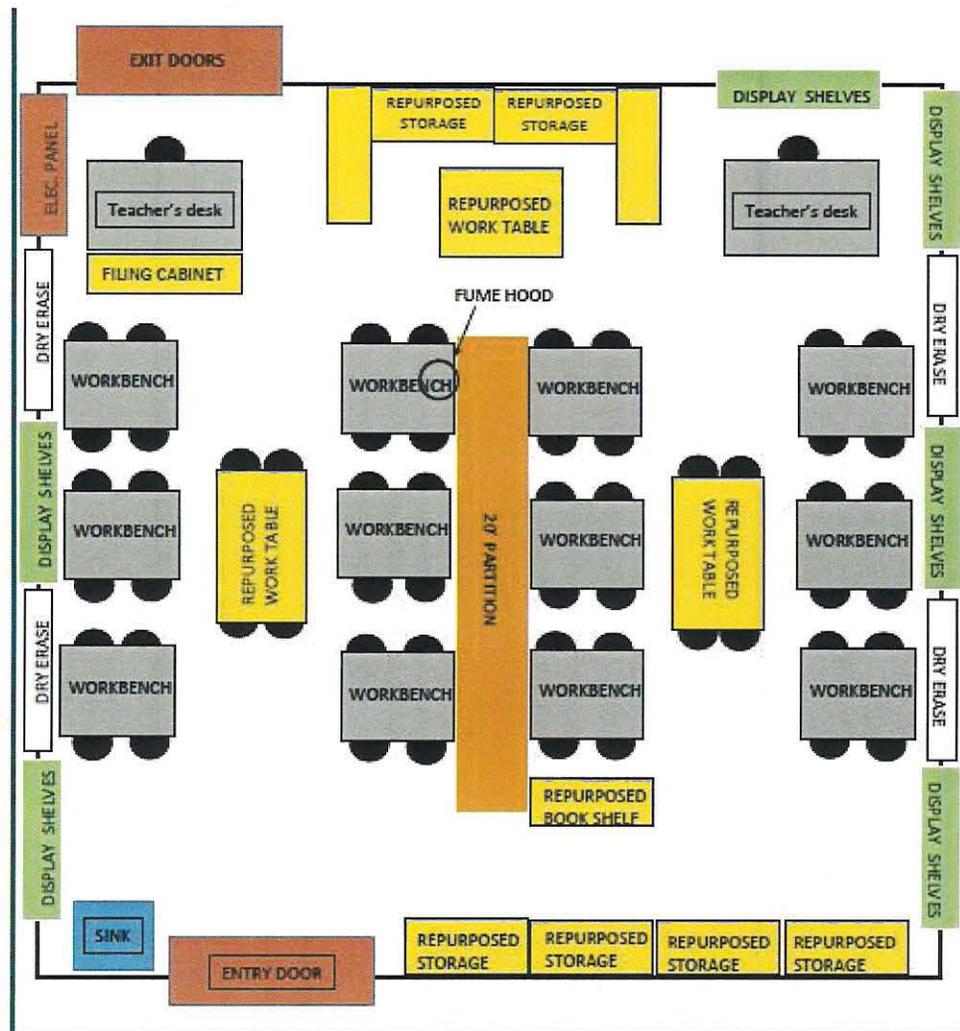
Amount requested: \$73,604.94 (maximum allowed is \$75,000)

Overview of funding request: Renovation of the Middle School STEM room to ensure diverse student interest in STEM

Timeline: If funded, the renovation would occur during the '21-'22 school year

Room renovation requests:

- Room partition
- Student workbenches
- Student seating
- Electrical upgrades
- Teacher desks
- Fume hood upgrade
- Sink upgrade
- Room painting
- New ceiling tiles
- Open shelving
- Dry erase boards
- Display shelves



Equipment requests:

- Glowforge Pro
- Soldering station
- Wood engraver
- 12 volt power supply
- 3D printing pen
- Audrino education kit
- Milling machine
- Mini lathe
- Sewing machine



RIDE Rhode Island
Department
of Education

Request for Proposals (RFP):

School Based Mental Health Services Grant Program LEAs Serving Schools in Rural Settings

Proposal Deadline: July 9, 2021

The Rhode Island Department of Elementary and Secondary Education (RIDE) issues this request for proposals (RFP) from qualifying school districts to expand capacity within their district to effectively support mental health, social-emotional learning and the behavioral health of students within a Multi-Tiered System of Supports framework; and in accordance with the terms of this solicitation.

The RIDE received funding from the U.S. Department of Education's Office of Safe and Supportive Schools, *School Based Mental Health Services Grant Program CFDA 84.184H*. The intended purpose of this grant is to increase the number of qualified mental health service providers that provide school-based mental health services to students in local educational agencies (LEAs) with demonstrated need. As part of the grant application process, the RIDE applied for Competitive Preference Priority 2, which serves schools in more rural settings. **Nine (9) School Districts/LEAs in Rhode Island qualify for this competitive preference priority, per USDOE census tract criterion. They include: Chariho, Exeter-West Greenwich, Foster, Glocester, Foster-Glocester, Little Compton, New Shoreham, Scituate, and Tiverton.***

The selected school district along with two urban school districts will participate in this project together. The goal of addressing this competitive preference priority is to identify the similarities and differences in the recruitment, retention and re-specialization of school-based mental health service providers across both urban and rural settings; and to inform effective strategies to increasing the number of qualified school-based mental health service providers state-wide.

*[*Supporting Document for Qualifying RI School Districts/LEAs \(link attached\)](#)*



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 - A. Scope of Work
 - B. Performance Measures
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 - D. Terms of the Contract
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- V. REQUIRED ELEMENTS OF THE PROPOSAL
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APPENDIX A: BUDGET PROPOSAL/SUMMARY OF EXPEDITED EXPENDITURES

APPENDIX B: BUDGET DETAIL SHEET

I. PROPOSAL RESPONSE & SUBMISSION DETAILS

Title:	Request for Proposals: <i>School-Based Mental Health Services Grant Program</i> . LEAs Serving Schools in Rural Settings
Address of Office Issuing RFP:	Rhode Island Department of Education Office of Student, Community & Academic Supports 255 Westminster Street 5th Floor Providence, RI 02903
RFP Release Date:	Friday June 5, 2021
Pre-Proposal Meeting:	Wednesday, June 9, 2021 at 3:30-4:30pm via zoom .
PROPOSAL DEADLINE:	Friday, July 9, 2021 by 4:00 p.m.
Address for Submission of Proposal:	Proposal must be directed by email to Rosemary Reilly-Chammat at Rosemary.Reilly-Chammat@ride.ri.gov
Selection Committee Review:	Monday, July 12 -Friday, July 16, 2021
Anticipated Contract Award Date:	Monday, August 2, 2021
Length of Contract:	5 Years *Anticipated dates- August 2, 2021 through September 31, 2025
Anticipated Award:	Opportunity for \$255,000 per year over the 5 years of the contract

CRITERIA FOR PROPOSAL SUBMISSION <i>(i.e. Required Elements of the Proposal)</i>		EVALUATION CRITERIA <i>(i.e. Points Assigned to Required Elements of the Proposal)</i>
1.	A Completed and Signed Cover Sheet	Required (0 points)
2.	TECHNICAL PROPOSAL	Total = 75 Points
a.	Understanding of the Grant & Related Work	10 Points
b.	Work Plan	25 Points
c.	Capacity of the District to Effectively Administer the Project	25 Points
d.	Quality of Key Personnel (including Curriculum Vitae)	15 Points
3.	BUDGET PROPOSAL	Total = 25 Points
a.	<u>Budget Proposal/Summary Of Expedited Expenditures (Years 1-5)</u>	10 Points
b.	<u>Budget Detail Sheet (Year 1)</u>	15 Points
c.	Indirect Cost Documentation	Required (0 points)
Total:		100 Points

II. IMPORTANT NOTIFICATIONS FOR SCHOOL DISTRICTS SUBMITTING PROPOSALS

Potential Grantees are advised to review all sections of this solicitation carefully and follow instructions completely.

Failure to make a complete submission as described elsewhere herein may result in rejection of the proposal.

Qualifying RI School Districts Submitting Proposals are **ADVISED THAT:**

-  The Proposal should include the District's FEIN number and **must be directed by email to Rosemary Reilly-Chammat at Rosemary.Reilly-Chammat@ride.ri.gov no later than 4:00p.m. on Friday, July 9, 2021.** Proposals misdirected to other State locations, or which are otherwise not present in the RI Department of Education-Office of Student Community and Academic Support at the time of opening, for any cause, will be determined to be late and may not be considered.
-  Alternative approaches and/or methodologies to accomplish the desired or intended results of this procurement are solicited. However, proposals which depart from, or materially alter the terms, requirements, and/or scope of the work defined, will be rejected as being non-responsive.
-  Proposals are considered to be irrevocable for a period of no less than sixty (60) days following the opening date and may not be withdrawn; except with written permission of the State Purchasing Agent; and all pricing submitted will be considered firm and fixed unless otherwise indicated herein.
-  All costs associated with developing and/or submitting a proposal in response to this Request for Proposals, or to provide oral or written clarification of its content, shall be borne by the offeror. The State assumes no responsibility for these costs.
-  All material submitted to the State of RI for consideration in response to this Request for Proposals (RFP) will be considered to be public records, as defined in Title 38 Chapter 2 of the Rhode Island General Laws, without exception, and will be released for inspection immediately upon request once an award has been made.

Qualifying RI School Districts Submitting Proposals Should be **AWARE OF:**

-  The State's MBE requirements which address the State's goal of ten percent (10%) participation by MBEs in all State procurements. For further information please contact the State MBE Administrator and/or visit the website <http://www.mbe.ri.gov>.
-  Equal Employment Opportunity and Affirmative Action (RIGL 28-5.1)
Declaration of policy.- (a) Equal opportunity and affirmative action toward its achievement is the policy of all units of Rhode Island state government, including all public and quasi-public agencies, commissions, boards and authorities, and in the classified, unclassified, and non-classified services of state employment. This policy applies in all areas where the state dollar is spent: in employment, public service, grants, financial assistance, and in state licensing and regulations. For further information please contact the Rhode Island Equal Opportunity Office at 222-3090.

III. OVERVIEW OF THE SCHOOL-BASED MENTAL HEALTH (SBMH) SERVICES GRANT PROGRAM

The overall purpose of the School-Based Mental Health (SBMH) Services Grant Program is to increase the number of qualified (i.e. licensed, certified, well-trained, or credentialed) mental health service providers that provide school-based mental health services to students in local educational agencies (LEAs) with demonstrated need.

Two Rhode Island urban school districts and one rural school district will work collaboratively with the state, Rhode Island College, and state associations and professional organizations to develop, implement and evaluate strategies that support statewide recruitment and retention of school-based mental health service providers; including those who provide telehealth services.

The data on health risk behaviors among school age youth as well as gaps in the service infrastructure, included below, describe the magnitude and severity of the need in Rhode Island.

- In Rhode Island (RI), one (1) in five (5) children ages 6-17 has a diagnosable mental health condition, and one (1) in ten (10) has a significant functional impairment (RIDOH). The percentage of youth reporting mental health concerns, attempting suicide, and unable to access support across a continuum of services is a troubling behavioral health trend in the small state of RI. Results gathered from student self-reports on the 2019 Youth Risk Behavior Survey (YRBS) reveal the following:

2019 YRBS	RI High School Students	19% of HS Students who Identified as Gender Expansive/Non-binary	RI Middle School Students
Experienced Bullying and/or Feeling Unsafe		*2 times more likely to be bullied *3 times more likely to miss school because they felt unsafe	*31.9% bullied on school property *20.4% bullied electronically
Feeling Sad/Hopeless <i>(almost every day for 2+weeks)</i>		44%	25.8%
Suicide Attempt(s)	14.7% <i>(1 or more times in the past year)</i>	3 times more likely	6.1% <i>(11.3% made a plan; 16.9% seriously thought about suicide)</i>

- According to the RI Executive Office of Health and Human Services (EOHHS):
 - During the 2014-2017 school years there were **1072 medical transports** with **behavioral health** as the primary impression across **all school districts in Rhode Island**.
 - In 2017, of children under 19 years old enrolled in Medicaid, there were a total of **2,401 Emergency Department visits; 91% of these children were sent home**.
- According to the 2017 RI Senate Hearing Report on Mental Health, an **estimated 55% of children ages 3-17 who needed mental health treatment had difficulty accessing needed care**.
- Rhode Island is among the top ten states with the highest rates of opioid-related overdose deaths.
 - In June 2020, the RIDOH said it “anticipates that between 93 and 95 people will have died of accidental drug overdoses during this period. This represents roughly a 22% increase in accidental drug overdose deaths compared to the same time period in 2019.”

- While the majority of individuals using opioids in RI are adults between the ages of 25-45, children living in households with opioid use are likely to experience trauma that may present itself in the youth risk behavior data and other education data.

2019 YRBS- Substance Use	RI High School Students	19% of HS Students who Identified as Gender Expansive/Non-binary	RI Middle School Students
Alcohol Use	*21.5% used in past 30 days *10% binge drinking		15.5% have ever tried alcohol
Marijuana (tried)	37.7%	2 times more likely	7.4%
Marijuana (current users)	23.3%		
Vaping (tried)	48.9%		16.4%
Vaping (current users)	30.1%		
Taking pain medication (including opioids) w/o doctor's prescription	10%	2 times more likely	5.8%

- Student responses on RIDE's annual school climate survey, SurveyWorks, demonstrate disparities across indicated gender, racial category, disability status, and sexual orientation in regards to their experiences with violence and symptoms of depression (RIDE 2020).

VIOLENCE AND DEPRESSION	Overall	Gender		Indicated Racial Category			Disability Status		Sexual Orientation	
		Male	Female	Black	Hispanic	White	Indicated Disability	No Indicated Disability	LGB	Straight
Sad/Hopeless	32.3%	23.9%	40.6%	27.6%	36.8%	31%	55.8%	25.3%	63.2%	28.0%
Made a Suicide Plan	12.1%	9.2%	14.6%	16.6%	13.6%	11%	24.1%	8.5%	36.2%	8.6%
Experienced Dating Violence	14.4%	7.4%	20.5%		16.6%	14%	23.6%	11.5%	37.3%	11.0%
Bullied at School	16.4%	12.8%	19.8%	13.2%	14.1%	18%	26.0%	13.4%	37.2%	13.0%
Cyberbullied	13.0%	8.9%	16.9%	10.8%	11.8%	14%	23.3%	9.6%	26.5%	10.9%

- A June 2020 workforce development report, from the Mental Health Technology Transfer Center Network, identified RI as a state with mental health provider shortages in many counties. School-based mental health service providers play an important role in supporting capacity developments in the education system. Below are nationally recommended ratios for number (#) of students per SBMH service provider.

National Association	The National Association of School Psychologists (NASP)	School Social Work Association of America (SSWAA)	American School Counselor Association (ASCA)
State Association	Rhode Island School Psychologists Association (RISPA)	National Association of Social Workers, RI Chapter/School Social Work Committee	Rhode Island School Counselor Association (RISCA)
Nationally Recommended Ratio*	500:1	250:1	250:1

*the maximum ratios recommended support school-based mental health service providers' ability to provide professional practices across all areas of their training; including mental-behavioral health promotion and prevention and intervention services and supports.

These findings underscore the critical need to build capacity for mental health services at the school and community level in order to reduce the need for higher end crisis-driven services.

Schools need to be able to systematically plan for the amount and type of mental health services needed to meet the needs of school children and families. Tools, such as [the School Health Assessment and Performance Evaluation system \(SHAPE\)](#) from the [National Center for School Mental Health](#) at the University of Maryland, can be used to help districts assess their needs and then intentionally plan for services that directly align to the needs of the children and families in their community. This includes investigating payment systems, including health insurance, Medicaid and other funding sources, to design structures and processes that meet the needs and configuration of services.

Overall, these findings and this project directly highlight the importance of utilizing a Multi-Tiered Systems of Support (MTSS) framework to embrace strategies that create positive, safe and supportive school environments, utilize universal screening and assessment, and team-based collaborative problem-solving processes in order to effectively implement and sustain evidence-based practices and supports across districts and within individual schools.

SCOPE OF WORK

The *School-Based Mental Health Services Grant Program* provides the opportunity for LEAs to identify the current capacity for providing effective school-based mental health services within a MTSS framework across the district and within individual schools. This then allows for development of strategic plans and goals that focus on building sustainable infrastructure, personnel, processes, and, ultimately, increased capacity in this area. Qualifying LEAs commit to the scope of this work as follows:

- ❑ Utilizing funds to identify and secure a main point of contact for the coordination and data management required of the grant.
- ❑ Using the [WSSC model](#), and through an equity and inclusive lens, develop specific, measurable goals and benchmarks to measure and evaluate progress and inform effective decision-making.
- ❑ Develop annual strategic plans, and complete year-end and quarterly progress reports to guide annual plans and state level progress and plans.
- ❑ Develop a, or utilize an existing, district team that includes representative(s) from the Human Resources Department and other appropriate staff/departments (i.e. data specialists). This district-based team will work with RIDE and the contracted consulting team to gather and streamline data that will guide LEA and statewide strategies and plans.
- ❑ Conduct Needs Assessment(s) using [the SHAPE System](#), including [the School Mental Health Profile](#), and other tools to guide strategic and intentional work around how many and what types of SBMH providers and community partners currently exist in the district; aligning these findings to nationally recommended ratios of SBMH providers (e.g. School Psychologists 1:500; School Social Workers 1:250; School Counselors 1:250)
- ❑ Utilize the [Whole School, Whole Child, Whole Community Model \(WSSC\)](#) and universal screening measures to identify the current needs of the district across the school, staff, student, family and community, etc. levels.
- ❑ Identify the number and types of SBMH providers needed to meet the identified needs of the school district (school, staff, student, family, community) and develop a strategic approach to increasing the capacity, number, and quality of school-based mental health providers and services provided. Ensure that SBMH service providers' roles and responsibilities are clarified, the best use of their time is respected and built into the schedule and school day, and that they are being utilized based on their expertise and scope of practice.
- ❑ Work with RIDE, Rhode Island College, and other state partners, to develop and pilot recruitment, retention and respecialization strategies for SBMH service providers.
- ❑ Utilize the [SHAPE system](#), including the [School Mental Health Quality Assessment](#) and the [School Mental Health Profile](#), and other tools to measure and guide a strategic approach to developing a school-based mental health continuum of supports within a MTSS framework.
- ❑ Develop training and professional development plans focused on building the capacity of SBMH providers, educators, students and families in managing and supporting social emotional and mental health, trauma, and positive behavioral interventions and supports.
- ❑ Support training, professional development, and opportunities for SBMH providers to collaborate, support one another, and enhance professional practices as defined by their certification, licensure and/or national associations.

PERFORMANCE MEASURES

Under the *Government & Performance Results Act (GPRA)*, the below-mentioned indicators have been established to evaluate the overall effectiveness of the School-Based Mental Health Services Grant Program. All Rhode Island LEAs working on this grant are required to work with the state to collect and report on these measures.

5 GPRA PERFORMANCE INDICATORS:	
1.	The number of school-based mental health service providers recruited as a result of the grant.
2.	The number of school-based mental health service providers retained as a result of the grant.
3.	The reduction in the ratio of students to mental health service providers for each LEA with demonstrated need served by the grant.
4.	The increase in the number of school-based mental health service providers hired annually for each LEA with a demonstrated need served by the grant compared with the average number of such providers hired in each LEA in the 5 years prior to receiving the grant.
5.	The reduction in the annual attrition rate of school-based mental health service providers for each LEA with a demonstrated need served by the grant compared with the average attrition rate of such providers in each LEA in the 5 years prior to receiving the grant.

DELIVERABLES

- Utilizing funds to identify and secure a main point of contact for the coordination and data management required of the grant.
- Develop annual strategic plans, and complete annual and quarterly progress reports.
- Develop a, or utilize an existing, district team that includes representative(s) from the Human Resources Department and other appropriate staff/departments (i.e. data specialists) to collect, coordinate and report on GPRA Measures listed above.
- Participate in webinars/trainings through USDOE and the state as applicable.
- Participate in monthly School Health Advisory Committee (SHAC) meetings.
- Attend monthly meetings with collaborating districts, RIC and state partners.
- Develop a strategic plan to conduct universal screening of the social, emotional and mental health of all students in the district; incorporating plans on how and when to review data, conduct needs assessments, coordinate resource mapping, and response to identified needs.
- Utilize the [SHAPE system](#), including the [School Mental Health Quality Assessment](#) and the [School Mental Health Profile](#), and other tools to measure how many and what types of SBMH providers and community partners currently exist in the district; and to guide an intentional and strategic approach to developing a school-based mental health continuum of supports within a MTSS framework.
- Develop a professional development plan focused on building the capacity of SBMH providers, educators, students and families in managing and supporting social emotional and mental health, trauma, and positive behavioral interventions and supports.
- Develop a plan that incorporates trainings and opportunities for SBMH service providers to enhance professional practices defined by their certification, licensure and/or national associations and form safe spaces for collaborative problem-solving and decision-making.

TERMS OF CONTRACT

- The estimated start date of the contract will be **August 2, 2021** and end date of **September 31, 2025**.
- Over the 5 years of the contract, the Grantee will have the opportunity to receive \$255,000 in funding per year. Future year funding is contingent on successful performance and RIDE receipt of required deliverables.
- The scope of the work may be modified by RIDE prior to beginning work on a given task.
- If necessary, deficiencies in performance of services and/or failure to supply deliverables in a complete and timely manner will be documented in writing by RIDE. Should a pattern of substantial dissatisfaction become apparent, RIDE reserves the right to terminate the contract.
- Offerors must disclose any work to be subcontracted including the specific work to be performed and staffing, organizational structure, and business background of the sub-contractor.
- The Contract agreement resulting from this award will include all provisions outlined in Title 2 of the Code of Federal Regulations, Chapter 2, and Appendix II to Part 200. These provisions can be accessed at the following link: www.ecfr.gov

VII. PRE-PROPOSAL MEETING

A Pre-Proposal Meeting will be held on **Wednesday, June 9 at 3:30-4:30p.m. via [zoom](#)**.

At this time all questions relative to the RFP, Program, and/or RIDE procedures and proposal format will be addressed. Following the conclusion of this meeting, all presenting questions and answers will be documented and provided to all identified school districts submitting proposals.

Persons requesting the services of an interpreter for the hearing impaired may obtain those services by calling Interpreter/CART Services 401-222-5300. Individuals using TDD may call Relay RI at 1-800-745-5555 forty-eight hours in advance of the scheduled conference date.

The meeting can be accessed through the following zoom link and meeting access information:

Zoom Link:

<https://us02web.zoom.us/j/83810439024?pwd=bzdIWk9PZTF5V1N5dUJoVHBrS2VXdz09>

Meeting ID: 838 1043 9024

Passcode: SBMHPrePro

VIII. REQUIRED ELEMENTS OF THE PROPOSAL

Proposals being submitted by qualifying school districts must include the following required elements and accompanying details:

Required Elements	Details & Guidance
1. COVER SHEET	<ul style="list-style-type: none"> ➤ Qualifying school districts submitting a proposal must submit a letter of transmittal signed by an authorized agent. ➤ The cover sheet must include the district's FEIN Number (#).
2. TECHNICAL PROPOSAL	
<p>The Technical Proposal should be 10-20 pages in length and respond to each of the four (4) required elements listed below. Supplemental information may be appended to the Technical Proposal.</p>	
a. Understanding of the Grant & Related Work	<ul style="list-style-type: none"> ➤ Using qualitative and quantitative data and analysis, describe the current mental health needs of your district's population. ➤ Describe the impact this proposal will have on meeting the identified needs of your district. Explain how it will guide sustainable outcomes, processes, and supports.
b. Work Plan	<ul style="list-style-type: none"> ➤ Outline the specific goals, objectives, and strategies that will be used to advance the district's capacity for school-based mental health. ➤ Provide a detailed description on how your district will integrate mental health and social-emotional learning into a MTSS framework. ➤ Explain how your district will partner and collaborate with the state to build sustainable outcomes for the district and for Rhode Island as a whole. Further, describe how your district will scaffold specific deliverables and action plans to support sustainable district-level and state-level outcomes. ➤ Define how your district will evaluate progress and address challenges/barriers that may arise over the course of this work.
c. Capacity of the District to Effectively Administer the Project	<ul style="list-style-type: none"> ➤ Explain how and why your district is ready and willing to invest in this project. ➤ Detail specific goals, action items and commitments your district has invested in to support mental health thus far. ➤ Detail specific efforts your district has already made to improve support services. ➤ Provide a description of community partners that are already involved in this work, what services they provide, and what role they play in the district and community; and/or describe developed future plans for working with specific community partners. ➤ Outline how you plan to maintain a focus on this work beyond the grant period.
d. Quality of Key Personnel	<ul style="list-style-type: none"> ➤ Provide a description of Key Personnel that will be focused on this work; including their qualifications, background, interests and investment. ➤ Specify additional Key Personnel that you plan on bringing into this work. ➤ Please include Curriculum Vitae for the Key Personnel identified.

3. BUDGET PROPOSAL

A separate Budget Proposal must be prepared to reflect the fee structure proposed for the scope of work using the Budget Proposal Forms contained in Appendix A and B

A completed Budget Proposal must include the following:

a.	<u>Budget Proposal/ Summary Of Expedited Expenditures (Years 1-5)</u>	<ul style="list-style-type: none"> ➤ Use this form to provide a summary of expedited expenditures and an overall estimate of the budget for work to be performed across years 1-5 of this project. ➤ Form is linked to title and can also be found in Appendix A
b.	<u>Budget Detail Sheet (Year 1)</u>	<ul style="list-style-type: none"> ➤ Use the Budget Detail Sheet to provide a detailed budget reflecting the fee structure proposed for the scope of work for year 1 of the grant. ➤ Form is linked to title and can also be found in Appendix B
c.	Indirect Cost Documentation	<ul style="list-style-type: none"> ➤ Attach a copy of approved indirect cost documentation that proposes an indirect cost for administrative costs.

Proposal must be directed by email to Rosemary Reilly-Chammat at Rosemary.Reilly-Chammat@ride.ri.gov, by July 9, 2021 at 4:00 pm. Proposals misdirected to other State locations or which are otherwise not present in the RI Department of Education, Office of Student Community and Academic Support at the time of opening for any cause will be determined to be late and may not be considered. Faxed responses will not be considered.

Please send any questions concerning this solicitation via email to **Rosemary Reilly-Chammat at Rosemary.Reilly-Chammat@ride.ri.gov in Microsoft Word Format.** All presenting questions and answers will be documented and provided to all eligible school districts.

IX. SELECTION CRITERIA & EVALUATION

The evaluation criteria includes point values that have been assigned to the required elements of the proposal. A Selection Committee will evaluate submitted proposals on the basis of the evaluation criteria listed below.

Responses found to be technically or substantially non-responsive at any point in the evaluation process will be rejected and not considered further.

Notwithstanding the above, the State reserves the right to:

- not award this contract on the basis of cost alone.
- accept or reject any or all responses.
- waive any informalities in any responses submitted.
- award in it's best interest.

CRITERIA FOR PROPOSAL SUBMISSION <i>(i.e. Required Elements of the Proposal)</i>		EVALUATION CRITERIA <i>(i.e. Points Assigned to Required Elements of the Proposal)</i>
1.	COVER SHEET	Required (0 points)
2.	TECHNICAL PROPOSAL	Total = 75 Points
a.	<i>Understanding of the Grant & Related Work</i>	<i>10 Points</i>
b.	<i>Work Plan</i>	<i>25 Points</i>
c.	<i>Capacity of the District to Effectively Administer the Project</i>	<i>25 Points</i>
d.	<i>Quality of Key Personnel (including Curriculum Vitae)</i>	<i>15 Points</i>
3.	BUDGET PROPOSAL	Total = 25 Points
a.	<i><u>Budget Proposal/Summary Of Expedited Expenditures (Years 1-5)</u></i>	<i>10 Points</i>
b.	<i><u>Budget Detail Sheet (Year 1)</u></i>	<i>15 Points</i>
c.	<i>Indirect Cost Documentation</i>	Required (0 points)
Total:		100 Points

APPENDIX A:

BUDGET PROPOSAL/SUMMARY OF EXPEDITED EXPENDITURES

- The total cost of the contract is not to exceed \$255,000.
- Please note that reimbursement for travel within the continental United States will be limited to the per diem rates established by the General Services Administration (GSA). Per Diem rates are posted at www.gsa.gov/perdiem.

The Grantee estimates that the budget for work to be performed under this Agreement is as follows:

EXPENSE CATEGORY	ESTIMATED EXPENDITURES				
	YEAR 1 10/1/2020- 9/31/2021	YEAR 2 10/1/2021- 9/31/2022	YEAR 3 10/1/2022- 9/31/2023	YEAR 4 10/1/2023- 9/31/2024	YEAR 5 10/1/2024- 9/31/2025
1. SALARIES (51000)					
2. FRINGE BENEFITS (52000)					
3. PROFESSIONAL AND TECHNICAL SERVICES (53000)					
4. PROPERTY SERVICES (Facility Rental/Maintenance) (54000)					
5. OTHER PURCHASED SERVICES (55000)					
6. SUPPLIES AND MATERIALS (56000)					
7. PROPERTY AND EQUIPMENT (57000)					
Subtotal:					
8. INDIRECT COSTS* (60000)					
TOTAL:	\$255,000				

**Please attach a copy of the approved indirect cost documentation which proposes the indirect cost for administrative costs*

APPENDIX B:

BUDGET DETAIL SHEET

**Page 1*

Year of Grant: Year 1 **Dates:** 10/1/2020-9/31/2021

EMPLOYEE COMPENSATION AND EMPLOYEE BENEFITS (51000 and 52000)

NAME	POSITION	FTE	EMPLOYEE COMPENSATION (51000)	EMPLOYEE BENEFITS (52000)
			\$	\$
			\$	\$
			\$	\$
			\$	\$
TOTAL:			\$	\$

PROFESSIONAL AND TECHNICAL SERVICES (53000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
		\$
		\$
		\$
TOTAL:		\$

PROPERTY SERVICES (54000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Building Rent/Lease/Mortgage		\$
Building Maintenance		\$
Telephone/Internet Services		\$
TOTAL:		\$

OTHER PURCHASED SERVICES (55000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Travel		\$
Property Insurance		\$
TOTAL:		\$

BUDGET DETAIL SHEET***Page 2**Year of Grant: Year 1 Dates: 10/1/2020-9/31/2021**SUPPLIES AND MATERIALS (56000)**

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Educational Materials		\$
Program Supplies		\$
Subscriptions and Dues		\$
Utilities (Gas, Oil, Electricity)		\$
TOTAL:		\$

PROPERTY AND EQUIPMENT (57000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
Furniture and Fixtures		\$
Equipment		\$
TOTAL:		\$

INDIRECT COSTS (60000)

CATEGORY	ITEM DESCRIPTION	TOTAL \$
		\$
TOTAL:		\$

- ✓ Please round hourly rates to the nearest whole dollar and ensure there are no rounding differences with the extended totals.
- ✓ Reimbursement for travel within the continental United States is limited to the per diem rates established by the General Services Administration (GSA). Per diem rates are posted at www.gsa.gov/perdiem.



Chariho Regional School District

Science Curriculum Update

School Committee Meeting

June 22, 2021

ENCLOSURE

VIII C

Science Curriculum Task Force

Jane Daly- Assistant Superintendent - Leader of the Task Force

K-4: Kate Ficarra

Gr. 5-8: Stephen Cormier & Bethany Confessore

Gr. 9-12: Martha Dion & Alexandra Romano

John Labriola - Gr. 5-8 Science Content Leader

Kathryn Sagamang - Gr. 9-12 Science Department Head

Susie Scanapieco - Gr. 5-12 STEM Specialist

Epistemological Foundations

The Chariho Regional School District believes that students learn best when they are actively engaged in and personally responsible for the learning process. Students need a safe and positive environment in which to talk purposefully about learning, to experience learning, and to observe learning. Learning is enhanced when students have an interest in and choice about what they learn. Students should be engaged in meaningful learning experiences that match their developmental status.

New learning builds on previous knowledge through a process that is challenging and rigorous. That process must encourage students to problem-solve and to think originally, critically, and creatively. Thinking and problem-solving are closely linked to a demanding core of content knowledge. Learning is most quickly assimilated when connected to student goals, when students evaluate their own work and learning habits, and when instruction appeals to a variety of learning modalities and talents.

In an environment of high expectations, sustained and directed student effort and expert teaching practices determine the extent of learning. Our schools and District will organize to encourage and support both.

Introduction

The Chariho Regional School District recognizes the need to reform the science curriculum so that it serves to communicate a clear and unified vision of teaching and learning for educators, students, and the community. This curriculum aligns with the *Next Generation Science Standards (NGSS)* adopted by the state and derived from the *Framework for K-12 Science Education* and reflect current best practice in science teaching.

District Mission

The Chariho Regional School District ensures that all students meet high academic standards and are prepared for lifelong learning and productive global citizenship.

District Vision

With a commitment to continuous improvement, the District's highly-qualified staff engages with students in state-of-the-art facilities to master challenging content, to promote creativity, and to foster critical thinking. The District is recognized by the community as its greatest asset.

District Beliefs

We believe that high academic standards and research informed decision making are critical...

Rigorous academic standards and high expectations, along with a robust and responsive system of supports, are the foundation of this school district.

All professionals operate from a belief that all students can learn at high levels and meet or exceed demanding standards.

All students at every level must be engaged in challenging academic experiences.

Instructional and program decisions must be data-informed and research evidence-based.

Learning is a continuous lifelong process.

Schools must prepare students to be creative and critical thinkers, problem solvers, and effective communicators.

The physical, social, and emotional wellness of every child is necessary for optimum learning along with a robust support system.

We believe that the larger community must be fully engaged in the learning process...

Education is a shared responsibility of students, parents, staff, and the community.

Students thrive when supported, nurtured, and engaged by the community.

In an environment that emphasizes school safety, everyone must be treated with kindness, dignity, and respect.

Customer service must be a priority.

Schools must prepare students to be team members and leaders, civic-minded, community contributors, and productive citizens in of a global society.

Report on Knowledge Base for Science Education

The Next Generation Science Standards (NGSS) provide an important opportunity to improve not only science education but also student achievement. Based on the Framework for K–12 Science Education, the NGSS are intended to reflect a new vision for American science education. By using NGSS, this curriculum strives to use practices, crosscutting concepts and disciplinary core ideas to create a three dimensional science experience for all students. Disciplinary ideas are grouped in four domains: the [physical sciences](#); the [life sciences](#); the [earth and space sciences](#); and [engineering, technology and applications of science](#).

The following conceptual shifts in the NGSS demonstrate what is new and different about the NGSS:

- K-12 science education should reflect the interconnected nature of science as it is practiced and experienced in the real world.
- The Next Generation Science Standards are student performance expectations. Performance expectations clarify the expectations of what students will know and be able to do by the end of the grade or grade band.
- The science concepts in NGSS build coherently from K–12. To develop a thorough understanding of scientific explanations of the world, students need sustained opportunities to work with and develop the underlying ideas and to appreciate those ideas' interconnections over a period of years rather than weeks or months.
- The NGSS focus on deeper understanding of content as well as application of content.
- Science and engineering are integrated in the NGSS, from Grades K–12.
- The NGSS are designed to prepare students for college, career, and citizenship.
- The NGSS and Common Core State Standards (English Language Arts and Mathematics) are aligned.

Hallmarks of Excellence for Science

Desirable Features of the Curriculum

MORE	LESS
<ul style="list-style-type: none">• Emphasis on integration of technology.• Developing explanations and designing solutions supported by evidence-based arguments and reasoning.• Systems thinking and modeling to explain phenomena and to give a context for the ideas to be learned.• Students conducting investigations, solving problems, and engaging in discussions with teachers' guidance.• Students discussing open-ended questions that focus on the strength of the evidence to generate claims.• Students reading multiple sources, including science-related magazine and journal articles and web-based resources; students developing summaries of information.• Multiple investigations driven by students' questions with a range of possible outcomes that collectively lead to a deep understanding of established core scientific ideas.• Students explain by writing journals, reports, posters, and developing media presentations.• Provision of supports so that all students can engage in sophisticated science and engineering practices.	<ul style="list-style-type: none">• Reliance on textbook as sole source.• Isolated topics.• Rote memorization of isolated facts and terminology without connection to broader concepts.• Repetition of specific activities for similar topics across grade levels.• Learning of ideas disconnected from questions about phenomena.• Teachers providing information to the whole class.• Teachers posing questions with only one right answer.• Students reading textbooks and answering questions at the end of the chapter.• Pre-planned outcomes for "cookbook" laboratories or hands-on activities.• Worksheets.• Oversimplification of activities for students who are perceived to be less able to do science and engineering.

Source: National Research Council. (2015). Guide to Implementing the Next Generation Science Standards (pp. 8-9). Washington, DC: National Academies Press.
<http://www.nap.edu/catalog/18802/guide-to-implementing-the-next-generation-science-standards>

Statement of Educational Goals for Science

In alignment with Chariho High School's graduation requirements and in order to transform traditional science instruction into meaningful science inquiry, all students will demonstrate the ability to:

- Acquire, analyze, and evaluate information and ideas to effectively solve problems;
- Effectively utilize literacy skills: writing, listening, speaking, reading analysis, and reading interpretation;
- Display technological literacy;
- Be self-directed learners effectively using ideas and information from various disciplines;
- Analyze problems from a global perspective and contribute to society as responsible and skilled citizens;
- Work actively and cooperatively to achieve group goals;
- Display and understanding of scientific content and process as outlined in the national standards;
- Apply their scientific knowledge to real world situations and problems.
- Engage students in observing scientific phenomena using scientific and engineering practices to gain a deeper understanding.
- Encourage students to develop understanding of phenomena based on evidence gleaned from developing and using models, distinguishing patterns in data and identifying cause and effect relationships.
- Promotes critical thinking, problem solving, collaboration, and decision making.
- Prepares pupils for lifelong learning.

2021 Gr. K-12 Chariho Science Curriculum - p. 10

How to View:

To view all curriculum documents, on pages 10-13 of the [2021 Gr. K-12 Chariho Science Curriculum](#), click on the grade level or course name.

Lists of Science Curriculum Documents

Grades K-5 Science Curriculum Documents

"The Guiding Education in Math and Science Network (GEMS-Net) is a partnership among the University of Rhode Island's School of Education, scientists and engineers, and public school districts. The Next Generation Science Standards (NGSS) combine best practices, core ideas, and crosscutting concepts. Crosscutting concepts connect physical science, life science, earth and space science, and engineering design."

The Chariho Regional School District has adopted the NGSS Science Standards in their entirety as the District's K-5 Science Curriculum, in August 2015. The grade level links below connect to a range of resources for educators, administrators, parents, and the general public on the GEMS-Net website. For each grade level's science standards select the grade level from the list below and you will be redirected to the University of Rhode Island's GEMS-Net page.

[Kindergarten Science](#)

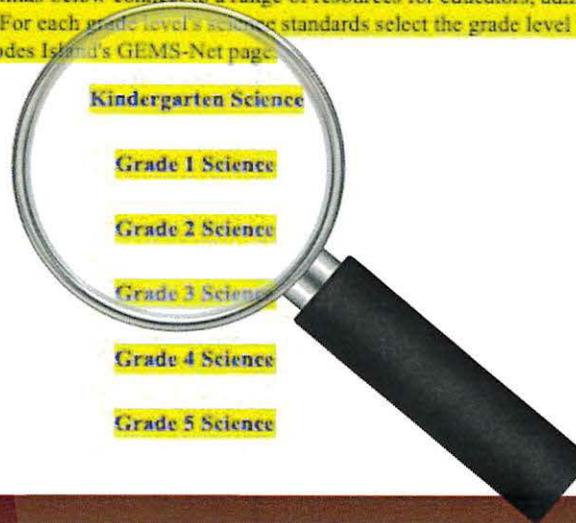
[Grade 1 Science](#)

[Grade 2 Science](#)

[Grade 3 Science](#)

[Grade 4 Science](#)

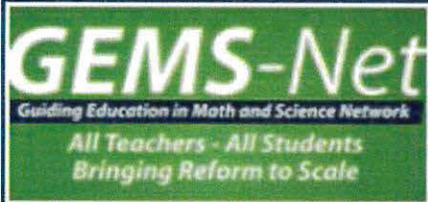
[Grade 5 Science](#)



2021 Gr. K-12 Chariho Science Curriculum - p. 10

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GEMSNET

Guiding Education in Math and Science Network

The Guiding Education in Math and Science Network (GEMS-Net) is a partnership among the University of Rhode Island's School of Education, scientists and engineers, and public school districts. We support STEM teaching and learning for Kindergarten through Grade 8. As our partners, school districts receive ongoing professional development for all teachers, curricula recommendations that align with the *Common Core State Standards* and *Next Generation Science Standards*, and leadership development for teachers and principals. Additionally, our staff utilizes highly innovative strategies to prepare pre-service elementary and middle school teachers to be leaders in STEM education.

At GEMS-Net, we balance leading educational research and current school policy in the practical context of the classroom. Our beliefs and practices embody the ideals established by *A Framework for K-12 Science Education*, and have led us to over 20 years of success and sustainability in our field.

Grades 6-8 Science Curriculum Documents

(Click on the title above for the entire Gr. 6-8 Folder, or each grade level below to view the curriculum documents)

Grade 6 Scope and Sequence & Grade 6 Curriculum

Grade 7 Scope and Sequence & Grade 7 Curriculum

Grade 8 Scope and Sequence & Grade 8 Curriculum

Science - High School - Graduation Requirement

Rhode Island High School Graduation Requirements

The Secondary School Regulations strive to increase and improve equitable learning opportunities for every student through personalization, graduation by proficiency, and multiple pathways.

Graduation requirements are set at a level to provide students the skills and knowledge to successfully enter and complete rigorous post-secondary academic or technical program, join the military, and/or obtain a job that leads to a rewarding and viable career. The minimum state graduation requirements, as set by the The Rhode Island Council on Elementary and Secondary Education through the Secondary School Regulations, for earning a RI high school diploma, are:

- Successful completion of 20 courses
 - 4 English Language Arts courses
 - 4 Mathematics courses
 - 3 Science courses
 - 3 Social Studies courses
 - 6 additional courses, which may include Physical Education and Health, the Arts, Technology, and Foreign Language
- Demonstrated proficiency in 6 core areas (English Language Arts, math, science, social studies, the Arts and technology)
- Completion of one performance-based diploma assessment (Graduation Portfolio, Student Exhibitions, Senior Project and/or a Capstone Product)

Science - High School - Required & Electives - p. 12

Grades 9-12 Science Curriculum Documents

(Click on the title above for the entire Gr. 9-12 Folder, or each course below to view the curriculum documents)

Scope and Sequence	Curriculum
Astronomy (0.5 cr)	Astronomy (0.5 cr)
Biology (1.0 cr)	Biology (1.0 cr)
Biotechnology (1.0 cr)	Biotechnology (1.0 cr)
Chemistry (1.0 cr)	Advanced Chemistry (1.0 cr)
Earth and Space Science (0.5 cr)	Earth and Space Science (0.5 cr)
Geology (0.5 cr)	Geology (0.5 cr)
Human Anatomy and Physiology (1.0 cr)	Human Anatomy and Physiology (1.0 cr)
Introduction to Engineering and Design (1.0 cr)	Introduction to Engineering and Design (1.0 cr)
Meteorology (0.5 cr)	Meteorology (0.5 cr)
Microbiology (0.5 cr)	Microbiology (0.5 cr)
Oceanography (0.5 cr)	Oceanography (0.5 cr)
Physical Science (0.5 cr)	Physical Science (0.5 cr)
Physics (1.0 cr)	Physics (1.0 cr)
Principles of Chemistry (0.5 cr)	Principles of Chemistry (0.5 cr)

Science - High School - Agricultural Electives - p. 13

Fun Fact:
Floral Design
and
Landscape Design
get ART credit!

This is a great way to
see students who enjoy
a “fusion” of STEM and
Arts & Humanities!

Grades 9-12 Agricultural Science Curriculum Documents

(Click on the title above for the entire Gr. 9-12 Agricultural Science Folder, or each course below to view the curriculum documents)

Scope and Sequence	Curriculum
Agriculture and Resource Development I (0.5 cr)	Agriculture and Resource Development I (0.5 cr)
Agriculture and Resource Development II (0.5 cr)	Agriculture and Resource Development II (0.5 cr)
Animal Science (0.5 cr)	Animal Science (0.5 cr)
Aquaponics I (0.5 cr)	Aquaponics I (0.5 cr)
Aquaponics II (0.5 cr)	Aquaponics II (0.5 cr)
Floral Design (0.5 cr)	Floral Design (0.5 cr)
Forestry (0.5 cr)	Forestry (0.5 cr)
Introduction to Animal and Veterinary Science (0.5 cr)	Introduction to Animal and Veterinary Science (0.5 cr)
Landscape Design (0.5 cr)	Landscape Design (0.5 cr)
Plant Science (0.5 cr)	Plant Science (0.5 cr)
Turf Management (0.5 cr)	Turf Management (0.5 cr)
Veterinary Science (0.5 cr)	Veterinary Science (0.5 cr)
Wildlife Management (0.5 cr)	Wildlife Management (0.5 cr)

Addressed concerns regarding Evolution and Natural Selection from a community member.

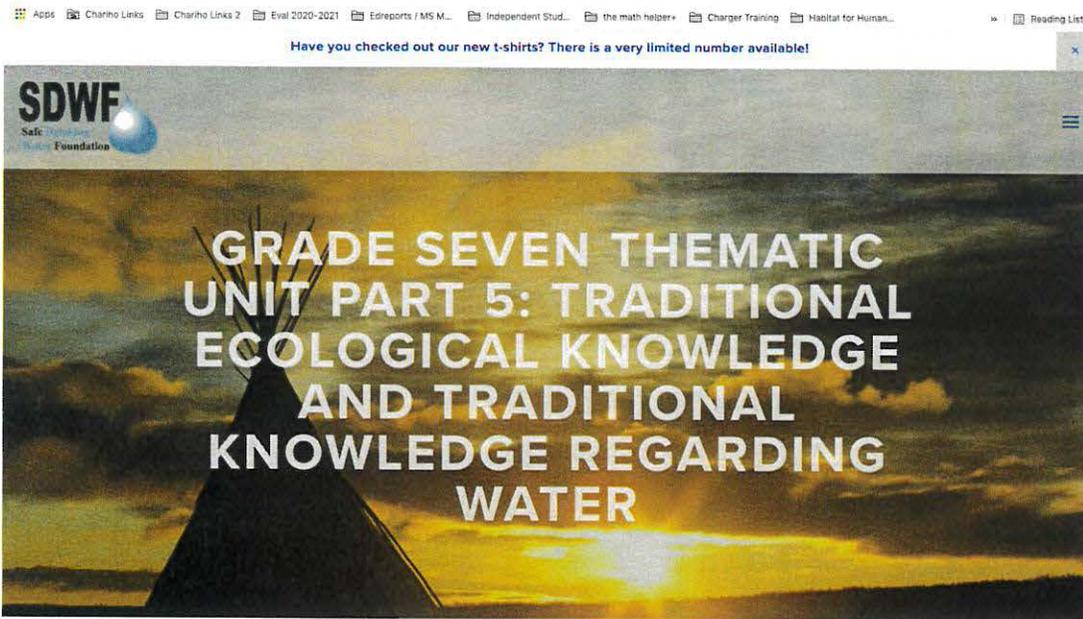
1. Noted that we teach directly from the Next Generation Science Standards.

2. In the Elementary & MS specifically we teach inquiry based science, which allows our students to always stay curious to “questioning” science and wanting to learn more.

HS.Natural Selection and Evolution

Students who demonstrate understanding can:

- HS-LS4-1.** Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence. [Clarification Statement: Emphasis is on a conceptual understanding of the role each line of evidence has relating to common ancestry and biological evolution. Examples of evidence could include similarities in DNA sequences, anatomical structures, and order of appearance of structures in embryological development.]
- HS-LS4-2.** Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment. [Clarification Statement: Emphasis is on using evidence to explain the influence each of the four factors has on number of organisms, behaviors, morphology, or physiology in terms of ability to compete for limited resources and subsequent survival of individuals and adaptation of species. Examples of evidence could include mathematical models such as simple distribution graphs and proportional reasoning.] [Assessment Boundary: Assessment does not include other mechanisms of evolution, such as genetic drift, gene flow through migration, and co-evolution.]
- HS-LS4-3.** Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait. [Clarification Statement: Emphasis is on analyzing shifts in numerical distribution of traits and using these shifts as evidence to support explanations.] [Assessment Boundary: Assessment is limited to basic statistical and graphical analysis. Assessment does not include allele frequency calculations.]
- HS-LS4-4.** Construct an explanation based on evidence for how natural selection leads to adaptation of populations. [Clarification Statement: Emphasis is on using data to provide evidence for how specific biotic and abiotic differences in ecosystems (such as ranges of seasonal temperature, long-term climate change, acidity, light, geographic barriers, or evolution of other organisms) contribute to a change in gene frequency over time, leading to adaptation of populations.]
- HS-LS4-5.** Evaluate the evidence supporting claims that changes in environmental conditions may result in (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. [Clarification Statement: Emphasis is on determining cause and effect relationships for how changes to the environment such as deforestation, fishing, application of fertilizers, drought, flood, and the rate of change of the environment affect distribution or disappearance of traits in species.]



Other resources being used:

<https://www.safewater.org/operation-water-spirit-1/2017/6/1/grade-seven-thematic-unit-part-5-traditional-ecological-knowledge-and-traditional-knowledge-regarding-water>

<https://jan.ucc.nau.edu/jar/HOH/HOH-3.pdf>

<https://medium.com/women-of-silicon-valley/just-18-awesome-native-folks-in-stem-134211ff14cd>

<https://ensia.com/features/researchers/>

<http://www.nativetech.org/>

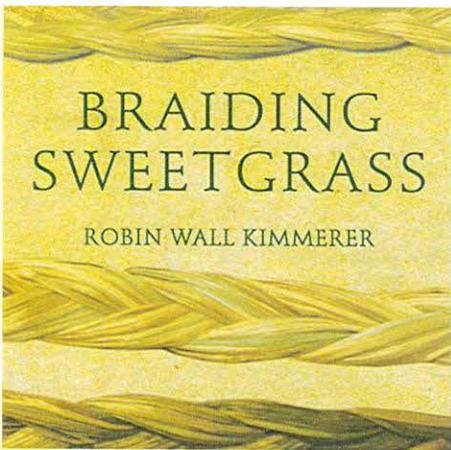
<https://files.eric.ed.gov/fulltext/ED407222.pdf>

<https://americanindian.si.edu/nk360>

Addressed cultural perspectives in our curriculum with Silvermoon LaRose, the Assistant Director of the Tomaquag Museum.

1. One example: Traditional Ecological Knowledge. Since we teach the NGSS standards, these ideas would likely be implemented at the lesson plans level, not changing the curriculum.
2. In the Elementary & MS specifically we teach inquiry based science, which allows our students to always stay curious to “questioning” science and wanting to learn more.

(Same justifications as in previous slide.)



Many teachers from the science department and a group of AP biology students are reading an insightful book that focuses on the balance between Traditional Ecological Knowledge (TEK) and what the author, Kimmerer (Potawatomi), was taught in her studies to become an ecologist.

This book was suggested by our community partner, Silvermoon LaRose, the Assistant Director of the Tomaquag Museum and supported by Chariho High Schools' Native American Student Advocate, Katie Kirakosian, who is also a Co-chair on the Board of Directors at the Tomaquag Museum.

“As a botanist, Robin Wall Kimmerer has been trained to ask questions of nature with the tools of science. As a member of the Citizen Potawatomi Nation, she embraces the notion that plants and animals are our oldest teachers. In *Braiding Sweetgrass*, Kimmerer brings these two lenses of knowledge together to take us on “a journey that is every bit as mythic as it is scientific, as sacred as it is historical, as clever as it is wise” (Elizabeth Gilbert).

Drawing on her life as an indigenous scientist, a mother, and a woman, Kimmerer shows how other living beings—asters and goldenrod, strawberries and squash, salamanders, algae, and sweetgrass—offer us gifts and lessons, even if we’ve forgotten how to hear their voices. In a rich braid of reflections that range from the creation of Turtle Island to the forces that threaten its flourishing today, she circles toward a central argument: that the awakening of a wider ecological consciousness requires the acknowledgment and celebration of our reciprocal relationship with the rest of the living world. For only when we can hear the languages of other beings will we be capable of understanding the generosity of the earth, and learn to give our own gifts in return.”

What is Traditional Ecological Knowledge?

Working Definition of Traditional Ecological Knowledge (TEK), also called by other names including Indigenous Knowledge or Native Science, refers to the evolving knowledge acquired by indigenous and local peoples over hundreds or thousands of years through direct contact with the environment. This knowledge is specific to a location and includes the relationships between plants, animals, natural phenomena, landscapes and timing of events that are used for lifeways, including but not limited to hunting, fishing, trapping, agriculture, and forestry. TEK is an accumulating body of knowledge, practice, and belief, evolving by adaptive processes and handed down through generations by cultural transmission, about the relationship of living beings (human and non-human) with one another and with the environment.

Reference: <https://www.fws.gov/nativeamerican/pdf/tek-fact-sheet.pdf>

The Future...

RI Curriculum Legislation

Having access to high-quality curriculum materials is an important component of increasing equitable access to a rigorous education that prepares every student for college and careers. Through this national movement to increase access through high-quality materials, in 2019, **RIGL§ 16.22.30-33** was passed which requires the Commissioner of Elementary and Secondary Education, and RIDE, to accomplish the following:

1. Develop statewide academic standards and curriculum frameworks;
2. Identify at least five (5) examples of high-quality curriculum and materials for each of the core subject areas (English Language Arts, Mathematics, & Science);
3. Support LEAs in the selection and implementation of curriculum materials.

This legislation requires that all RI LEAs adopt high quality curriculum materials in K-12 schools that are (1) aligned with academic standards, (2) aligned with the forthcoming curriculum frameworks, and (3) aligned with the statewide standardized test(s) (i.e. RICAS, PSAT/SAT), where applicable. Furthermore, this selection must be completed by June 2023 for mathematics and English Language Arts (ELA) and **June 2025 for science**. Respective to each content area, implementation should be in place by September following a June selection.

References

Committee on Guidance on Implementing the Next Generation Science Standards. "Guide to Implementing the Next Generation Science Standards." *RIDE Rhode Island Department of Education*. National Academy of Sciences, 2015. Web. 18 Oct. 2016. <<http://www.ride.ri.gov/LinkClick.aspx?fileticket=ubMckBct3oc%3D&portalid=0>>.

"Grades K-5 Gemsnet Science Curriculum." *Gemsnet: Guiding Education in Math and Science Network, University of Rhode Island*. Web. 15 May 2021. <<https://web.uri.edu/gemsnet/>>.

"Mathematics Standards." *Common Core State Standards Initiative*. National Governors Association Center for Best Practices and Council of Chief State School Officers, 2010. Web. 18 Oct. 2016. <<http://www.corestandards.org/Math/>>.

"National Core Arts Standards: Dance, Media Arts, Music, Theatre And Visual Arts." National Core Arts Standards, State Education Agency Directors of Arts Education, 2014. www.nationalartsstandards.org/.

"Next Generation Science Standards." *RIDE Rhode Island Department of Education*. Rhode Island Department of Elementary and Secondary Education, 2021. Web. 17 May 2021. <<http://www.ride.ri.gov/InstructionAssessment/Science/NextGenerationScienceStandards.aspx>>.

NGSS Lead States. "Next Generation Science Standards." *Next Generation Science Standards For States, By States*. N.p., 2013. Web. 18 Oct. 2016. <<http://www.nextgenscience.org/>>.

"Plant Systems Career Pathways." *National FFA Organization*. The National Council for Agricultural Education, 2015. Web. 18 Oct. 2016. <<https://thecouncil.ffa.org/afnr/>>.

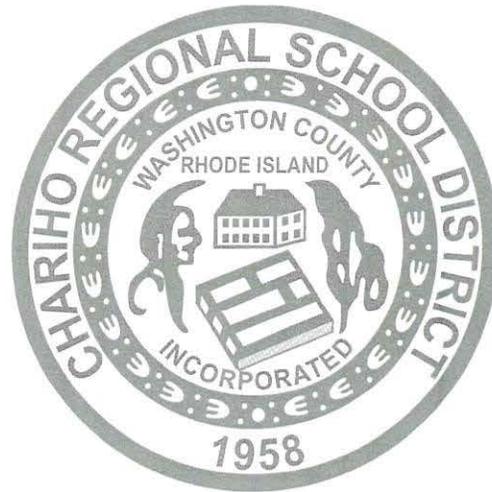
2021 Gr. K-12 Chariho Science Curriculum



Questions???

Thank you!!!

Chariho Regional School District



Science Curriculum Grades ~~K~~6-12

~~October 25, 2016~~ June, 2021

Chariho Regional School District
Science Curriculum
Grades K-12

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Gr. **K6**-12 Science Task Force Membership

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Epistemological Foundations

The Chariho Regional School District believes that students learn best when they are actively engaged in and personally responsible for the learning process. Students need a safe and positive environment in which to talk purposefully about learning, to experience learning, and to observe learning. Learning is enhanced when students have an interest in and choice about what they learn. Students should be engaged in meaningful learning experiences that match their developmental status.

New learning builds on previous knowledge through a process that is challenging and rigorous. That process must encourage students to problem-solve and to think originally, critically, and creatively. Thinking and problem-solving are closely linked to a demanding core of content knowledge. Learning is most quickly assimilated when connected to student goals, when students evaluate their own work and learning habits, and when instruction appeals to a variety of learning modalities and talents.

In an environment of high expectations, sustained and directed student effort and expert teaching practices determine the extent of learning. Our schools and District will organize to encourage and support both.



Introduction

The Chariho Regional School District recognizes the need to reform the science curriculum so that it serves to communicate a clear and unified vision of teaching and learning for educators, students, and the community. This curriculum aligns with the *Next Generation Science Standards (NGSS)* adopted by the state and derived from the *Framework for K-12 Science Education* and reflect current best practice in science teaching.



District Mission

The Chariho Regional School District ensures that all students meet high academic standards and are prepared for lifelong learning and productive global citizenship.

District Vision

With a commitment to continuous improvement, the District's highly-qualified staff engages with students in state-of-the-art facilities to master challenging content, to promote creativity, and to foster critical thinking. The District is recognized by the community as its greatest asset.

District Beliefs

We believe that high academic standards and research informed decision making are critical...

Rigorous academic standards and high expectations, along with a robust and responsive system of supports, are the foundation of this school district.

All professionals operate from a belief that all students can learn at high levels and meet or exceed demanding standards.

All students at every level must be engaged in challenging academic experiences.

Instructional and program decisions must be data-informed and research evidence-based.

Learning is a continuous lifelong process.

Schools must prepare students to be creative and critical thinkers, problem solvers, and effective communicators.

The physical, social, and emotional wellness of every child is necessary for optimum learning along with a robust support system.

We believe that the larger community must be fully engaged in the learning process...

Education is a shared responsibility of students, parents, staff, and the community.

Students thrive when supported, nurtured, and engaged by the community.

In an environment that emphasizes school safety, everyone must be treated with kindness, dignity, and respect.

Customer service must be a priority.

Schools must prepare students to be team members and leaders, civic-minded, community contributors, and productive citizens in of a global society.



Report on Knowledge Base for Science Education

The Next Generation Science Standards (NGSS) provide an important opportunity to improve not only science education but also student achievement. Based on the Framework for K–12 Science Education, the NGSS are intended to reflect a new vision for American science education. By using NGSS, this curriculum strives to use practices, crosscutting concepts and disciplinary core ideas to create a three dimensional science experience for all students. Disciplinary ideas are grouped in four domains: the [physical sciences](#); the [life sciences](#); the [earth and space sciences](#); and [engineering, technology and applications of science](#).

The following conceptual shifts in the NGSS demonstrate what is new and different about the NGSS:

- K-12 science education should reflect the interconnected nature of science as it is practiced and experienced in the real world.
- The Next Generation Science Standards are student performance expectations. Performance expectations clarify the expectations of what students will know and be able to do by the end of the grade or grade band.
- The science concepts in NGSS build coherently from K–12. To develop a thorough understanding of scientific explanations of the world, students need sustained opportunities to work with and develop the underlying ideas and to appreciate those ideas’ interconnections over a period of years rather than weeks or months.
- The NGSS focus on deeper understanding of content as well as application of content.
- Science and engineering are integrated in the NGSS, from Grades K–12.
- The NGSS are designed to prepare students for college, career, and citizenship.
- The NGSS and Common Core State Standards (English Language Arts and Mathematics) are aligned.

Hallmarks of Excellence for Science

Desirable Features of the Curriculum

MORE	LESS
<ul style="list-style-type: none">• Emphasis on integration of technology.• Developing explanations and designing solutions supported by evidence-based arguments and reasoning.• Systems thinking and modeling to explain phenomena and to give a context for the ideas to be learned.• Students conducting investigations, solving problems, and engaging in discussions with teachers' guidance.• Students discussing open-ended questions that focus on the strength of the evidence to generate claims.• Students reading multiple sources, including science-related magazine and journal articles and web-based resources; students developing summaries of information.• Multiple investigations driven by students' questions with a range of possible outcomes that collectively lead to a deep understanding of established core scientific ideas.• Students explain by writing journals, reports, posters, and developing media presentations.• Provision of supports so that all students can engage in sophisticated science and engineering practices.	<ul style="list-style-type: none">• Reliance on textbook as sole source.• Isolated topics.• Rote memorization of isolated facts and terminology without connection to broader concepts.• Repetition of specific activities for similar topics across grade levels.• Learning of ideas disconnected from questions about phenomena.• Teachers providing information to the whole class.• Teachers posing questions with only one right answer.• Students reading textbooks and answering questions at the end of the chapter.• Pre-planned outcomes for "cookbook" laboratories or hands-on activities.• Worksheets.• Oversimplification of activities for students who are perceived to be less able to do science and engineering.

Source: National Research Council. (2015). Guide to Implementing the Next Generation Science Standards (pp. 8-9). Washington, DC: National Academies Press.
<http://www.nap.edu/catalog/18802/guide-to-implementing-the-next-generation-science-standards>

Statement of Educational Goals for Science

In alignment with Chariho High School's graduation requirements and in order to transform traditional science instruction into meaningful science inquiry, all students will demonstrate the ability to:

- Acquire, analyze, and evaluate information and ideas to effectively solve problems;
- Effectively utilize literacy skills: writing, listening, speaking, reading analysis, and reading interpretation;
- Display technological literacy;
- Be self-directed learners effectively using ideas and information from various disciplines;
- Analyze problems from a global perspective and contribute to society as responsible and skilled citizens;
- Work actively and cooperatively to achieve group goals;
- Display and understanding of scientific content and process as outlined in the national standards;
- Apply their scientific knowledge to real world situations and problems.
- Engage students in observing scientific phenomena using scientific and engineering practices to gain a deeper understanding.
- Encourage students to develop understanding of phenomena based on evidence gleaned from developing and using models, distinguishing patterns in data and identifying cause and effect relationships.
- Promotes critical thinking, problem solving, collaboration, and decision making.
- Prepares pupils for lifelong learning.

Lists of Science Curriculum Documents

Grades K-5 Science Curriculum Documents

(Click on each grade level below to view the Grade Level GEMS-Net curriculum)

"The Guiding Education in Math and Science Network ([GEMS-Net](#)) is a partnership among the University of Rhode Island's School of Education, scientists and engineers, and public school districts. The Next Generation Science Standards (NGSS) combine best practices, core ideas, and crosscutting concepts. Crosscutting concepts connect physical science, life science, earth and space science, and engineering design."

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Kindergarten Science

Grade 1 Science

Grade 2 Science

Grade 3 Science

Grade 4 Science

Grade 5 Science



Grades 6-8 Science Curriculum Documents

(Click on the title above for the entire Gr. 6-8 Folder, or each grade level below to view the curriculum documents)

Grade 6 Scope and Sequence & Grade 6 Curriculum

Grade 7 Scope and Sequence & Grade 7 Curriculum

Grade 8 Scope and Sequence & Grade 8 Curriculum



Grades 9-12 Science Curriculum Documents

(Click on the title above for the entire Gr. 9-12 Folder, or each course below to view the curriculum documents)

Scope and Sequence	Curriculum
Astronomy (0.5 cr)	Astronomy (0.5 cr)
Biology (1.0 cr)	Biology (1.0 cr)
Biotechnology (1.0 cr)	Biotechnology (1.0 cr)
Chemistry (1.0 cr)	Advanced Chemistry (1.0 cr)
Earth and Space Science (0.5 cr)	Earth and Space Science (0.5 cr)
Geology (0.5 cr)	Geology (0.5 cr)
Human Anatomy and Physiology (1.0 cr)	Human Anatomy and Physiology (1.0 cr)
Introduction to Engineering and Design (1.0 cr)	Introduction to Engineering and Design (1.0 cr)
Meteorology (0.5 cr)	Meteorology (0.5 cr)
Microbiology (0.5 cr)	Microbiology (0.5 cr)
Oceanography (0.5 cr)	Oceanography (0.5 cr)
Physical Science (0.5 cr)	Physical Science (0.5 cr)
Physics (1.0 cr)	Physics (1.0 cr)
Principles of Chemistry (0.5 cr)	Principles of Chemistry (0.5 cr)



Grades 9-12 Agricultural Science Curriculum Documents

(Click on the title above for the entire Gr. 9-12 Agricultural Science Folder, or each course below to view the curriculum documents)

Scope and Sequence	Curriculum
<u>Agriculture and Resource Development I</u> (0.5 cr)	<u>Agriculture and Resource Development I</u> (0.5 cr)
<u>Agriculture and Resource Development II</u> (0.5 cr)	<u>Agriculture and Resource Development II</u> (0.5 cr)
<u>Animal Science</u> (0.5 cr)	<u>Animal Science</u> (0.5 cr)
<u>Aquaponics I</u> (0.5 cr)	<u>Aquaponics I</u> (0.5 cr)
<u>Aquaponics II</u> (0.5 cr)	<u>Aquaponics II</u> (0.5 cr)
<u>Floral Design</u> (0.5 cr)	<u>Floral Design</u> (0.5 cr)
<u>Forestry</u> (0.5 cr)	<u>Forestry</u> (0.5 cr)
<u>Introduction to Animal and Veterinary Science</u> (0.5 cr)	<u>Introduction to Animal and Veterinary Science</u> (0.5 cr)
<u>Landscape Design</u> (0.5 cr)	<u>Landscape Design</u> (0.5 cr)
<u>Plant Science</u> (0.5 cr)	<u>Plant Science</u> (0.5 cr)
<u>Turf Management</u> (0.5 cr)	<u>Turf Management</u> (0.5 cr)
<u>Veterinary Science</u> (0.5 cr)	<u>Veterinary Science</u> (0.5 cr)
<u>Wildlife Management</u> (0.5 cr)	<u>Wildlife Management</u> (0.5 cr)



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Committee on Guidance on Implementing the Next Generation Science Standards. "Guide to Implementing the Next Generation Science Standards." *RIDE Rhode Island Department of Education*. National Academy of Sciences, 2015. Web. 18 Oct. 2016. <<http://www.ride.ri.gov/LinkClick.aspx?fileticket=ubMckBct3oc%3D&portalid=0>>.

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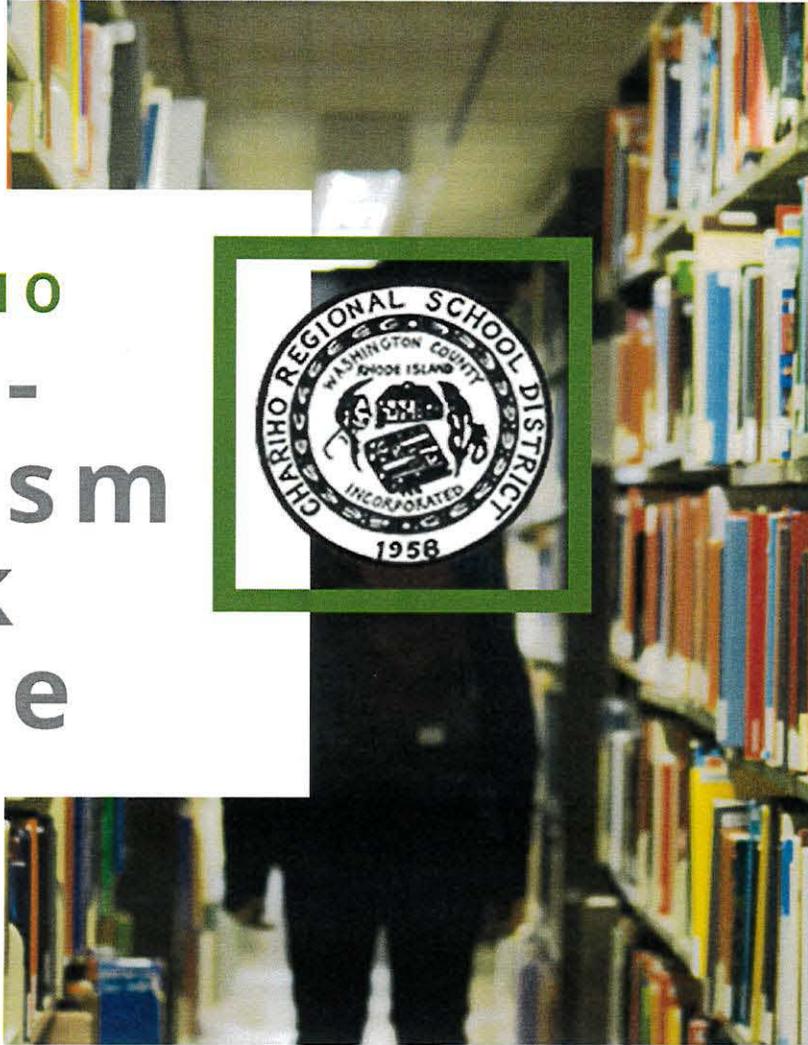
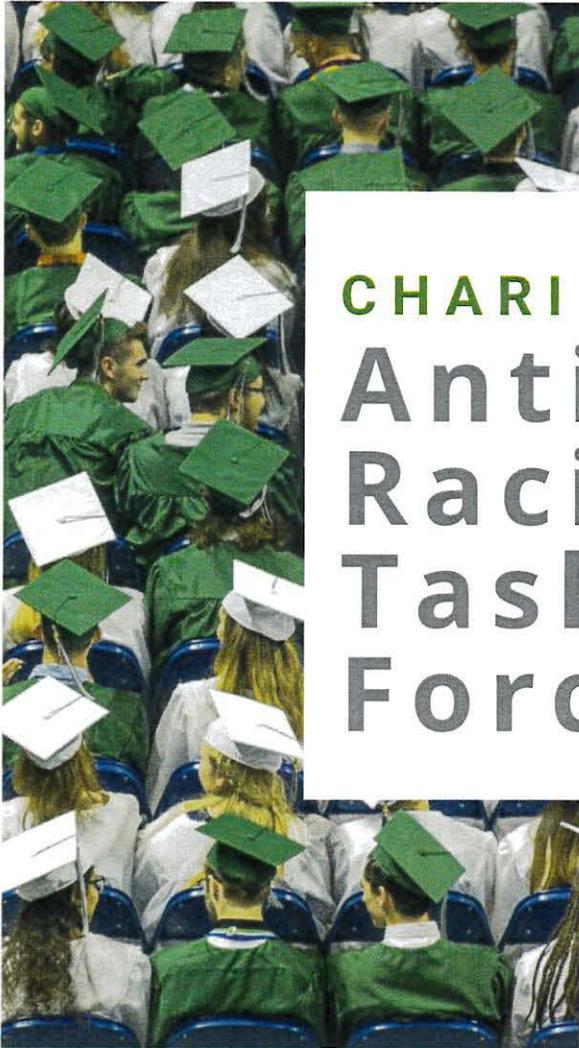
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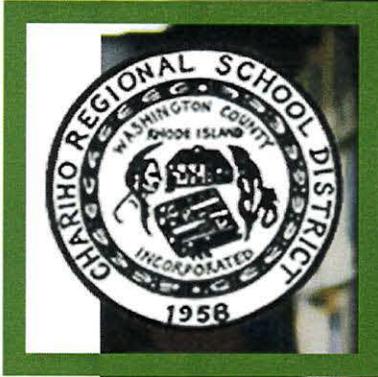
NGSS Lead States. "Next Generation Science Standards." *Next Generation Science Standards For States, By States*. N.p., 2013. Web. 18 Oct. 2016. <<http://www.nextgenscience.org/>>.

"Plant Systems Career Pathways." *National FFA Organization*. The National Council for Agricultural Education, 2015. Web. 18 Oct. 2016. <<https://thecouncil.ffa.org/afnr/>>.

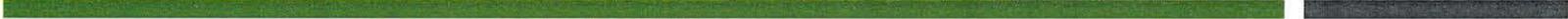




CHARIHO
**Anti-
Racism
Task
Force**



C H A R I H O A N T I - R A C I S M T A S K F O R C E





“Leaders are encouraged to remember seven generations in the past and consider seven generation in the future when making decisions that affect the people.”

**Wilma Mankiller (Cherokee), Principal Chief
Cherokee Nation of Oklahoma**



Our Charge

The Chariho School Committee approved the formation of an Anti-Racism Task Force to examine policies, practices and curriculum through the lens of diversity, equity, inclusion and justice



Our Work



CHARINO ANTI-RACISM TASK FORCE

Name Change

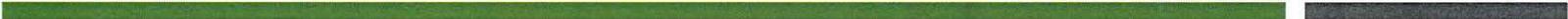
Recommended a name change from "Anti-Racist Task Force" to the "Anti-Racism Task Force" to better capture the intending outcomes and work of this body.

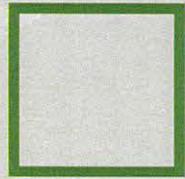
Public Meetings

All meetings of the ARTF have been public, recordings of meetings are accessible, and community members are encouraged to attend.

Workgroups

The ARTF created three working groups around policy, practices, and curriculum to dive into the nuances in each topic area.





Workgroup Overview



POLICY

Examining current policies, assessing potential gaps, and recommending new policies as needed



PRACTICES

Assessing the common practices of the school district and recommending needed changes



CURRICULUM

Assessing current curriculum and selection process to making recommendations as needed





Curriculum Workgroup

Tier 1 Recommendations:

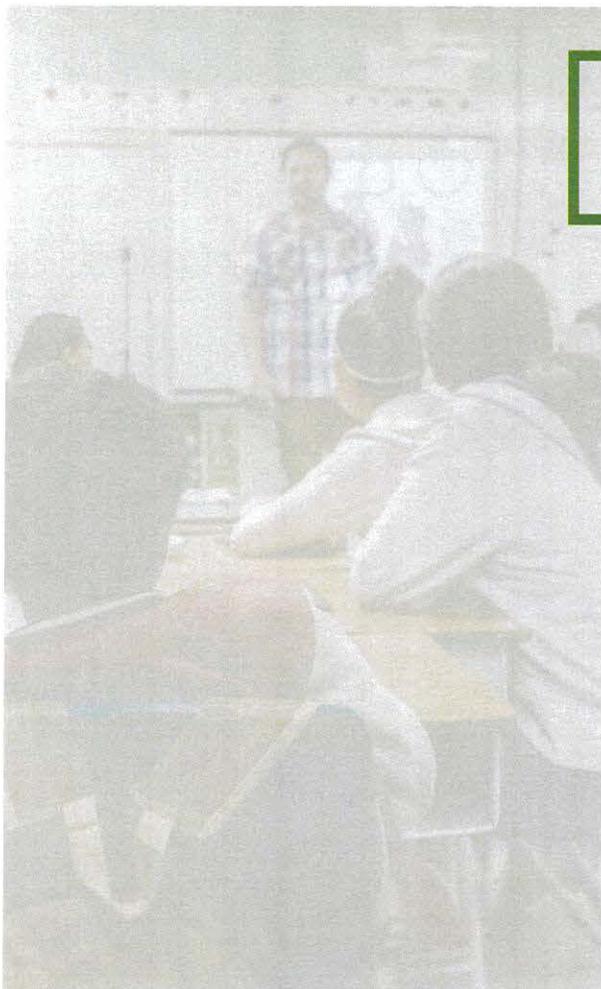
- In 2019 the Rhode Island Department of Education (RIDE) Educators of Color Committee was commissioned to “create structural changes to eliminate disparities and uphold our core values of Anti-Racism, Equity, Diversity, Inclusion, Empowerment, and the Health and Safety of all students, families, educators and staff.” Based on this initiative, as well as data from a 2020 survey given to K-12 educators at Chariho, we recommend that the School Committee craft a statement articulating Chariho’s commitment to an anti-racism curriculum that is aligned with the work at the state level.
- We recommend this statement be located on the front page of the District website below the Mission and Vision.



Curriculum Workgroup

Tier 2 Recommendations:

- We recommend that the School Committee support the implementation of RIDE's High-Quality Curriculum Selection & Implementation: Understanding Culturally Responsive & Sustaining Education (CRSE) Curriculum Review Tool by the Chariho District Curriculum Planning Council (DCPC) for
 - English Language Arts
 - Math
- We recommend that the School Committee support the inclusion of Black, Indigenous, and People of Color (BIPOC) community members in partnership with the DCPC to review the CRSE Curriculum Review Tools and recommend modifications if necessary.



Curriculum Workgroup

Tier 3 Recommendations:

- We recommend the creation of a resource center (initially a virtual space) informed by the Anti-Racism Task Force where teachers of all grade levels and subject matter have access to
 - accurate and well-sourced curriculum support materials
 - facilitated, dialogic, and collaborative discussions about implementation
- We recommend using Chariho's 5 year curriculum cycle to address racial inclusivity of South County-specific, place-based history by including a small team from the Anti-Racism Task Force to serve on the DCPC (which includes parents, community members, administrators, teachers and students).
- We recommend the DCPC use the Racial Equity Decision-Making Tool released by the RIDE Learning, Equity and Accelerated Pathways (LEAP) Task Force to inform continuous improvement.



Next Steps

Progress Reports

At future School Committee Meetings, the Curriculum Workgroup will provide progress reports and look for your feedback

Assessing Feedback

The full Anti-Racism Task Force will assess the feedback provided by the School Committee and will use that information to inform the creation of formal recommendations from each workgroup

Recommendations

The Anti-Racism Task Force will provide a list of thought-out recommendations to the School Committee related to policy, practices, and curriculum.





"We can't change the past. Some of the things in the past are very hurtful, that sometimes causes people feelings of guilt. But we don't have to let the past define our future. We have the ability to make positive changes."

Silvermoon LaRose (Narragansett) Assistant Director, Tomaquag Museum

Thank You

for your
dedication to
diversity, equity,
inclusion, and
justice





ENCLOSURE **VIII E**

Chariho Regional School District
Office of the Director of Administration & Finance

455A Switch Road
Wood River Junction, Rhode Island 02894

All Kids. All of the Time.



LINDA D. LYALL
School Committee Chairperson

GINA M. PICARD
Superintendent of Schools

EDWARD DRAPER
Director of Administration & Finance

GAIL E. WILCOX
Asst. Director of Administration & Finance

To: Gina Picard 
From: Ned Draper
Date: June 15, 2021
Subject: ESSER II funding and next steps

Per attached detail from the Rhode Island Department of Education (RIDE) Accelegrants program the following application for federal funding in an amount of \$1,172,674 will be submitted.

Pending RIDE guidance re the specific line items our application includes:

- \$180K, curriculum materials and learning loss programming
- \$581K, technology related items, primarily 1:1 assigned computer equipment for students
- \$411K facilities upgrades for HVAC and Covid mitigation items

Work to confirm pricing, delivery, and related lead times has begun with a clear goal of having necessary items in place for the beginning of the school year in September. The Learning Loss Programming is a placeholder pending final program design elements being detailed for submission.

RIDE will still need to review and approve all items and may request an update to this draft.

Thank you.

District: Chariho School District ESSER II 2021 Revision: 0 Status: Draft Started
 ESSER II - Budget
 Tuesday, June 15, 2021 1:39 PM

<u>UCOA Number</u>	<u>Description</u>	<u>Cost Basis</u>	<u>Justification</u>	<u>Amount</u>
04102 .121.10.0000.53222.0000	Study Sync (Gr 8) digital licenses for ELA curriculum	\$65.00/license, (240) licenses required to meet grade 8 student needs	Digital curriculum necessary to meet SEA and LEA learning enrichment goals	\$15,600.00
05101 .121.10.0000.53222.0000	Study Sync (Gr 12) digital licenses for ELA curriculum	\$65.00/license, (282) licenses required to meet grade 12 student needs	Digital curriculum necessary to meet SEA and LEA learning enrichment goals	\$18,330.00
04102 .121.10.0000.53222.0000	Study Sync (Gr 7) digital licenses for ELA curriculum	\$65.00/license, (212) licenses required to meet grade 7 student needs	Digital curriculum necessary to meet SEA and LEA learning enrichment goals	\$13,780.00
05101 .121.10.0000.53222.0000	Study Sync (Gr 10) digital licenses for ELA curriculum	\$65.00/license, (289) licenses required to meet grade 10 student needs	Digital curriculum necessary to meet SEA and LEA learning enrichment goals	\$18,785.00
05101 .121.10.0000.53222.0000	Study Sync (Gr 11) digital licenses for ELA curriculum	\$65.00/license, (291) licenses required to meet grade 11 student needs	Digital curriculum necessary to meet SEA and LEA learning enrichment goals	\$18,915.00
06110 .121.20.2103.53222.0000	Study Sync (Gr 6-12) digital licenses for ELA curriculum, CALA CDP	\$65.00/license, (25) licenses required to meet grade 6-12 student needs	Digital curriculum necessary to meet SEA and LEA learning enrichment goals	\$1,625.00
05101 .121.10.0000.53222.0000	Study Sync (Gr 9) digital licenses for ELA curriculum	\$65.00/license, (256) licenses required to meet grade 9 student needs	Digital curriculum necessary to meet SEA and LEA learning enrichment goals	\$16,640.00
06110 .121.12.0000.53222.0000	Study Sync (Gr 6-12) digital licenses for ELA curriculum, CALA ALP	\$65.00/license, (18) licenses required to meet grade 6-12 student needs	Digital curriculum necessary to meet SEA and LEA learning enrichment goals	\$1,170.00
04102 .121.10.0000.53222.0000	Study Sync (Gr 6) digital licenses for ELA curriculum	\$65.00/license, (200) licenses required to meet grade 6 student needs	Digital curriculum necessary to meet SEA and LEA learning enrichment goals	\$13,000.00
01100 .531.10.2500.53406.0000	Placeholder for summer, before, and after school activities for students	anticipate \$20K per program to properly address learning loss areas in need of attention	Details pending final program design from Principals.	\$55,639.25
99999 .321.10.2500.56217.0000	HVAC filters to achieve MERV 13 as possible during summer maintenance.	Total number of filters is 1742 at total cost of 13896.02. Average unit price of \$7.98/filter.	A properly functioning heating, ventilation and air conditioning (HVAC) unit is necessary to open school and provide safe indoor air quality (IAQ) to students and staff in the Covid emergency.	\$13,896.02
05101 .122.10.0500.56401.0000	Study Sync (Gr 12) books for curriculum aligns to digital license	\$100.31/book, (9) books required to meet grade 12 section needs	Digital curriculum necessary to meet SEA and LEA learning enrichment goals	\$902.79
06110 .122.20.0500.56401.0000	Study Sync (CALA CDP) books for curriculum aligns to digital license	\$100.31/book, (4) books required to meet CALA ELA CDP section needs	Digital curriculum necessary to meet SEA and LEA learning enrichment goals	\$401.24
04102 .122.10.0500.56401.0000	Study Sync (Gr 7) books for curriculum aligns to digital license	\$100.31/book, (9) books required to meet grade 7 section needs	Digital curriculum necessary to meet SEA and LEA learning enrichment goals	\$902.79
05101 .122.10.0500.56401.0000	Study Sync (Gr 9) books for curriculum aligns to digital license	\$100.31/book, (9) books required to meet grade 9 section needs	Digital curriculum necessary to meet SEA and LEA learning enrichment goals	\$902.79
04102 .122.10.0500.56401.0000	Study Sync (Gr 6) books for curriculum aligns to digital license	\$100.31/book, (9) books required to meet grade 6 section needs	Digital curriculum necessary to meet SEA and LEA learning enrichment goals	\$902.79
05101 .122.10.0500.56401.0000	Study Sync (Gr 10) books for curriculum aligns to digital license	\$100.31/book, (9) books required to meet grade 10 section needs	Digital curriculum necessary to meet SEA and LEA learning enrichment goals	\$902.79
06110 .122.12.0500.56401.0000	Study Sync (CALA ALP) books for curriculum aligns to digital license	\$100.31/book, (3) books required to meet CALA ELA ALP section needs	Digital curriculum necessary to meet SEA and LEA learning enrichment goals	\$300.93

District: Chariho School District ESSER II 2021 Revision: 0 Status: Draft Started
 ESSER II - Budget
 Tuesday, June 15, 2021 1:39 PM

<u>UCOA Number</u>	<u>Description</u>	<u>Cost Basis</u>	<u>Justification</u>	<u>Amount</u>
04102 .122.10.0500.56401.0000	Study Sync (Gr 8) books for curriculum aligns to digital license	\$100.31/book, (9) books required to meet grade 8 section needs	Digital curriculum necessary to meet SEA and LEA learning enrichment goals	\$902.79
05101 .122.10.0500.56401.0000	Study Sync (Gr 11) books for curriculum aligns to digital license	\$100.31/book, (9) books required to meet grade 11 section needs	Digital curriculum necessary to meet SEA and LEA learning enrichment goals	\$902.79
03103 .422.10.2500.57202.0000	Repair/replace playscape equipment for outdoor learning station	Replace (1) playscape piece of equipment and repair unit for \$6400	Maintenance estimate for improvement of exterior learning area, replace playscape for safety and utility of outdoor learning space.	\$6,400.00
06110 .422.10.2500.57202.0000	CALA repairs and maintenance of HVAC and for IAQ improvement	Maintenance estimate for IAQ equipment needs and equipment programming	Necessary for proper operation of HVAC units Maintenance estimate for IAQ improvement through replacement of exterior door that needs replacement and will improve air flow by being able to be propped open and adhere to building code.	\$7,000.00
03103 .422.10.2500.57202.0000	Exterior door replacement for IAQ improvement	Replace (1) one door for \$3600		\$3,600.00
04102 .422.10.2500.57202.0000	Repair/replace air handling units (AHU's) to improve IAQ at gym area	Replace (2) AHU's to improve indoor air quality, 2 x \$67,200 = \$134,400.	Replacement estimate for improvement of IAQ, replace AHU's that serve gym area	\$134,400.00
02902 .422.10.2500.57202.0000	Admin repairs and maintenance of windows for IAQ improvement	Maintenance estimate for IAQ equipment (operable window sash) needs and equipment programming	Necessary for proper operation of window and HVAC units	\$5,000.00
04102 .422.10.2500.57202.0000	Repair/replace hollow metal windows to access outside air	Replace (10) operable sash windows to improve indoor air quality, 10 x \$6253 = \$62,530.	Replacement estimate for improvement of IAQ, replace windows to access outside air	\$62,530.00
04102 .422.10.2500.57202.0000	Repair/replace skylight windows with operable skylights to access outside air	Replace (2) skylights to improve indoor air quality, 2 x \$10,000 = \$20,000.	Replacement estimate for improvement of IAQ, replace skylights to access outside air Installation estimate for improvement of IAQ, existing heating system has no filtration and due to size of building/space served it is not possible to treat air flow with portable HEPA filtration.	\$20,000.00
05107 .422.10.2500.57202.0000	Install new rooftop HVAC unit (RTU) that serves Marine Tech area	Install new, (1) RTU, to improve indoor air quality of workspace area that serves student and staff when school is in session, 1 x \$48,000.		\$48,000.00
05101 .422.10.2500.57202.0000	Repair/replace rooftop HVAC unit (RTU) that serves office area	Replace (1) RTU to improve indoor air quality of office and workspace area that serves student and staff when school is in session, 1 x \$125,000.	Replacement estimate for improvement of IAQ, replace Trane RTU using RI Master Price Agreement (RI MPA) vendor to place in kind unit with MERV 13 rated filtration	\$125,000.00
02402 .231.10.2500.57309.0000	Apple Macbook Air computers for 1:1 student technology use	440 Macbook Airs at \$936.62 ea. Includes all hardware/software/warranty.	Macbook Air computers are an essential component of meeting student technology needs. This is consistent with Chariho 1:1 tech strategy	\$412,112.00
02402 .231.10.2500.57309.0000	Dell Chromebook computers for 1:1 student technology use	423 Chromebooks at \$463.61 ea. Includes all hardware/software/warranty.	Chromebook computers are an essential component of meeting student technology needs. This is consistent with Chariho 1:1 tech strategy	\$154,230.03
				\$1,172,674.00

ENCLOSURE **VII F**



Chariho Regional School District
Office of the Director of Administration & Finance

455A Switch Road
Wood River Junction, Rhode Island 02896

All Kids. All of the Time.

OFFICE OF THE SUPERINTENDENT
JUN 14 2021



LINDA D. LYALL
School Committee Chairperson

GINA M. PICARD
Superintendent of Schools

EDWARD DRAPER
Director of Administration & Finance

GAIL E. WILCOX
Asst. Director of Administration & Finance

To: Gina Picard

From: Ned Draper

Date: June 8, 2021

Subject: National Grid Energy Savings program – lighting Hope Valley School

Per School Committee action in December the energy efficiency program to replace lighting with LED lamps is progressing well. While reviewing the project progress and confirming end of year utility results we have found savings in heating cost, specifically oil.

The original National Grid program submission provided that LED replacement projects would be billed over the course of roughly five years with energy savings being applied to the project cost. After the five years of savings the savings would remain with the district, in addition to the immediate labor and material cost savings for bulb/fixture replacements.

An opportunity to pay off one of the completed projects, and therefore keep all of the anticipated savings has materialized. Savings in heating oil cost put us in a position to apply this savings to the Hope Valley LED project with a total cost of \$31,690.

I recommend approval of the transfers attached so that we may pay the project installation bill in full and retain electricity bill savings immediately and hereafter.

Thank you.



INVOICE

11259889

EW Energy Solutions
100 Campanelli Parkway
Stoughton, MA 02072

Bill To:

ATTN: Ned Draper
Chariho Regional School District
455A Switch Rd
Wood River Junction, RI 02894

Date: May 25, 2021

Payment Terms: On Receipt

Due Date: May 25, 2021

Balance Due: \$31,690.00

Item	Quantity	Rate	Amount
Turnkey Installation of 292 LED Light Fixtures.	1	\$51,600.00	\$51,600.00
National Grid Utility Incentives	-1	\$19,910.00	-\$19,910.00

Total: \$31,690.00

Notes:

Application No 11259889
Hope Valley Elementary School

Terms:

Please Remit To:
US Electrical Services PO Box 412485 Boston, MA 02241-248 or Email Checks to CREDITREG1@usesi.com for
CHAX Deposit of your payment

FY21 Transfer			
6/3/2021	Transfer Form		
	Account Number	Account Title	Transfer Amt
FROM:	10000000-00000-321-10-2500-56209-0000-00	Fuel Oil Admin	\$ 800.00
	10000000-03104-321-10-2500-56209-0000-00	Fuel Oil RIC	\$10,500.00
	10000000-05107-321-30-2500-56209-0000-00	Fuel Oil CTC	\$2,500.00
	10000000-04102-321-10-2500-56209-0000-00	Fuel Oil MS	\$3,200.00
	10000000-05101-321-10-2500-56209-0000-00	Fuel Oil HS	\$14,690.00
			\$31,690.00
TO:	10000000-03106-321-10-2500-57305-0000-00	Equip Bldg/Grounds HV	\$31,690.00
		Total	\$31,690.00
REASON:	Transfer funds to purchase LED light fixtures for Hope Valley School.		
Principal/Director	Date		
<i>Principal/Director: Please note if this is a transfer of grant funds, by signing this document you are acknowledging that you have contacted the grantor and have permission to make the transfer indicated above.</i>			
Dir./Asst. Dir of Administration	Date		
Superintendent	Date		
Date Entered:	Transfer #:		



ENCLOSURE **VIII G**

Chariho Regional School District
Office of the Director of Administration & Finance

455A Switch Road
Wood River Junction, Rhode Island 02894

All Kids. All of the Time.



LINDA D. LYALL
School Committee Chairperson

GINA M. PICARD
Superintendent of Schools

EDWARD DRAPER
Director of Administration & Finance

GAIL E. WILCOX
Asst. Director of Administration & Finance

To: Gina Picard

From: Ned Draper

Date: June 16, 2021

Subject: National Grid Energy Savings program – Community Energy

Per School Committee actions over the past two years the district has made significant impact in the area of energy savings and solar investment. The Kearsarge solar energy agreement is a few months into operation and credits are now being realized.

Recently, our energy services provider brought to our attention that we are eligible to participate in the Common Energy community solar program. Attached is a flyer that outlines the way the program works. Basically the state has opened up the same type of arrangement that Kearsarge and Chariho now enjoy, but on a broad scale.

Chariho terms and savings are more significant and guaranteed whereas this program has certain limitations and is capped at a 10 % savings. That aside, we plan to enroll in the program as offered by National Grid and Community Energy to further improve our electricity cost profile and reduce our electricity cost a further ten percent from existing electricity supply rates.

I recommend proceeding to achieve electricity bill savings immediately and hereafter.

Related, if the program demonstrates success as presented there is a referral program available. Future participants that sign up may create an incentive revenue stream in the form of donations made to Chariho. The Community Energy program will be reassessed in the fall and if successful exploring the referral program will be considered.

Thank you.



nationalgrid
RHODE ISLAND

Save Money & Lower Emissions In Your Community!

NEW State of Rhode Island Community Solar Program enables you to support clean energy & save money each month

How it works

-  1 You sign up with Common Energy for free
-  2 We connect your account to a new, local solar project
-  3 You receive clean energy credits that lower your bill
-  4 You save 10% on monthly bill credits for up to 20 years!

Available to all National Grid Residential and non-demand Commercial customers in RI.

Your Utility Bill Before & After

- ✔ State Program
- ✔ Guaranteed Savings
- ✔ Free to Enroll
- ✔ Lower Emissions

YOUR UTILITY	
BILL TOTAL	\$200



COMMON ENERGY	
ORIG. BILL	\$200
CREDIT	<u>-\$17</u>
NEW TOTAL	\$183

No change to your existing electricity supplier!

Limited Spots Available, Sign Up Today

commonenergy.us/team/novo

Miriam Cohen • (401) 487-4533 • mcohen@novoenergyservices.com

Common Energy is an official provider of the program and is registered with the Public Utility Commissions in NY, MD, IL, MA, MN, ME RI, NJ & OR. For more information, visit or contact your state's Public Utility Commission.

ENCLOSURE **VII** #

June ____, 2021

Dear _____:

I am pleased to appoint you to serve as _____ of the Chariho Regional School District for the period July 1, 2021, to June 30, 2023, unless terminated prior to June 30, 2023, by mutual agreement or pursuant to the terms set forth below. On March 1st of the year in which your appointment is scheduled to expire, the term shall automatically be extended for two years if either party does not notify the other in writing by said March 1st of its intent to allow the term to expire at the end of the current term.

You will be paid _____ hour for a ____ forty (40) hour work-week. This hourly rate is based on an index of _____ of the top-step teacher in the collective bargaining agreement with NEA Chariho (top step amount TBD for FY22 and FY23). You will be paid overtime as required by law for any hours beyond forty-hours in any work week. All overtime must be pre-approved by your supervisor. Your hourly rate will be recalculated annually but will not be reduced. Your work-year runs from July 1 to June 30 and is ____ days per year. These work-days exclude legal holidays.

In addition, you are entitled to the following benefits:

Paid Time Off:

4.25 days of Paid Time Off per quarter, with unlimited total accumulation, provided that, except in the case of an emergency, illness, or family illness, you must schedule in advance with your supervisor the use of PTO days. Upon retirement, you may sell back to the District the first day for every three days of the first seventy-five accumulated and one day for every ten days above the first seventy-five accumulated. You must have worked for the District for at least ten years to be eligible for this benefit. If you retire prior to working for the District for ten years, you may sell back up to thirty days using the same calculation. You may also sell back up to five PTO days upon termination of employment, unless terminated for performance, so long as you have ten or more years of experience in Chariho and are not eligible to retire. In addition to Paid Time Off, additional time off with or without pay, for personal reasons, may be granted by the Superintendent.

Paid Time-Off Sell Back Option:

The option to sell back up to five days of accumulated Paid Time-Off/accumulated sick time after five years of service in your position or a similar position not in any collective bargaining unit and every five years thereafter.

Health and Dental Insurance:

Health and dental insurance equal to that provided in the teachers' collective bargaining agreement.

Retirement and Workers' Compensation Insurance:

Participation in the Employees' Retirement System; Social Security benefits in accord with FICA provisions; and Workers' Compensation Insurance.

Life and Disability Insurance:

Participation in the District's individual group term life insurance plan, with accidental death and dismemberment benefits, in the amount of \$100,000 to age seventy. Upon retirement, you may purchase the group plan for life insurance at personal expense to age 70. After you retire, your payment must be made to the District before the first of each month, or in a lump sum, or you will be dropped from the plan for that year. You may also participate in the long term disability insurance plan provided to administrators.

Performance-based Compensation:

The Superintendent may in the Superintendent's sole discretion annually approve the payment of a lump sum bonus for the purpose of recognizing excellent performance. There is no right to a bonus, and the payment of a bonus in one year does not guarantee the payment of a bonus in any other year.

Early Retirement Benefit:

If (1) your age and years of service total at least 75, (2) you have been employed for the District for at least 20 years, and (3) you are eligible to collect retirement benefits from the Employees' Retirement System of RI ("ERSRI"), you may receive the following benefits under the following conditions:

- ✓ You must notify the Superintendent of the intention to retire before January 1st of the school year preceding the last full year of service.
- ✓ You must complete the entire school year prior to retirement.

The early retirement incentive will be calculated in the following manner: seventy minus age at time of planned retirement times \$350. The total amount for which you are eligible shall be taken in your last year of service as salary or in a lump sum payment upon retirement. In the event of your death, your beneficiary shall receive the balance of the amount due. You shall designate a beneficiary when notifying the Superintendent that you shall be retiring under the provisions of this agreement.

In addition, if you retire within the first three years of your eligibility to collect retirement from ERSRI, the District will pay a maximum of \$1,700 each year toward the cost of the District's group health plan for family coverage until age 65 or \$750 each year toward the District's group health plan for individual coverage until age 65. You are responsible for the difference.

Professional Development:

\$2,000 for position-related professional development activities, as approved by the Superintendent. In addition, one professional organization membership and one professional subscription shall be provided, as approved by the Superintendent.

This agreement is subject to the following terms regarding early termination:

Incapacity to Serve:

Should you be unable to perform your duties by reason of extended illness, accident, or other cause beyond your control, for a period of more than sixty days beyond expiration of accumulated sick leave during any school year, the School Committee may, at its discretion, make an appropriate deduction from your salary, and if your disability continues for more than 180 days, or if the nature of your disability makes the performance of duties impossible, the Superintendent may, at the Superintendent's sole discretion, terminate you.

Just Cause:

You shall not be disciplined, reprimanded, reduced in rank or compensation, terminated or deprived of any advantage without just cause. Just cause includes, but is not limited to (1) engagement in behavior which may cause harm or a safety risk to students, parents, community members, and/or staff members, (2) engagement in unprofessional behavior with students, parents, community members, and/or staff members, (3) performance that is less than proficient, (4) violation of policy(s) or directive(s), and (5) displacement due to the non-renewal of a similarly situated employee's agreement for reasons other than performance.

If the terms set forth above are satisfactory, please countersign and date this letter and return one original to the Human Resources office within the next five business days. I look forward to working with you.

Sincerely,

Gina M. Picard

Superintendent of Schools

Agreed to and accepted by:

Date: _____