

FYI

Donna Sieczkiewicz

From: Catherine Giusti
Sent: Wednesday, March 15, 2023 3:13 PM
To: Donna Sieczkiewicz; Gina Picard
Subject: Next meeting
Attachments: STown Hall 23031416160 (1) (2).pdf

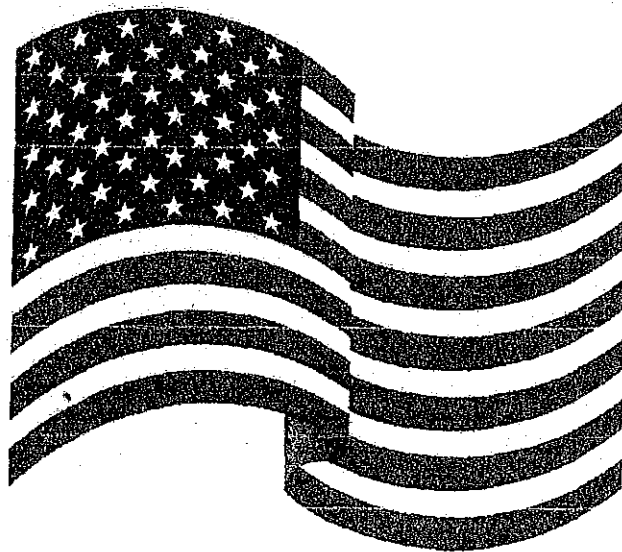
Hi Donna,

Can you please put the attached into the FYI section for the next meeting I don't think that all SC members have seen the mission of the "Tri-Town" council the Colasantes created.

Thanks!

8AL

TRI-TOWN COLLABORATION



**IMPROVING
FISCAL RESPONSIBILITY**



**PROPOSE LEGISLATION REQUIRING ALL
FUTURE STATE MANDATES BE ACCOMPANIED BY STATE FUNDING**

Thoughts and Questions r/t Proposal:

Action Step One: Gather supporters willing to give public support for the proposal

1. Bipartisan legislators
2. League of Cities & Towns
3. Individual mayors, town administrators
4. Entire Town Councils or individual members
5. Entire School Committees or individual members
6. Town Committees: Democrat & Republican
7. Civic groups

Persons willing to commit to find persons in above categories:

When Looking for Support of Legislation Make Note of any Concerns Raised:

Other Ideas or Proposed Action Steps r/t Proposed Legislation:

Future Actions Steps:

1. Address concerns of potential opponents
2. Hand off Writing of Legislation to Committed legislators
3. Press Releases, Letters to Editor, Social Media Sites

Other Ideas r/t Future Action Steps:

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EXTERNAL FORENSIC AUDIT OF CHARIHO SCHOOL BUDGET

Thoughts and Questions r/t Audit :

How to find the Right Auditor: Professional Qualifications, Past Experience, Fair Fee

Questions r/t Cost and Benefits

Persons willing to survey fellow councilors for support in theory:

Future Action Steps:

1. Search for and Identify potential auditors
2. Obtain quotes for service
3. Cost/benefit Analysis
4. Obtain vote from each Town Council in Charlho r/t audit
5. Hash out the details Tri-town meeting of town councils to vote for auditor, conditions, etc.

Other Ideas r/t Future Action Steps

3

PUBLIC STATEMENT ON CHARHO TEACHERS' CONTRACT

Rationale Behind Issuing a Public Statement: ie. show wide support and encourage rapid resolution

Questions or Thoughts r/t Public Statement:

Language Proposals for Inclusion in Public Statement:

Language Exclusions proposed from Sample Public Statement:

Other Thoughts or Discussion:

Proposed Action Steps and Persons Committed to them and Reporting Back to Group:

FACT SHEET

Chariho teachers are ranked among the best paid teachers in the state. 16th

RI teachers are ranked with NY and MA for the top 3 states for teacher pay adjusted for cost of living.

Teachers have guaranteed raises every year unlike the private sector.

Teachers have a generous benefit package seldom seen in the private sector.

Seventy percent of the Chariho teachers are at the top step.

Salaries and benefits make up 83 percent of the school budget.

Every budget year taxpayers are told by the superintendent they must sacrifice and invest in the education of the children by showing a willingness to pass the school budget to avoid cutting programs.

Every budget year there is notably absent from the superintendent any discussion of stabilizing salaries and compensations to hedge against unsustainable increases when there is discussion of the potential of cutting student programs. It is simply expected salaries will be automatically raised every year.

The community is continually told that teachers are the heart of education, but if the budget impact of the teacher's contract is raised, we are immediately warned about resulting bad morale and subsequent decrease in commitment to our children's education by teachers.

The school administration instigates division in the community by conflating support of school budget with commitment to education.

Richmond & Hopkinton taxpayers are ranked among cities and towns with the highest property taxes.

2011/2012
Without organized resistance, the school budget passes every year without any cuts.

The school budget consumes about three quarters of each town's prospective budget.

Community members that are funding the school budget do not have guaranteed raises every year.

Our community includes Chariho graduates who will face exorbitantly high rents or housing prices compounded by ever-increasing property taxes, elderly persons on fixed incomes fighting to age in place, single parent households struggling to pay for the necessities, all members facing increasing costs in healthcare, transportation, food, clothing, higher education, etc.

We cannot give teachers a specially protected status whereby they are given raises year after year and those that pay their salaries are not, but are told they must bear the entire burden of increasing costs in education.

WORKING SAMPLE FOR PUBLIC STATEMENT

Whereas:

The Chariho School budget has the greatest fiscal impact on our towns' budgets.

Salaries and compensation comprise over eighty percent of the school budget.

Chariho teachers are among the best paid teachers both nationally and statewide.

Chariho teachers have very generous benefit packages unlike the norm in the private sector.

Chariho community members are among the highest taxed nationally with Richmond & Hopkinton also among the highest taxed statewide.

Chariho community members do not receive guaranteed yearly increases in their salaries while those they employ in the schools do have yearly guaranteed increases.

Whereas:

The economy presents us with the challenges of inflation, forecasts of a recession and many layoffs.

Whereas:

There is a great inequity in contract negotiations:

The teachers are represented by professional negotiators of the powerful NEA union.

The community is represented by ordinary volunteering community members and many state laws protect teachers interests above the publics in negotiations. State appointed mediators also show bias towards the educational establishment.

The volunteer community members on the school committee are often teachers or their spouses

Whereas:

The community is asked each year by the superintendent to sacrifice by approving yearly increases and the superintendent excludes teachers from any conversation about sacrifice.

The superintendent refers to the teachers as investors in the children's education;

However, parents are also investors in their children's education in countless ways, including financing their higher education, financing educational experiences and resources that are not provided by the school, as well as volunteering at both the school and programs for their children outside the school.

Whereas:

There remains little to prevent more increases in taxes to the community without cutting student's programs UNLESS teachers are willingness to make some adjustment to their raise expectations that are more aligned to those of the private sector asked to pay for those raises.

Whereas:

We do not have a 5 year or even a 3 year projection for the impact of the anticipated school budget on our communities as is legally mandate.

We respectfully request that teachers return to the negotiating table:

Teachers should be mindful of the community's support and generosity and be willing to forego just a portion of their increase.

We do not believe that ^{our}are teachers are insensitive to the present challenges in our economy.

We do not believe that teachers are ungrateful for the compensation and appreciation they have received from our community.

We do not believe the threats that teachers will underperform and penalize our children if they are asked by our community to make slight concessions that yield great dividends to help their neighbors.

We believe It is reasonable to conclude that teachers will with the request of the school committee and our town council return in good faith to negotiations in light of that which was previously stated.

UNLESS the administration is able to successfully go back to each department and make cuts that do not jeopardize any of our student's programs but operate more leanly and efficiently.

Our community is proud of our commitment to education and we ask teachers to make a small contribution in sharing in the sacrifice.

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RECOMMENDATIONS OF THE RI LAND USE COMMISSION ON HOUSING

Concerns r/t Proposed Legislation: ie. impact on local autonomy, town services

Questions r/t Proposed Legislation:

Persons Willing to Research Answers to Questions and Report Back to Group:

Persons Willing to Speak to Supporters of Legislation to Present Concerns & Report Back to Group:

Other Ideas or Proposed Action Steps r/t Proposed Legislation:

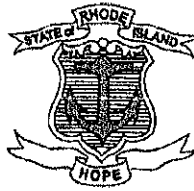
Persons Willing to Testify at Hearings for Proposed Legislation:

State of Rhode Island and Providence Plantations

SENATOR
ELAINE J. MORGAN
District 34
Senate Minority Whip

P.O. Box 841
Ashaway, Rhode Island 02804

Bus: 401-222-2708
Cell: 401-744-0505
Fax: 401-222-1206



2

Committee on Commerce

Committee on
Special Legislation
and Veterans' Affairs

Senate Chamber

January 14, 2020

Honorable Sharon Davis
Hopkinton Town Council
100 Cedarwood Lane
Hope Valley, RI 02832

Dear Honorable Sharon Davis:

I write to urge the school committee and the three town councils to conduct an independent financial audit and independent management study. With all three towns in the Chariho Regional School District facing a substantial increase in their required contribution and a subsequent property tax hike to finance the school budget, it is an ideal time to have expenditures examined to look for savings.

Furthermore, with a significant change in leadership in the district, an independent management study would allow the district to find ways to operate more efficiently. Superintendent Ricci and Finance Director Rogers did a wonderful job improving the schools, and a management study will create a clear plan to help guide our future leadership team.

Successful businesses periodically conduct audits to aid in their efficiency, and so too will the district. Residents of all three towns will benefit from these two studies, both by achieving cost savings and by having a management plan to continue to provide students the education they deserve – but at a price taxpayers can afford. Enclosed is a list of potential agencies that may be able to provide these studies. Please feel free to contact me with questions.

Sincerely,


Elaine J. Morgan
MINORITY WHIP

EJM:khc

	A	B	C	D
1	Agency	address	phone number	about us
2	Public Consulting Group	Corporate Headquarters	617-426-2026	Financial Solutions, Teaching in Learning solutions
3		148 State Street 10th Floor		30 years of experience in working in the public sector -
4		Boston, Ma 02109		cases studies, presentation , white papers etc.
5				
6				
7	School Efficiency Consultants	1023 W. Morehead Street	704-372-0960	Maximizing resources for school success - Educating every
8		Charlotte, NC 28208		student at the highest levels with fewer dollars,
9				reduced staffing.
10		212 West Center Street	336-248-8281	
11		Lexington, NC 27929		
12				
13				
14				
15	Independent School Executive forum	Locations		Helping Schools face a range of critical challenges, including
16		2445 M Street NW	202-747-1000	financial Sustainability- change Management Resources
17		Washington, DC 20037		Independent School Executive forum Partner
18				
19		Birmingham, Al		
20		2100 River Haven Drive Suite 120	205-259-1011	
21		Birmingham, Al 35244		
22				
23		Minneapolis, MN	952-854-2979	
24		8011 34th Avenue South		
25		Two Appletree Square, Suite 450		
26		Bloomington, MN 55425		
27				
28		Richmond Va	804-741-8965	
29		1920 E. Parham Road		
30		Richmond, VA 23228		
31				
32	Gibson Consulting	1801 South MOPAC Express Way	512-328-0884	Gibson has technical talent in key areas - financial, research
33		Suite 270		evaluation, Data analysis...etc
34		Austin, Texas 78746		
35				
36	Independent School Management	1316 N. Union Street	302-656-4944	ISM can assist in array of management challenges including
37		Willimington, DE 19806-2594		risk management, student recruitment ,leadership training,
38				marketing, Strategic and long-range planning...etc.
39				
40	MGT Consulting Group	Washington - Olympia	360 866-7303	Understanding of the full cost of public services, how internal
41		1420 Marvin Road NE, suite C342		costs should be allocated. MGT has assisted public agencies
42		Olympia, Washington 98516		across the US with critical choices by providing trusted analysis
43				and advice

An Unsolicited Proposal to Provide an Analysis of Ambulance Service Delivery Models

HCH Enterprises recently learned that the Town of Hopkinton is interested in conducting an evaluation of its current ambulance / emergency medical response service delivery system. Currently, the town is served two volunteer Ambulance Corps. The operating expenses associated with the Town's ambulance services are covered by insurance billings and an annual stipend provided by the town.

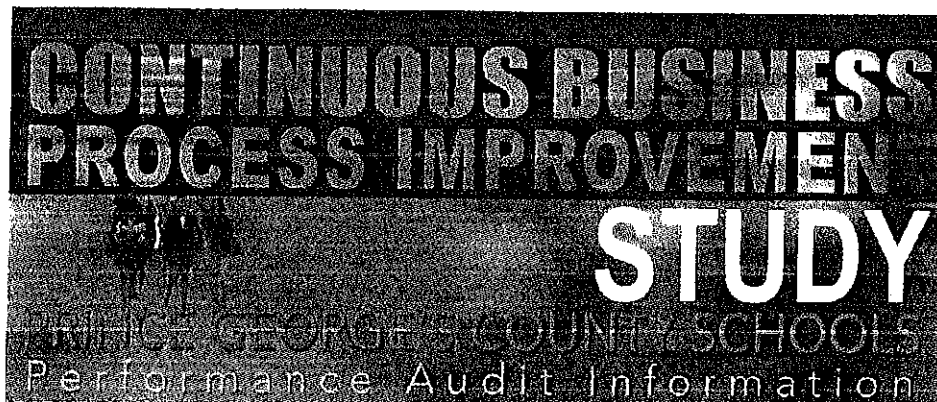
HCH understands that a declining portion of ambulance service costs are being covered by insurance reimbursement and the increasing burden on local taxpayers as well as to the Town. Hopkinton's Proposed Fiscal Year 2022/2023 Budget allocates \$62,000.00 each to Ashaway Ambulance and Hope Valley Ambulance; this is an increase of 19% from the 2021/2022 budget.

HCH submits this proposal to conduct a study of ambulance services in Hopkinton and to provide the Town with recommendations on service delivery models that may be more cost effective and appropriate to current and future conditions in the town.

- HCH will conduct an email survey (or telephone interviews) of current ambulance service providers, including service managers and volunteers to identify challenges and opportunities from the perspective of those delivering the service.
- HCH will conduct telephone or teleconference interviews of the fire chiefs in each of the two Volunteer Fire districts located within Hopkinton to assess their perspectives on emergency medical services within the town.
- HCH will conduct an industry wide literature review to explore service delivery models utilized in other Rhode Island and US municipalities in circumstances similar to those in Hopkinton.
- HCH will produce a report for the town council. The Report will:
 1. Outline the challenges and opportunities identified during its field interviews;
 2. Describe the service delivery models utilized across other municipalities, including the frequency use data, and an analysis of the cost models;
 3. Identify strategies that have been used by other municipalities to reduce reliance on local property tax funding of emergency medical services, including a review of insurance-reimbursement strategies from other Rhode Island communities;
 4. Provide recommendations on which model or models are best suited to ensure cost-effective Service for the residents of Hopkinton.

HCH will provide the above services for a fixed price of \$4,995.00, inclusive of all labor and materials.

Continuous Business Process Improvement Study



Transformative Partnership for World-Class Education

Educating our children to compete in a global economy remains a critical element to the success of Prince George's County. A world-class 21st century school system is a shared priority for all of us, and we are committed to working together to create more high-performing schools.

Now more than ever, as we focus on the great future of our county, residents, parents, educators, elected officials and all stakeholders are collaborating to ensure our school system operates at optimal levels, and that we provide a world-class education that produces the leaders of tomorrow.

The long-awaited Continuous Business Process Improvement Study, also called the Performance Audit, is the first comprehensive assessment of County school operations in 18 years. This initiative reflects a transformative partnership between the County Council, County Executive, Board of Education, CEO of Prince George's County Public Schools, and all stakeholders to ensure appropriate operations in five key areas of our Public Schools System: Human Resources, Curriculum and Instruction, Supporting Services, Business and Management Services, and Information Technology.

Important Documents

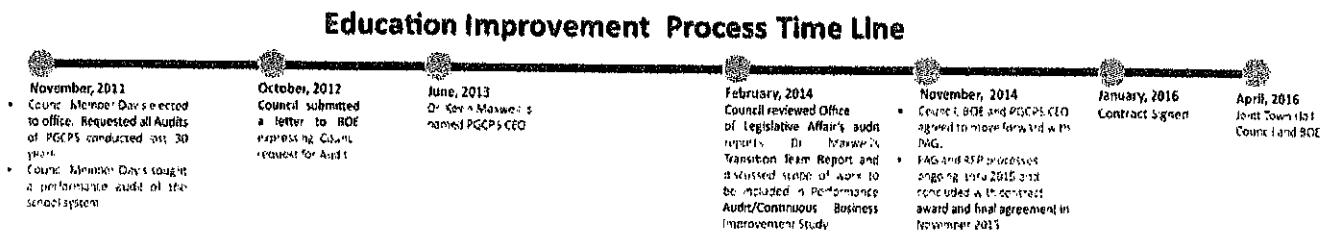
- [Board of Education PGCPS Final Report](#)
- [Board of Education PGCPS Final Report Appendix](#)
- [PGCPS Exec Summary Presentation](#)

Procurement Documents

- [Proposal Analysis Group](#)
- [RFP Addendum](#)
- [RFP for Continuous Business Process](#)

Prince George's County Public Schools is doing great things and constantly improving. This is an opportunity for our County and the district to do better, and offers a critical barometer for progress as we continue our work together to achieve the world-class school system our students and Prince George's County deserve.

The Continuous Business Process Improvement Study, a continuous and ongoing process, will result in a more efficient and effectively run education system and ensure the highest return on the significant investment citizens consistently make in education in Prince George's County.



The Process and Project Team

This project extends much beyond the typical audit, which confirms or verifies dollar amounts spent. The Continuous Business Process Improvement Study is charged with examining the way resources are applied; determining the efficiency and effectiveness of the application; and assessing whether the desired results are being achieved. A "performance audit" covers each and all of these objectives.

Project consultants were chosen through a deliberate review and selection process. A Joint Proposal Analysis Group (PAG) comprised of County Government and County School officials carefully evaluated potential firms, and we are confident that the selected consultants met or exceeded the requirements defined in this process.

Ernst and Young (EY)/Parthenon specializes in education, working with some of the largest and most influential school systems across the nation and around the world, including the New York City Department of Education, District of Columbia Public Schools, Boston Public Schools, Chicago Public Schools, Louisiana Recovery School District, Delaware Department of Education, and the Abu Dhabi Education Council. The EY/Parthenon Team has assigned a number of professionals and employed a wide range of the company's resources to this project.

UPD Consulting offers more than 20 years of public and private sector experience to the Project Management Team, including work with the Detroit Public Schools System, Miami/Dade Public Schools, District of Columbia Department of Housing and Community Development, and the Philadelphia/Camden Empowerment Zone. UPD has 36 full-time employees working in the Baltimore/Washington area.

Strategic Solutions Center (SSC), headquartered in Prince George's County, provides the local level component. SSC has an intimate understanding of local community issues and needs, and offers considerable experience with state, county and local governments and education systems at all levels.

Based on collaboration between the County Government and County Schools, critical areas of school operations were carefully selected for review and included as the scope for the project. Previous audits conducted by the CEO's Transition Team and the State's Office of Legislative Audits (OLA), as well as problem areas recognized by elected officials, the administration, and citizens were factored in the determination of the scope. To complete and implement the project in a timely manner and effectuate change, the nature of the scope was limited, however additional areas will be covered by future performance audits, as this project is the first step in a continuous and ongoing improvement initiative.

Included in the scope of the engagement and as part of their review, the project management team is working to determine whether recommendations from the most recent audits of our schools have been implemented. Unlike previous audits where recommendations were made, but no action was taken, this Performance Audit will produce meaningful results with actionable recommendations.

It is important to note that information collected for the audit is not the same information required for State funding under the Bridge to Excellence Act of 2002 (Thornton). Although some of the information collected may be similar, or crossover for what is needed for State funding under Thornton, this audit project extends beyond a financial or compliance audit. Processes and operations will be reviewed related to each of the focus areas, and determinations will be made about whether we are functioning effectively and efficiently. This will not be a simple checklist for compliance with a funding formula.

Important Links:

[Procurement Announcement](#)

[Prince George's County Public Schools Project Overview Presentation](#)

Media Releases/Statements

[COUNTY COUNCIL AND BOARD OF EDUCATION CONVENE FOR JOINT BRIEFING ON SCHOOLS PERFORMANCE AUDIT](#)


[COUNCIL CHAIR DAVIS AND BOARD OF EDUCATION CHAIR DR. EUBANKS ISSUE JOINT STATEMENT](#)

[COUNCIL CHAIR DAVIS ISSUES STATEMENT ON "STATE OF THE SCHOOL SYSTEM"](#)

[COUNCIL BRIEFED AS CONTINUOUS IMPROVEMENT PERFORMANCE AUDIT OF COUNTY SCHOOLS IS SET TO BEGIN](#)

[COUNCIL CHAIR DAVIS ISSUES STATEMENT COMMENDING COMMITMENT OF BOARD OF EDUCATION TO LONG-AWAITED JOINT AUDIT OF COUNTY SCHOOLS](#)

Watch the County Council/Board of Education Joint Briefing on the Continuous Business Improvement Study 11-14-2016

 [Enable Google Translate](#)

Donna Sieczkiewicz

From: Deb Carney <Deb.Carney@CharlestownRI.gov>
Sent: Wednesday, March 15, 2023 12:17 PM
To: Donna Sieczkiewicz
Cc: Catherine Giusti; Gina Picard; Tyler Champlin
Subject: Charlestown Tri- Town draft motion
Attachments: 2023-03-13 Proposed additional Language for President Carney Draft Tri-Town Motion (1).pdf

Good Morning Donna,

During last night's Chariho School Committee meeting, committee member Champlin requested a copy of Charlestown's motion regarding the Tri-Town / School Committee.

Below is my original draft motion, proposed as a point to facilitate discussion during the March 13, 2023 Town Council meeting.

"Motion to support a Tri- Town Council / Chariho School Committee Subcommittee, comprised of one to two members from the Charlestown Town Council, the Hopkinton Town Council, the Richmond Town Council and the Chariho Regional School Committee. All meetings and agendas of the Subcommittee will be posted and minutes will be maintained. Items for discussion will be limited to unfunded mandates and a Management Study of the Chariho Regional School District. Location of the meetings will alternate between the three towns and the school district"

Town Councilor Stephen Stokes drafted additional language for discussion. His amended draft motion is attached. The Charlestown Town Council did not approve either draft, instead, the Council took no action. We are going to wait until the Chariho School Committee takes action and then decide how to proceed.

Please forward to the Chariho School Committee members.

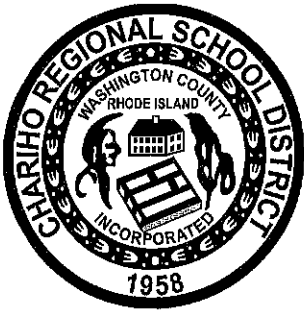
Thank you,
Deb

Deborah Carney
President
Charlestown Town Council

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Proposed additional Language for President Carney's Draft Motion as received from the Town Clerk on 03/13/2023 at 9:14 am

"Motion to support a Tri-Town Council / Chariho School Committee **Advisory** Subcommittee, comprised of one to two members **each** from the **following**: Charlestown Town Council, the Hopkinton Town Council, the Richmond Town Council, and the Chariho Regional School Committee. *(Moved minutes to after items)* Items for discussion will be limited to Unfunded Mandates ~~and~~ a Management Study of the Chariho Regional School District **and/or other matters affecting the above-listed members directly related to the Chariho Regional School District.** All meetings and agendas of the Subcommittee will be posted, and minutes will be maintained. Location of the meetings will alternate between the three towns and the school district."

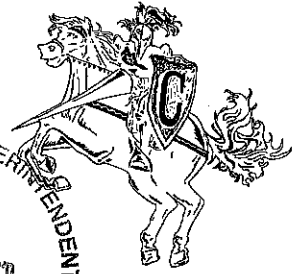


Chariho Regional School District
Office of the Human Resources Administrator

455A Switch Road
Wood River Junction, Rhode Island 02894

All Kids...All of the Time

OFFICE OF THE SUPERINTENDENT
MAR 17 REC'D



CATHERINE M. GIUSTI
School Committee Chairperson

KRISTEN MERRITT
Human Resources Administrator

GINA M. PICARD
Superintendent of Schools

TO: Gina Picard

FROM: Kristen Merritt

DATE: March 17, 2023

SUBJECT: Staff Update

Name	Position	Reason
Ronald Plante	District Custodian, 2 nd Shift – currently assigned to Hope Valley	Resignation effective 3/11/2023
Ronald Plante	Custodial Supervisor – Hope Valley	Resignation effective 3/11/2023
Angela Curran	District School Psychologist – currently assigned to Charlestown/Hope Valley	Unpaid personal leave of absence request for the 2023-2024 school year
Wendy Poulos	Grade 1 Teacher – Richmond	Maternity leave of absence request for the 2023-2024 school year
Grace McCrae	District Custodian, 2 nd Shift, 8 hours per day, 5 days per week, 12 months currently assigned to High School	Appointment effective 3/16/2023
Kelly Masterson	District Behavior Management Assistant I - 7.25 hours per day, 5 days per week, 10 months currently assigned to Richmond	Appointment effective 3/27/2023
Jacquelyn Karney	PE/Health Teacher – Ashaway/Hope Valley	Maternity leave effective approximately 5/19/2023 through remainder of 2022-2023 school year
David Burdick	District Maintenance, 2 nd Shift, 8 hours per day, 5 days per week, 12 months	Appointment effective 3/27/2023

Ronald Plante

Coventry, RI 02816

March 11th, 2023

To Whom it May Concern,

On today, Saturday March 11th, 2023, I am making the decision to resign from my full time, second shift, supervisor role, at the Hope Valley Elementary School, effective immediately. This decision did not come easy. I am grateful for the opportunity I had to be a part of your team for 10 years. It's been a wonderful experience.

Sincerely,


Ronald Plante

Angela Curran

Wakefield, RI 02879

March 10, 2023

Gina Picard
Chariho Regional School District
455A Switch Road
Wood River Junction, RI 02894

OFFICE OF THE SUPERINTENDENT
MAR 15 REC'D


Dear Ms. Picard,

This letter is a formal request for a one year leave of absence for the 2023-2024 school year. I am requesting this leave so that I may attend to family related matters.

I am happy to do whatever is necessary to ensure a smooth transition before my leave begins and can make myself available to assist at the start of next school year as well.

Thank you for your consideration.

Sincerely,

Angela Curran

Chariho Regional School District
Office Of Superintendent
Wood River Jct. RI 02894

March 14, 2023

Dear Mrs. Picard,

I am writing to request a leave of absence for maternity. Based on Article 17.C b. of the teacher contract, I am requesting a leave from my position for the 2023-2024 school year. My intention is to remain on continued status as per Article 17.C b. of the contract using my remaining PTO days, my accumulated sick time, and then remain unpaid until my return. My intent is to return to my position the following September 2024 school year, providing there are no medical problems/concerns that arise. If I do, I will notify you in writing as soon as possible.

Thank you for your consideration . I am looking forward to your reply.

Sincerely,

Wendy Poulos
First Grade Teacher, Richmond Elementary School

Kristen Merritt

To: Seanna Dubuque
Subject: RE: Grace

-----Original Message-----

From: Seanna Dubuque <Seanna.Dubuque@chariho.k12.ri.us>
Sent: Tuesday, March 14, 2023 8:27 AM
To: Kristen Merritt <Kristen.Merritt@Chariho.k12.ri.us>
Subject: Re: Grace

Hi Kristen,

I would like to offer a second shift custodian position to Grace McCrea. I feel this will be a good addition to our staff and a good fit at the high school. 2-10 pm

Thank you,
Seanna

Good afternoon,

I'm interested in an K12 staff/ assistant position at Chariho Regional High School, for the simple reason that I enjoy working with the community. I currently volunteer as a firefighter for Hope Valley Wyoming Fire District and have spent the last 3 years helping and serving the community. I hope to expand or improve my experience with this position as well as aid the community through planning and assisting the schools of Rhode Island.

Kristen Merritt

From: Sharon Martin
Sent: Tuesday, March 14, 2023 4:00 PM
To: Kristen Merritt
Subject: BMA

Dear Kristen,
Our interview team would like to recommend Kelly Masterson for the position of BMA at RES.

Sincerely,
Sharon Martin
Principal
Richmond Elementary School
Chariho Regional School District
<https://richmond.chariho.k12.ri.us/>
[@Sharonhoytmar](#)



March 7, 2023

455A Switch Road
Wood River Junction, Rhode Island
02894

Dear Kristen Merritt,

I submit the following application to the Human Resources Administrator.

I am interested in working as a Behavior Management Assistant at the Richmond Elementary School in the Chariho Regional School System. I feel that my education and past work experience as substitute, long term BMA sub, permanent substitute and Behavior Management Assistant at the former R.Y.S.E school have prepared me well for this position and would appreciate your careful review of the enclosed application.

I have over 30 years experience working in the field of Human Services. I have received excellent professional training throughout my career. In all of my experience, teaching others and myself has always been a priority. Now, I look forward to once again sharing this with the children of my community. .

I appreciate your time and consideration and I look forward to hearing from you.

Sincerely,

Kelly A. Masterson

Chariho Regional School District
Office of the Superintendent
Wood River Jct., RI 02894

March 13, 2023

Dear Mrs. Picard,

I am requesting a maternity leave of absence under Article 17 of the teacher contract to begin on or around the birth of my child depending on advice from my doctor. The expected delivery date is May 17, 2023. I plan to work up until Friday, May 19, 2023. My intention is to remain on paid status as per Article 17. C.I.a. and then take the remainder of my leave unpaid. As of now, my plan is to return for the beginning of the 23-24 school year. Any date change regarding my return will be conveyed to your office in writing.

Kind Regards,

A handwritten signature in cursive script that reads "Jacquelyn Karney".

Jacquelyn Karney
PE/ Health Teacher
Ashaway & Hope Valley Elementary

Kristen Merritt

To: Jason Sullivan
Subject: RE: DB Paperwork Complete

From: Jason Sullivan <Jason.Sullivan@chariho.k12.ri.us>
Sent: Friday, March 17, 2023 10:27 AM
To: Kristen Merritt <Kristen.Merritt@Chariho.k12.ri.us>
Subject: Re: DB Paperwork Complete

Kristen

I would like to recommend David Burdick for the second shift Maintenance position ,with the hours of 1pm-9pm, Monday through Friday.

Thank you
Jason Sullivan
Director of Buildings and Grounds
Chariho Regional School District

March 10, 2023

Greetings Gina Picard and Kristen Merritt:

I am writing you today to offer my services as a potential candidate for the full-time maintenance position at the Chariho Regional School District. My name is David Burdick. I am an experienced laborer and consider my skill set to be ideal in the execution of the duties pertaining to this job description. My background in carpentry, maintenance, machine operation, among others would be an invaluable asset to the district.

I have worked these past 20+ years for Nelson Bros. Construction where I have been responsible for the building and remodeling of residential homes. Being a member of such a small, yet tightknit company demonstrates my commendable teamwork and hands-on involvement with the community at large. My previous tenure with Bradford Dyeing Association saw me involved with maintenance and groundskeeping as well as a myriad of other responsibilities ranging from light electrical work to industrial machinery operation and campus beautification. These are the most recent examples of a career spanning 30+ years of hard work and disciplined approach.

Having lived in the area many years and seeing my children graduate from Chariho has given me a connection beyond vocation to the district. As a veteran of the United States Marine Corps, I know the value of dedicated hard work, of teamwork, maintaining a safe and efficient practice, and being able to think beyond myself. It would be a privilege to offer these values and skills to the district in fulfillment of this job offer. I thank you for your time and consideration and hope to work with you soon.

Sincerely,

David A. Burdick

Charlestown, RI 02813

Hazing Prevention and Intervention Protocol

Introduction

I. Prohibition against Hazing, Related Bullying and Retaliation

Consistent with the Chariho Regional School Policy, hazing is prohibited:

- On school grounds;
- On property immediately adjacent to school grounds;
- At school-sponsored or school-related activities; • At functions or programs whether on or off school grounds;
- At school bus stops;
- On school buses or other vehicles owned, leased, or used by the school district.

Hazing is also prohibited at a location, activity, function, or program that is not school-related if the act or acts in question:

- Create(s) a hostile environment at school for the target;
- Infringe(s) on the rights of the target at school; and/or
- Materially and substantially disrupt(s) the educational process or the orderly operation of a school.
- Is intended to be or related to any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person

Retaliation is prohibited against any person who reports hazing, related bullying, or provides information during an investigation of hazing and related bullying, or witnesses bullying, or has reliable information about hazing or related bullying.

II. Definitions

Aggressor – a student who engages in behavior that is defined as hazing.

Bystander – a person who observes hazing behavior that an individual has witnessed and may or may not assist in the situation.

Hazing - any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person. This conduct shall include, but not be limited to, whipping, beating, branding, forced calisthenics, exposure to the weather, forced consumption of any food, liquor, beverage, drug, or other substance, or any brutal treatment or forced physical activity which is likely to adversely affect the physical health or safety of the student or any other person, or which subjects the student or other person to extreme mental stress, including extended deprivation of sleep or rest or extended isolation. Also, tattooing or knowingly and willfully

permanently disfiguring the body, limbs, or features of any fellow student or person attending the District by the use of nitrate of silver or any like substance, or by any other means

Perpetrator – A student or a member of a school staff including, but not limited to, an educator, administrator, school nurse, cafeteria worker, custodian, bus driver, athletic coach, advisor to an extracurricular activity, or support professional who engages in retaliation.

Retaliation -- prohibited behavior that can take the form of intimidation, reprisal, or harassment directed against a student who reports or provides information about hazing or bullying, or against witnesses or those with information about hazing or bullying.

Staff – includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, or support professionals.

Target – a student who is the recipient of hazing or bullying, or retaliation. This person is sometimes referred to as the “victim.”

III. District Hazing Prevention Philosophy

Specific steps will be taken to support vulnerable students and to provide all students with the skills, knowledge and strategies needed to prevent or respond to hazing and related bullying or harassment. Each school and athletic program works with parents and community partners to establish norms of respect that guide students’ respectful behavior, but also guides the response to hazing and related bullying behavior as either targets or bystanders. Hazing is addressed at all preseason meetings with athletes and families. The staff continually develops the theme of respect in curriculum, classrooms, and school activities under the direction of the principals and with the support of the District Educators.

IV. Policy Dissemination

Each school will provide information about the hazing to parents/families and students in the Student Handbook’s Code of Conduct, which shall include but is not limited to the following:

- (1) That all students are afforded the same legal protections regardless of their status under the law, and are protected against retaliation,
- (2) How to report hazing and related bullying,
- (3) Disciplinary consequences of such behaviors,
- (4) The right to due process, and

(5) That a student who knowingly makes a false accusation of hazing, related bullying or retaliation is also subject to disciplinary action.

V. Reporting Protocols

Reporting protocols provide a safe and easy means of reporting by staff members, targets, bystanders, or parents and allow for anonymous reporting (which legislation requires must be verified before action can be taken). Principals will ensure that all students, staff, and parents understand how to report hazing, and they also provide and publicize a safe and inconspicuous means of reporting anonymously.

Each principal ensures that students understand that bystanders or anyone who becomes aware of hazing or related bullying have an obligation to report, are protected from retaliation, and will have their confidentiality maintained to the extent possible.

Annual Reminders about Reporting

Principals inform parents/families at the beginning of each school year about how to submit a report, and to whom the report is submitted, including the choice of anonymous verbal or written reports. In these yearly reminders, principals provide the definition of hazing, related bullying, the prohibition of hazing bullying, retaliation, as well as the signs of such behaviors.

Accessing the Report Form

The report form is available in all school and district offices as a paper copy and on each school's website as a form that can be printed out and either handwritten or filled in electronically. The form is also linked on the first page of this document.

How to File a Report

Anyone who suspects hazing or related bullying should file a report regardless of whether or not they are absolutely sure what they observed or were told fits the definition of bullying, or if the incident was a repeated offense. (The principal or designee is responsible for making these determinations.)

A bystander or someone who becomes aware of hazing and related bullying may first provide a verbal report to the principal or, in the case of students, to any adult in the school. In any case of verbal reporting, the reporter must provide a written report within a day. If a student notifies an adult in the school, that adult will immediately notify the principal verbally and in writing.

The reporting form is accessed in any school office, on any school's web page, and on the first page of this electronic document. The report may be completed electronically or may be handwritten.

Anyone filing a report has several options:

- Send to the principal/athletic director as an email attachment
- Send via conventional mail (can be anonymous or include reporter's name)
- Hand delivers to the principal's office or to the athletic director's office

The school or school district may create additional means of report submission at any time and will communicate this change to parents or staff.

Maintaining Report Records

Each principal and athletic director shall maintain a record of all reports in a safe and confidential manner.

VI. Responding to Reports of Hazing

Protection from Retaliation and Further Hazing

The principal will take steps necessary to keep the aggressor and target apart during the school day and school events and assess whatever other steps might be necessary to keep the victim safe from further hazing. These steps may include, but are not limited to, requesting teachers to keep students apart during class activities or temporarily re-assigning the aggressor to another class.

Further, the principal will initiate a series of check-ins with the reporter, typically involving an assistant principal and/or school counseling personnel, to ensure protection for any student or staff member who reports hazing. If the reporter is a student, the student's parents will be made aware that he or she has reported hazing so that parents can monitor the student's safety in the hours after school.

Investigation

The principal shall promptly and thoroughly investigate each allegation of hazing, related bullying, and retaliation behaviors. The Chariho Regional School District Investigation Form is used to guide the principal through the investigation process. The principal may elicit school counselors' assistance in interviewing victims if this makes

the victim more comfortable and therefore more likely to disclose details of the hazing behavior directed at him/her.

Unless there are important mitigating circumstances (e.g., report is provided at dismissal, a snowstorm results in early dismissal, the student is absent from school, the investigator goes home sick, etc.), the principal will begin an investigation the same day if the report is received in the morning, or the next day if the report is received in the afternoon. Investigation into reports received on Friday afternoon or the afternoon preceding a day when school is not in session should begin no later than the next school day, and earlier if that is practicable or the situation warrants quick action. The investigation will be concluded as quickly as possible.

The principal must determine through the investigation if the hazing behavior constitutes a violation of other District policy and if so, act in conformance with those policies as well as this protocol.

The investigative process shall be concluded within a maximum of ten (10) school days of receipt of such complaints or reports. If the investigation of a student is conducted by a designee, the principal shall respond in writing to the submission of the final investigation report within three (3) school days, approving the proposed action to be taken or directing further or different action. Designees may appeal for a greater amount of time to complete the requirements of this procedural directive to the individual who originally designated them.

Where violations of criminal law may have occurred, the principal shall report the matter to the law enforcement and immediately notify the Superintendent of the situation.

As appropriate, the District's investigation shall be coordinated with the applicable law enforcement agency, if necessary, and the investigation shall be concluded in the most expeditious manner possible. The final investigation report shall be submitted to the Superintendent for appropriate action.

Interviewing the Victim

Interviews are conducted with two adults present so that one is free to ask questions while paying close attention to the student and the other can take notes. If possible, at least one of the adults should be someone the student knows and trusts. Interviewers of victims, aggressors, and witnesses should utilize open-ended questions and avoid leading questions. Open-ended questions encourage the interviewee to share what they know and feel, and can't be answered with yes/no.

Examples:

- Tell me what happened yesterday.
- What did you do when that happened?
- How did the incident you told me about make you feel?

Closed questions, which ordinarily seek answers of one or a few words, can be asked to clarify or confirm details about which the interviewer is uncertain.

- You told me that this happened yesterday. Was that in the morning or afternoon?
- How many times did that happen?

A leading question prompts the interviewee to respond in a particular way or implies information that may or may not be true and should be avoided.

Examples:

- Did that make you feel badly?
- Tell me how you have been hazed.
- Do you get along with other students?

Parent/Family Notification of Hazing Behavior

Parents/families of both the aggressor and target be given notice promptly upon investigation and determination that hazing, related bullying or retaliation has occurred. Notice may be provided prior to the investigation and determination at the principal's discretion. This notice may be provided verbally and followed up with a letter.

The notice must outline findings at that point, the school's procedures to respond to the bullying or retaliation, and the actions that the school will take to prevent further hazing, bullying or retaliation.

Written and verbal notification to a parent/family about an incident or a report of hazing, related bullying or retaliation must comply with confidentiality requirements of the Federal Family Educational Rights and Privacy Act Regulations (34 CFR Part 99) and state law.

- (1) A principal may not disclose information from a student record of a target or aggressor to a parent/family unless the information is about the parent's own child.
- (2) A principal may disclose a determination of hazing to a local law enforcement agency without the consent of a student or his/her parent/family, if the principal has a reasonable basis to believe that criminal charges may be pursued against the aggressor. The principal shall communicate with law enforcement officials in a manner that protects the privacy of targets, student witnesses, and aggressors to the extent practicable under the circumstances.
- (3) A principal may disclose student record information about a target or aggressor to appropriate parties in addition to law enforcement in connection with a health or safety emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. This provision is limited to instances in which the principal has determined there is an immediate and significant threat to the health or

safety of the student or other individuals. It is limited to the period of emergency and does not allow for blanket disclosure of student record information. The principal must document the disclosures and the reasons that the principal determined that a health or safety emergency exists.

(4) A principal shall comply with all mandatory reporting requirements including mandatory notification to the Rhode Island Department of Children, Youth, & their Families and maintain written records of such compliance.

VII. Notification Regarding Aggressors Who Are Not Chariho Students

If the investigation determines that one or more aggressors or targets attend another school, state charter school, collaborative or residential school, or another district, the principal will notify the principal of the other school(s) so that both may take appropriate action.

VIII. Due Process

If a principal decides after an investigation to apply suspension as a consequence for hazing, related bullying, or retaliation, students and parents may consult the Student Handbook for due process rights, including written notice, right to appeal the decision of the principal to the superintendent.

IX. Grievance Process

Students who feel they have been falsely accused shall follow complaint procedures in the Student Handbook.

X. Consequences and Follow Up Actions

Discipline

Each school's handbook includes developmentally appropriate consequences/disciplinary action for hazing, related bullying, and retaliation. Handbooks shall be accessible on each school's webpage.

When principals have verified that these prohibited activities have occurred, consequences will be applied consistently as defined in the handbook. To ensure that parents have had advance notice of the provisions for hazing in each school's handbook, parents sign an e form that they have read the handbook at the start of the school year. These sign offs are kept on file for the year.

No disciplinary action may be taken before a thorough investigation has occurred. No disciplinary action may be taken on the basis of an anonymous report.

Students with Special Needs

If a student with special needs is determined to be an aggressor and has an Individual Education Plan or a 504 Plan that includes skills and proficiencies to address social skill development, the principal will consult with the Special Education Director (or designee) before determining consequences, which may include a manifestation determination hearing if the accumulated days of suspensions will exceed ten (10).

Psychological Support

Psychological support will not require mandatory mediation or any attempt to bring the target and aggressor together to discuss the matter. Since hazing occurs in situations where the perception of power is unequal, these approaches are not advised, and may do further harm to the target. Both the target and the aggressor require psychological support following verified hazing, but their needs differ.

Target

In all cases of verified hazing or related bullying, the district will offer the support of a district guidance counselor, clinician, or psychologist to assess the student's needs and to support him/her during the period of adjustment after the matter has been resolved. Counseling will continue until the counselor is reasonably certain that the student is able to focus on his/her schoolwork and participate in and fully access school activities and programming.

Reporter

At times a reporter will need psychological support to move successfully on from the emotional impact of coming forward. In cases where the reporter has suffered trauma, the district's counselors or clinicians may be asked to counsel or make recommendations for outside counsel.

Aggressor

Aggressors require (1) direct teaching about appropriate pro-social behavior, and (2) school counseling to help them stop their hazing and bullying related behavior and prevent additional students from becoming victims.

XI. Monitoring and Evaluating Hazing Data

Reporting Requirements Principals will report on hazing data to the superintendent by June 30th each year using a common district report template.

Finding Root Causes and Identifying Solutions

The district and school administration work with staff to evaluate hazing prevention efforts, using the data collected each year. The principals (and Director of Special Education if children with special needs are involved) will organize the staff to search for root causes if behavior is not decreasing and to determine appropriate solutions to address the root causes. This information will be part of the annual hazing report.

All Staff

All staff members are responsible for demonstrating and encouraging respectful behavior, learning the signs of bullying and hazing, intervening to stop any observed behaviors, and reporting behaviors discovered (either observed directly or behavior that has been reported).

Parents

(1) All parents/families are responsible for reading the information that the district provides on hazing, bullying, cyberbullying, and retaliation, and reporting any of this activity that they may witness or learn about.

(2) Parents/families of targets are also responsible for reporting any hazing, bullying, cyber-bullying, or retaliatory behavior directed at their children so that the school can address this behavior.

(3) Parents/families of aggressors are responsible for partnering with the school to help their child understand the consequences of his/her hazing/bullying and to change his/her behavior.

Students

All students are expected to demonstrate respectful behavior and report hazing rather than remain a passive bystander. Students are responsible for reporting hazing, related bullying, or retaliatory behavior to a staff member in the school.

Laws and Regulations

Rhode Island Anti-Hazing Law § 11-21-1 Penalty for hazing.; § 11-21-2 Penalty for school official permitting hazing.; § 11-21-3. Tattooing or permanent disfigurement.

Federal anti-discrimination statutes enforced by the Office of Civil Rights include: Title IV of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, § 504 of the Rehabilitation Act of 1973, and/or Americans with Disabilities Act of 1990