

GATE CITY CHARTER SCHOOL FOR THE ARTS

"Imagination will often carry us to worlds that never were. But without it, we go nowhere." Carl Sagan



**Revised Application
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Introduction

This application to establish Gate City Charter School for the Arts in Nashua, New Hampshire was drafted by a group of parents with a commitment to education, the arts, and the creation of inspiring learning environments. The idea to develop a charter school began in the Spring of 2011. Karin Cevasco and Rebecca Fredrickson discussed the vision for a school that emphasizes the Arts. They began reaching out through a network of parents and community members to find people with the expertise, passion, and time needed to commit to this project. Meetings are held monthly, with research and work being completed between meetings. In addition, sub-committees met at additional meetings to discuss items such as budget or to meet with consultants. Group communication was facilitated through a *Yahoo!* group on the Internet.

Many on the Development Committee have backgrounds in education and art education, as well as finance and business. In the development process, we consulted with many members of the community from various professional fields, eager to donate their time and talents to the establishment of a public charter school that integrates the arts across the curriculum. In addition, a web site was developed (www.gatecitycharterschool.org) and a *Facebook* page established to reach out to the community. Over 100 parents, representing over 170 students, from the towns that encompass Greater Nashua (Nashua, Hudson, Hollis, Brookline, Merrimack, and Amherst) have expressed an interest in this charter school that will integrate the arts with core academic instruction.

The Development Committee sought a supporting organization and formed a relationship with City Arts Nashua. City Arts Nashua has assisted the development committee in forming community relationships and will help appoint a Board of Trustees to Gate City Charter School for the Arts. City Arts Nashua has experience as a successful nonprofit organization and will seek Board members who have the necessary skill set to ensure success for the charter school and who represent the diversity of Greater Nashua.

Why Nashua?

Nashua is a diverse community, with a population just shy of 90,000 people, located on the southern border of New Hampshire. Nashua has the nickname "The Gate City," which inspired the name of this Charter School. Nashua, like much of Southern New Hampshire, has shown an increase in population over the last several decades and continues to increase in population.

Nashua is a vibrant community with a strong commitment to the arts. According to the City of Nashua web site (www.gonashua.com), arts and humanities have been recognized as one of the main pillars to the social and economic advancement and success of Nashua since its founding in 1823. The City of Nashua web site reads, "The arts have and continue to attract and retain prosperity, diversity, youth, innovation, freedom of expression, creativity, good design, and make a place, a city, worth caring about; that's beneficial for the heart of the community, and the economy of the city."

Establishing an arts-integrated public charter school in Nashua is a natural choice for a city that has always supported the arts. A public charter school which is, by law, tuition-free will offer the opportunity to all children and families in the Greater Nashua area to

participate in music, fine arts, and dramatic arts regardless of the family's economic means. The arts as a common thread throughout the academic curriculum inspires all students and meets the various learning styles and needs of all children.

Why the Arts?

Research supports the need for arts in education. According to the researchers involved with *Champions of Change* published by The Arts Education Partnership, students can attain a high level of achievement through their engagement with the arts. Research-based approaches to arts-integration reach students who are not otherwise being reached, connect students to themselves and to each other, transform the environment for learning, provide new challenges for those students already considered successful, and connect learning experiences to the real world and real work.¹

Beth Olshansky at the Center for the Advancement of Arts-Based Literacy at the University of New Hampshire writes about the complementary relationship between the language of pictures and the language of words, linking the ability to visualize with the development of solid reading and writing skills.² The study of music has shown to enhance all areas of learning. Nina Kraus and Bharath Chandrasekaran of Northwestern University write how the study of music starting at an early age can enhance auditory skills. People who actively engage in music are prepared for the challenges of language learning and everyday listening tasks.³

Application Requirements

Gate City Charter School for the Arts meets all objectives of the New Hampshire Department of Education Charter School Program. In these pages you will read:

- Gate City Charter School is open to all students whose needs will be met through an arts-integrated curriculum. The teaching methods proposed will meet the needs of all students, both those who excel academically and those who struggle with traditional teaching methods.
- Gate City Charter School students will be well prepared for high school and beyond, committed to graduation and a life-long interest in education.
- Gate City Charter School seeks a positive relationship with local public school districts and strives to be a model school, sharing best practices.
- Gate City Charter School recognizes that the student allotment provided by the State is not adequate to fully operate the needs of the school. The Board of Trustees will ensure adequate fundraising occurs and the school applies for grant funding to meet budget needs and to allow for program growth.

¹ The Arts Education Partnership AND The President's Committee on the Arts and the Humanities. *Champions of Change: The Impact of the Arts on Learning*. Edward B. Fiske, editor. 1999

² Olshansky, Beth. *Impact of an Art-and-Literature-Based Approach on Writing and Reading Skills of At-Risk Learners: Sixteen Years of Evidence*. *Arts & Learning Research Journal*. Vol 23, No 1. 2007: 1-30

³ N. Kraus and B. Chandrasekaran, "Music training for the development of auditory skills." *Nature Reviews Neuroscience* Vol. 11. August 2010: 599-605

Guiding Principle

The arts, in all their media, can be an invaluable tool in the education of our children, building problem-solving skills, enabling students to express unique ideas, fostering critical thinking and enhancing overall learning.

(a) Educational Mission

The mission of the Gate City Charter School for the Arts is to use an arts-integrated curriculum to educate all interested students in grades K-8, to produce graduates who excel in both academics and the arts and have the knowledge, creativity and inquisitive nature that foster a life-long love of learning.

Vision

The vision of the Gate City Charter School for the Arts is to become a transformative leader in the education of students who will be prepared to successfully advance into the complex economy of the 21st century.

We envision opening a school in September 2014 where creativity is at the center of all we do. Curriculum will be designed to encourage students to recognize their creative potential and express ideas through language arts, music, movement, visual arts, and drama. Students and teachers will be encouraged to ask questions about the world around them, make discoveries and solve problems.

“Arts-integrated schools make it clear that the arts are not just affective and expressive. They are deeply cognitive. They develop essential tools of thinking: pattern recognition & development; qualitative judgment; symbolic, metamorphic, and allegorical representation. These same thinking tools are used in science, philosophy, math, and history.”⁴

Fine Arts: The arts will be part of the core daily schedule as a main area of study as well as a tool to enhance learning in other areas of the curriculum. Students will explore all areas of art including the elements of art, tools and techniques, art history, art criticism and presentation. The arts program will put an emphasis on engaging students with open-ended problems and questions and will encourage innovation and expression. Students will learn not only through classroom activities but also through museum and studio visits and special projects with visiting artists.

Music: The music curriculum will include music history, music & movement, rhythm, pitch, timing, timbre, singing, sheet music, playing musical instruments, and ensemble. Partnered with area music organizations, students will learn from visiting musicians and field trips to musical performances.

Drama: In addition to school-wide performances where students will have opportunities to act and sing on stage and be part of a stage crew or scenery design, students will develop and use drama skills to enhance learning in all core subject areas. Acting out a skit or writing a monologue can bring meaning to a work of literature or demonstrate understanding of a scientific concept.

⁴ Rabkin, Nick and Robin Redmond. “Arts Education: Not All is Created Equal.” *Education Week*, April 12, 2005.

Scientific Inquiry: We believe that children are naturally curious. In addition to the experimentation and discovery that occurs in the arts, we will put forth a science curriculum that encourages students to think, formulate hypotheses, experiment, solve problems, and discover.

Portfolio: Students will keep a portfolio of their work as a compilation of their study and progress in the arts. Part of the portfolio will include a summary written by the student describing the process taken to achieve the product chosen for inclusion in the portfolio. The story behind the work, the challenges the student encountered and the steps taken to create the product are an important part of the learning process.

Competency-Based Learning: We are committed to competency, where project based learning will be brought together in service to real world, every day application. We expect our students to be proficient and competent academically, possessing an added contextual, creative advantage that is so important to the direction in which the world job market is headed.

Community Building: Students will be encouraged to use their individual strengths and character to contribute to the school community. On a daily basis, each classroom will hold a “community meeting” where students will have a chance to discuss concerns and work together to solve problems, learning to respect the needs and opinions of others.

As part of the school plan to build community, the school will host several family events during which students will have the opportunity to perform and display their art. Also there will be two school-wide theater performances during the year for which all students will work together.

Technology: Each classroom will contain modern computers for students and teachers to use. Computers will have Internet access to assist in research and community communication. Students will have the opportunity to create and edit digital art and music. Software will be carefully chosen based on its ability to supplement classroom curriculum.

The Environment: An environment that is well organized and visually beautiful, inspires creativity and sets the stage for children to study and learn. Careful consideration will be given to the materials available and how they are arranged and presented to students. The environment plays an important role in the education of children, “with the power to provoke curiosity and learning, and encourage interaction.”⁵

(b) Governance and organizational structure and plan

Supporting Organization and Development Committee

City Arts Nashua is an established, not-for-profit organization with a mission to support the arts community in Greater Nashua. City Arts Nashua supports the Gate City Charter School Development Committee by helping to build necessary connections in the community to support the charter school. Additionally, City Arts Nashua will work with the Development Committee to appoint a Board of Trustees and ensure that necessary planning and development of the school occurs in a timely and effective manner. Once the charter has been approved and a Board of Trustees has been appointed, the obligations of City Arts

⁵ North American Reggio Alliance. Retrieved from <http://www.reggioalliance.org/faq.php#environment>

Nashua will be complete, though the benefit of keeping ties to City Arts Nashua and the Greater Nashua arts community will benefit the mission of Gate City Charter School for the Arts. Once the Board of Trustees has been appointed, the Development Committee will transform into a parent support group, organizing fundraising efforts and providing a wide array of support for the school.

Board of Trustees

An eleven member Board of Trustees will govern Gate City Charter School for the Arts with statutory responsibilities under RSA 194-B:5 for “general supervisory control and authority over operations of the charter school.”

The Board of Trustees, in addition to a commitment to support the mission and vision of the school will be charged with the supervision, development, and financial stability of the Gate City Charter School for the Arts. The Board will assess the school’s progress and support its staff, students, and parents.

City Arts Nashua will assist the Development Committee in selecting members for the Board of Trustees based on varied professional backgrounds and experiences, as well as demonstrated commitment to the mission of the school, and the community as a whole. In addition to a variety of professional backgrounds and skill sets, the members of the Board of Trustees will be chosen to represent the diverse backgrounds that make up the population of the Greater Nashua area.

The Eleven-member Board of Trustees will be comprised of:

Two (2) trustee positions will be for parents of children attending the charter school; The remainder of the board will be comprised of members with the following areas of professional expertise; education, art education, finance, school administration, higher education, finance, grant-writing, legal, and marketing.

The Board of Trustees may establish ex officio board members and/or advisors who will be non-voting members. During the first five years, there shall be no less than one (1) and no more than three (3) Founders on the Board of Trustees. The board will develop a conflict of interest statement, policy, and form to ensure the school is never at risk of a conflict of interest

The Board will elect members to be officers including Chairperson, Vice-Chairperson, Clerk, and Treasurer.

General job descriptions for officers on the Board of Trustees are outlined below. More specific, detailed, and complete outlines of roles and responsibilities will be outlined in the Bylaws which will be prepared before the Board is in place.

Chairperson

- Responsible for providing leadership to the Board
- Follow board policy and ensure that Board members do as well
- Preside at all meetings
- Sign contracts as required and approved of by the board
- Appoint subcommittees and assign a chairperson
- Determine meeting agendas
- Maintain communications with school director

- Cancel and or reschedule meetings as needed

Vice Chairperson

- Assumes responsibilities of the chairperson in his or her absence
- Facilitate orientation of new Board members

Secretary

- Record meeting minutes in the manner described in the Bylaws
- Record all votes
- Provide minutes for public inspection
- Notify members of the meeting
- Provide all members with minutes from the previous meeting as well as the meeting agenda

Treasurer

- Report monthly on the overall finances of the organization
- Review all financial reports before they are filed
- Serve as the chairperson for the "Friends of the Gate City Charter School for the Arts", a volunteer fundraising committee
- Fundraising

Clerk

- Responsible for all reporting requirements as outlined in section (dd) of this charter, collecting paperwork and data from responsible persons and taking charge and keeping record of all filing with the State

The charter school Board of Trustees will meet at least once a month to discuss charter school operations, hear reports, and take action as per their governance functions. At times, the board may be called upon to meet more frequently. Decisions will be made by a majority vote of those present and meeting. "Present" will apply not only to those physically present but also who hear and participate through alternative means (e.g. conference call). The Board will obtain contracted services to assist in its work, as needed.

It will be the responsibility of the Board to hire and supervise the School Director. The Board will clearly outline the roles and responsibilities of the director. Additionally the Board will have established a method by which the Director should communicate and report to the Board. The Director will be charged with managing the daily operational decisions and tasks including staffing and curriculum. The Board will oversee the director and will hold him/her accountable for decisions regarding the school. The Director will be expected to attend board meetings and keep the board informed as to goings on at the school.

The Director and support staff will handle the daily tasks required to manage the school including, but not limited to curriculum, school business and organization, bookkeeping,

and secretarial services. The teacher will be charged with implementing curriculum and student assessment.

The Board of Trustees anticipates that a variety of contracted support services, in small amounts, will be necessary for the successful operation of the school and Board.

Parents/guardians of children attending the charter school and the public are invited to attend general board meetings. If a parent/guardian or member of the community has an issue pertaining to the charter school, they must submit a request to address the board prior to the scheduled meeting. Meetings will also include a time for public comment. Occasionally, the board must conduct a meeting in private to discuss matters as outlined in RSA 91-A: 3, II. Pursuant to RSA 91-A:3, III, minutes from non-public meetings will promptly be made available, excluding those circumstances described in the law.

The Board of Trustees will be responsible for:

- Maintaining a commitment to the mission and goals of the school.
- Hiring the director and working with him/her to ensure that the faculty is supported and has the means necessary to implement school policy and curriculum, as outlined in the charter.
- Approving an annual operating budget for the school and insuring proper accounting and reporting practices.
- Developing and implementing a plan for fundraising with several options for sources of revenue.
- Attending each monthly meeting to address issues, news, and concerns with the school director as well as to assess the budget and fundraising.
- Assessing the schools progress as it relates to the curriculum and ensuring that it is fulfilling the requirements outlined by the state.
- Appointment of members to the advisory board.
- Creating contracts and establishing salary, benefits, and compensation for faculty.
- Developing a marketing strategy to recruit students and generate interest in the community.
- Establishing and fostering connections in the community

The Board will have five (5) fixed committees, listed below. When needed, an AD HOC committee may be developed by the Board to conduct research and make recommendations.

- **Finance:** Responsible for overseeing the financial health and stability of the organization. Research and assist with grants and fundraising.
- **Human Resources:** Create and implement policy related to employment, hiring, termination, benefits, and evaluations.
- **Curriculum:** Work with the Curriculum Coordinator to create policy and make decisions on curriculum.
- **Evaluation:** Develop a plan for assessing the schools overall academic performance as well as its adherence to the charters mission and philosophy.
- **Market Development:** Create a strategy for marketing school to the community. Responsible for all public communications for the school.

(c) Method by which Trustees and their terms are determined

City Arts Nashua, the non-profit entity submitting the charter school application, will work with the Development Committee to appoint members to the initial Board of Trustees. Trustees will be selected based on their commitment to the mission and a belief in the vision that the school was founded on. It is the goal of the committee to appoint individuals from diverse professional backgrounds and experiences whose expertise and community connections would be beneficial to the growth and development of the school.

Once the charter is approved, development and governance will transition from City Arts Nashua and the Development Committee to the Board of Trustees. Board members will be assimilated to the process using whatever resources are available, including the Center for Innovative Schools, New Hampshire Public Charter School Association, the New Hampshire Center for Non-profits, and the New Hampshire School Board Association. Board terms will be of two (2) years, with the option of serving up to three (3) terms. Parent members of the Board of Trustees will serve one-year terms, to allow for the broadest representation of parents on the Board. Terms can be renewed by nomination and majority vote of the Board.

If a Board member chooses to resign, he/she will submit a statement of intent to the Board President at least forty-five (45) days prior to the end of service. At least forty-five (45) days prior to the end of a term, a Board member will submit a statement to renew the term or end their service to the Board.

In the event that a Board member resigns before a term is up or to fill a Board position at the end of a term of service, appointment will proceed as follows:

- Advertisement of position via school newsletter, web site, and other public media options
- Potential candidates will fill out a "statement of interest" form noting their personal and professional experience and their interest in Gate City Charter School for the Arts
- A three (3) person committee will interview the candidate
- The committee will present the final candidate to the full Board for a final vote to appoint the new Board member

(d) General description and proposed or potential location of facilities to be used, if such information is available

As of January 2012, the development committee is actively reviewing possible locations to host Gate City Charter School for the Arts. We are working with the Economic Development Director for the City of Nashua, as well as an independent real estate agent to find the best location to serve our needs.

It is difficult to secure a location this far in advance of the opening of the charter school (September 2014). Several possibilities that have been discussed include 1) leasing adequate space or 2) working with a real estate investment company willing to renovate unfinished space to suit the needs of the charter school. That investment company would lease the space to the charter school.

We are seeking a minimum of 10,000 square feet, hoping for space that is already divided into individual classrooms. We seek a building that contains a large multi-purpose room

that can be used for indoor gross motor activity, musical/dramatic performance, or large group gatherings.

We also seek an outdoor play space/outdoor classroom. We are searching for a location that has an existing playground or a yard/open field. With volunteer efforts and donated materials, an open outdoor space can be turned into a natural playground. If this type of outdoor space is not available, we are looking for a location within a safe walking distance and safe walking route to a public park.

We seek a location that can grow with the charter school.

We spoke to Norman Bouthilette and Kurt Norris at the Boys and Girls Club of Greater Nashua. Possibility exists for using gym space and indoor recreational space at the Boys & Girls Club on a per use lease basis.

Only locations in Nashua have been reviewed at this time. There are currently many vacant properties in Nashua and multiple options for the charter school. However, should the ideal location present itself in a town near Nashua (Merrimack, Hudson, Amherst, Hollis), that option will be considered.

(e) Maximum number, grade or age levels, and, as applicable, other information about pupils to be served.

The anticipated opening date for Gate City Charter School for the Arts is September 2014. Enrollment for this school year will open in January 2014.

During the opening year, 2014-15, the charter school will accept up to 100 students who fit the age criteria for grades K-4.

**Gate City Charter School for the Arts Interest
Divided by Location**

City/Town	Number of Students Who Have Expressed Interest in Gate City Charter School for the Arts
Amherst	5
Bedford	3
Hudson	20
Hollis	17
Litchfield	2
Manchester	6
Milford	3
Merrimack	12
Nashua	106
Wilton	1
Windham	2
TOTAL NUMBER OF STUDENTS	177

In the second year of operations, we will add grades 5-7 with an additional 60 students. Year three of operations will add grade 8, with 20 students. The maximum proposed enrollment is 180 students in grades K-8.

Gate City Charter School for the Arts will implement a multiage classroom design. The social environment during the formative years plays a significant role in a child's willingness and readiness to learn. Research described by David Pratt in his paper *On the Merits of Multiage Classrooms* shows that students in multiage classrooms are more sociable, have a greater understanding of self-concept, and are more altruistic. Multiage class settings allow for students to both be challenged above typical grade-level standards and receive remedial instruction without compromising social and emotional development.⁶

Age-Range of Classroom	Number of this classroom	Maximum number of students in each class	Number of teachers in each classroom
Kindergarten, age 5 by September 30th of that school year	1	20	1 NH Certified Teacher 1 assistant
Multiage First-Second Grade, age 6 – 7 by September 30th of that school year	2	20	1 NH Certified Teacher
Multitage Third-Fourth Grade, Age 8 – 9 by September 30th of that school year	2	20	1 NH Certified Teacher
Multiage Fifth – Sixth Grade Age 10-11 by September 30th of that school year	2	20	1 NH Certified Teacher Part-time specialist teachers
Multiage Seventh-Eighth Grade Age 12-13 by September 30th of that school year	2	20	1 NH Certified Teacher Part-time specialist teachers
At least 1 part-time Music Teacher and 1 part-time Art Teacher will also serve the student population			

Any student who shares the school's mission will be accepted to Gate City Charter School for the Arts, regardless of race, gender, religion, disability or socio-economic background. Students who are apt to choose Gate City Charter School for the Arts will:

- have an interest in music, fine arts, and/or performing arts.
- value community and seek opportunities for collaborative learning.
- have a strong commitment to education, valuing academics and respecting the diverse needs and talents that make up a community of learners.

⁶ Pratt, David, PhD. *On the Merits of Multiage Classrooms*. Research in Rural Education. Vol 3, No 3, pages 111-115. 1986.

(f) Curriculum

Using Arts-Integration as our model, Gate City Charter School for the Arts will implement a curriculum that meets or exceeds the Common Core Standards, as implemented by the New Hampshire Department of Education, in content areas including reading, spelling, writing, mathematics, history, geography, and science.

Please see Appendix E for a full curriculum plan.

The arts will be utilized across the curriculum, as a means of leading students, teachers, and parents to deeper understanding of both the academic disciplines as well as the Arts. Music, dance, drama, and visual arts help one to gain knowledge through experience, as well as to express understanding through one or several arts media. Gate City Charter School for the Arts will look at the *SmART Schools* model of arts-integration. The elements of the *SmART School* design are as follows:

1. Teach the arts (dance, music, theatre, and visual arts) to every student, every classroom, every day!
2. Teach for Understanding in and Through the Arts: Design and implement rigorous standards-based, arts-infused curriculum, instruction and performance assessments.
3. Develop culturally responsive classroom practices that sharpen “cultural dispositions” necessary for teaching and honoring students from all cultural backgrounds.
4. Foster a personalized, safe, and inclusive school culture that promotes social justice.
5. Cultivate arts- centered professional learning communities supported by Collaborative Leadership Teams and ongoing professional development.
6. Build partnerships among family, school, community, arts and cultural organizations, and institutions of higher education. Create opportunities for learning through service to the community.⁷

Being an arts-integrated school means that music, dance, drama and visual arts are the common threads that tie together and reinforce knowledge in all core content areas including math, science, social studies, and language arts. The arts, in all their media, will provide an avenue for students to use language effectively to clearly and proficiently express ideas. An arts integrated curriculum stimulates all students and recognizes different learning styles. Additionally, integration of the arts into the core subject areas leads to a deep understanding and appreciation of the arts.

Music, dance, drama, and visual arts enhance learning in core subject content. Using a balanced approach to learning means that a variety of teaching methods implemented in the classroom meet the variety of ways that students learn. Besides enhancing cultural knowledge, fostering imagination, and teaching to express ideas clearly, the arts have a positive impact on intellectual growth and development. Studies by the Dana Foundation show that the arts can improve cognition and enhance learning in all subject areas.

⁷ SmART Schools. Retrieved from http://www.smartschoolsnetwork.org/about_us.html

- An interest in a performing art leads to a high state of motivation that produces the sustained attention necessary to improve performance and the training of attention that leads to improvement in other domains of cognition.
- Specific links exist between high levels of music training and the ability to manipulate information in both working and long-term memory; these links extend beyond the domain of music training.
- Correlations exist between music training and both reading acquisition and sequence learning. One of the central predictors of early literacy, phonological awareness, is correlated with both music training and the development of a specific brain pathway.
- Training in acting appears to lead to memory improvement through the learning of general skills for manipulating semantic information.⁸

Teachers will use a backward design model in planning units of study. This model of lesson design means that teachers will:

- Identify the content standards and desired learning outcomes. (What must the students know and be able to do at the end of the lesson/unit/year?)
- Develop methods for assessment (authentic performance, portfolio, observations, journals, traditional written quiz, etc) and develop the criteria for which content knowledge will be judged (rubrics, checklists, etc).
- Create a lesson plan the identifies students' prior knowledge, engages the interest of the students, meets the needs of varied learning styles, and allows for students to evaluate their work.⁹

Tools and techniques that will be utilized in the implementation of the curriculum include:	Examples:
Lessons that are centered around critical thinking and higher knowledge	Emphasis will be placed on higher order thinking processes including analysis, synthesis, and evaluation. Posing open-ended questions that challenge students to think outside of the box enhances problem-solving skills. Teaching methods must promote active learning.
Providing student choice and empowerment	For example, in demonstrating the ability to summarize a story, students will have the option to choose between performing a skit, composing a song, or writing a traditional paragraph.
Creating a school culture that cultivates learning	Careful thought and planning will be put into the school environment. An environment that is warm and inviting will create a pleasant atmosphere conducive to learning.

⁸ Gazzaniga, Michael S, Ph.D. Arts and Cognition: Findings Hint at Relationships (Summary). Taken from: <http://www.dana.org/news/publications/detail.aspx?id=11220>

⁹ Wiggins, Grant and Jay McTighe. *Understanding By Design*. Prentice Hall, 2001

Incorporating the social and emotional growth and development of the child as an important part of daily routines and planning	Daily meetings will give the students opportunity to discuss feeling and concerns as well as issues that might have come up during the day. This will give students a voice and help promote empathy among students.
Setting clear expectations	In addition, to school rules, each class will work together to create a list of classroom guidelines that give students a sense of ownership, empowerment, and community. The expectations created by the group will be prominently displayed.
Setting high expectations and goals	Students will be made aware of the lesson goals and anticipated learning outcomes. Students rise to the expectations that are set for them.
Encouraging intuitive thought and curiosity	Learning environments will be set up to encourage students to explore, experiment, ask questions, and seek answers.
Experiential learning	Learning centers in the classroom, as well as field trips, will provide opportunities for hands-on discovery, offering meaning from real, tactile experience.
Collaborative learning	Project-based learning offers students the opportunity to share ideas, learning from each other. Collaboration teaches the skills of defending your ideas, listening to the ideas of others, and learning to make compromises.
Community involvement	Students will be engaged in projects within the school and the local community, including public art and murals, musical and drama performances.
Visiting artists and field trips	Trips to art studios, music performances, and theatrical performances will be an important part of curriculum implementation. Visiting artists provide a valuable experience to learn different techniques and to learn that art has value in real life experience.
Use of technology in the classroom	In grades K-2, computers serve as a tool to conduct prompt and interactive research, videoconference with authors and artists, practice word processing skills, and connect to the public library card catalogue. In grades 3-8, computers serve the additional purpose as a tool to create videos, slideshows, produce written documents, and create and record music. Other forms and uses of technology, such as interactive white boards and projectors, are welcome components to the curriculum as funding allows.

(g) Academic and other learning goals and objectives.

- Students will meet or exceed the average performance of New Hampshire students on state-required assessments.
- On an annual basis, students will make at least one year's growth academically, as evidenced by assessment and data collection.
- Students, teachers, and parents will create a meaningful partnership as it relates to the curriculum and learning objectives.
- Students will engage in the arts, every day, in meaningful ways.

Examples of how the Arts will be utilized in the curriculum include:

Math

The arts, rich in pattern and repetition, enhance the learning of mathematical concepts.	
Music	Music is rich with mathematical concepts, such as fractions of time, counting, metrics and patterns. Learning to read sheet music relies heavily on the use of math. Comprehensive music instruction promotes spatial-temporal reasoning skills.
Dance	Dance uses pattern and symmetry. The use of the whole body in movement can reinforce numbers, addition, and subtraction. For example, roll the dice and leap, glide, or trot the number of times rolled.
Drama	Interpreting geometric shapes in body form and acting out the meaning of concepts such as area and perimeter use drama skills. Scenery design is dependent of measurement, perspective, and spatial relations.
Art	The creation of sculpture, painting, drawing and other visual art media require the use of measurement, spatial relations, scale, perspective, pattern, form, and symmetry.

Science

The power to observe and record data is vital to scientific discovery. Experimenting with artistic media, learning the ways materials interact and change, brings hands-on discovery to scientific learning.	
Music	Musical scores can enhance scientific discovery, matching the speed of a scientific reaction or observation. For example, music that accompanies the growth of a plant may be slow, rising in pitch as the plant grows and offering subtle dynamic bursts in volume as seed casings open and new parts to the plant emerge.
Dance	The movement of dance will allow students to perform their understanding of a scientific concept. For example, a choreographed dance can show the process of metamorphosis when learning about life cycles.
Drama	Using audio-visual equipment, students can write, produce, and narrate documentaries explaining scientific concepts.
Art	Drawing, painting, photography, and sculpting allow for visual, multi-dimensional means for recording observations and collecting data. Mixing paints and experimenting with different media in creating sculpture, such as metal or clay, offer hands-on experience in chemical reactions and observing how things react together and change over time.

Language Arts

Music, dance, drama, and art are powerful forms of communication, enhancing and inspiring the way we read and write.	
Music	A musical composition can act as a writing prompt. Students will compose music or match existing musical scores to works of literature, matching the emotion and scene of the written word.
Dance	Choreographed dance pieces illustrate a work of literature, such as a poem or short story. Additionally, watching a performance acts as an inspirational writing prompt.
Drama	Performing a skit brings a work of literature to life. In performance, students gain communication skills by learning to use expression, tone, pitch, articulation, diction, facial expression, and emotion to convey meaning.
Art	A work of art, such as a sculpture or painting, acts as an inspirational writing prompt. Students create original pieces of art and write a story about that piece. As part of keeping a portfolio, students will write about the process involved in creating their art.

Spelling

Using the arts as a tool to memorize spelling and vocabulary brings deep meaning to words, etching them in memory and making them ready to use in the daily communication of reading, writing, and speaking.	
Music	Creating a musical tune or pattern can help to remember the spelling of words.
Dance	Dance can be used to memorize the spelling and meaning of action words, for example "twirling," "leaping," "gliding," etc.
Drama	In a spelling bee, using various dramatic methods, such as variations in tone, pitch, speed, and volume serve as a means for adding fun and humor while building confidence in public speaking. To memorize the meaning of a word, students can spell the word using the emotion or in the character of the word; for example: use enthusiasm when spelling "enthusiasm."
Art	Creating word art images help students to remember the spelling of that word.

History

Music, dance, drama, and art have been recorded as part of most every historical time period.	
Music	Students will learn about famous musicians and about different styles of music and the progressions of those styles over time. Music history also involves learning about the development of musical instruments over time and how available materials and tools influenced the development of music.
Dance	Students will learn dance movements associated with different time periods throughout history. For example, students may learn a waltz during the study of popular music of the 19 th century.
Drama	Performing a skit and acting in the role of a particular time period allows students to discover history, becoming a part of the story of that time period.
Art	Exploring the art and craft techniques of a particular time period, making a craft with items similar to those of the time period, teach about the way the people lived at that time. Students will learn about famous artists and about the different styles of art and the progression of those styles over time.

Geography & World Culture

The arts are an important part of civilization and world culture, offering a means of communication that surpasses written or spoken language.	
Music	Listening to and performing music from different modern world cultures can teach the differences and similarities we all share. Students will learn about musical instruments that are unique to specific regions of the world.
Dance	Students will learn about dances that are part of different cultures, holidays, and traditions.
Drama	In learning about different cultures, students will learn about their customs and way of life. They will use drama skills to portray a person living in that culture to imagine life in other parts of the world.
Art	Students will study the pottery, sculpture, paintings, tapestries, and architecture of modern civilizations. Painting and sculpture techniques can be used to develop topographical maps.

Physical Education

Using the body in kinesthetic form brings art to life.	
Music	Movement that responds to the tone, pattern, and tempo of a song connects music to physical education.
Dance	Learning the various styles and forms of dance allow a means convey meaning through movement.
Drama	Through yoga and expressive posing core body muscles are strengthened.
Art	Action painting is a visual record of movement where paint is splattered as a person engages in physical activity.

Social & Emotional Development

Engagement in the arts offers a means to express ideas and promotes self-confidence, control, and identity. The arts encourage empathy and social tolerance.	
Music	Music can be used to convey emotion and express one's sense of self.
Dance	Dance, done with a partner or in a group, allows for social development and expression of ideas through movement.
Drama	Dramatic productions are collaborative efforts that lend to empathy and social tolerance through listening to the ideas of others and learning to negotiate.
Art	Drawing a self-portrait and visually showing how you view yourself opens the avenue for verbal discussion and expression of emotion. Allowing opportunities to discuss emotions and conflict leads to tolerance and understanding.

(h) Achievement tests to be used to measure pupil academic and other goal achievement including, but not limited to, objective and age-appropriate measures of literacy and numeracy skills, including spelling, reading, expository writing, history, geography, science, and mathematics

Gate City Charter School for the Arts will participate in the New England Common Assessment Program (NECAP) and the Smarter Balanced Assessment Consortium (SBAC), as required and implemented by the New Hampshire Department of Education.

The goals of assessment at Gate City Charter School for the Arts are:

- to inform the development of goals in the lesson planning process.
- to inform students, parents and teachers to the level of understanding and mastery of curriculum standards, and to show the progress the a student makes.
- to measure the effectiveness of the techniques used by the teacher.
- to measure the success of the school as a whole.

Multiple forms of assessment will be used to determine students' understanding and achievement, including:

Formative Assessment:

- portfolios
- observations and anecdotal notes (of students by teachers AND of teachers by each other/administration)
- self-assessment checklists (for teachers and students)

Summative Assessment:

- authentic performance
- end of unit tests/quizzes
- standardized testing

Criteria for assessment, qualitative indicators and depth of accomplishment, will be defined using rubrics.

Assessment Calendar:

September	Parent/Teacher/Student Conferences (to get to know each other and for the student to answer the question "What is something you would like to learn this year?") Measures of Academic Progress (MAP) testing
Fall	NH State NECAP or SBAC testing
Throughout the Year	Portfolio creation Pre and Post Unit Assessment Teacher Observations

November & December	Report cards Parent/Teacher Conferences
January	MAP testing
March	Report cards Parent/Teacher Conferences
Spring	NH State NECAP or SBAC testing
May	MAP testing
June	Report cards

(i) For schools offering high school grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils.

Not applicable at this time

(j) Staffing overview including qualifications sought for professionals and paraprofessionals

A New Hampshire certified teacher will staff each classroom, which exceeds the requirement in RSA 194-B:14 IV. At least half of the teaching staff will be New Hampshire certified to teach at the start of the school year. All other teaching staff will obtain New Hampshire teaching certification within one year, leading to a fully NH certified teaching staff. At a minimum, teachers will have a Bachelor's Degree and teaching experience. Ideally, classroom teachers will possess a Master's degree or be enrolled in a Masters program in education. In addition, we anticipate hiring a part-time music specialist and a part-time art specialist to teach classes and collaborate with classroom teachers.

We seek candidates with prior teaching experience and a strong interest in the arts, dedicated to integrating music, visual arts, and performing arts with core academic instruction. Teachers will be proficient in at least one art form and be willing to share that talent with the school community. Candidates will possess personal qualities that make them caring and respectful of children and families.

We plan to use parent volunteers to assist the needs of classroom teachers and to help with clerical duties.

Gate City Charter School for the Arts will be a model school for student teachers from area colleges looking for fieldwork experience.

All candidates for employment will be required to undergo a School Employee Background and Criminal Record Check as facilitated by the New Hampshire State Police Criminal Records Unit.

DIRECTOR

Responsibilities:

- Strive daily to fulfill the mission of the charter school and embrace accountability
- Model life-long learning
- Create a nurturing and supportive environment that encourages teachers and students to reach their full potential, consistent with the Gate City Charter School for the Arts mission
- Recognize parents as partners in education – recruit and supervise parent and community volunteers
- Schedule opportunities for parents and children to learn together (public speaker, an evening to create something together, sing-alongs, etc) throughout the school year
- Interview potential faculty and staff, verifying credentials, and hiring the best qualified candidates in accordance with Board policies.
- Assume overall responsibility for supervision of staff and students
- Facilitate weekly staff meetings
- Coordinate the enrollment process of new students and facilitate the Enrollment Lottery in accordance with Charter School policy
- Develop and maintain positive community relations, including working with local school districts
- Schedule and cooperate with all necessary inspections (health, fire etc) and secure all licenses, promoting school-wide safety and good health practices
- Maintain all health policies as approved by the Board
- Use the school web site and/or blog to write monthly newsletters
- Take responsibility for facility management
- Prepare and implement the annual budget process
- Participate in fundraising activities
- Attend school-wide performances, open houses, and events
- Attend monthly Board meetings
- Provide all documents and paperwork to and cooperate with the Board Clerk in ensuring all reporting requirements as outline in section dd of this charter
- Compile data regarding the effectiveness of the school mission, parent involvement, and sustainability and work with the assistant director to prepare a year-end report to present to the Board and submit to the DOE

CURRICULUM COORDINATOR

Responsibilities:

- Assume operational charge in absence of the Director
- Oversee standards alignment and assessment of student academic achievement
- Facilitate ongoing data analysis to guide instruction
- Oversee professional development
- Provide staff with professional and personal support
- Oversee the staff evaluation process
- Research grant opportunities. Apply for a minimum of 5 grants per year.
- Compile data regarding assessment and accountability and work with the director to prepare a year-end report to present to the Board and submit to the DOE
- Model life-long learning

CLASSROOM TEACHER

Responsibilities:

- Maintain a NH certification to teach and be highly qualified
- Develop lessons which follow the mission of the school and which follow core curriculum guidelines
- Commit to own professional growth & development to ensure usage of best practices
- Create and maintain an inviting, inspiring, clean and organized classroom environment
- Keep administration informed of their needs and wants in order to maximize student achievement
- Model life-long learning
- Be proficient in at least one art form and be willing to share that interest with the school community
- Embrace parents as partners in education
- Communicate with parents about the progress and needs of each student. Use hand-written notes , phone calls, or e-mail to communicate often and as needed with parents. Use the school web site and/or a blog to report on classroom and school happening and to report on the excitement of learning through arts-integration.
- Work as part of a team with all faculty to ensure the mission of arts-integration across all grades and core subject areas
- Participate in data collection and assessment, keeping detailed records of student achievement. Use data and assessment to inform instructional practices.
- Prepare for and participate in Parent/Teacher/Student Conferences

- Attend school-wide performances, open houses, and events
- Attend all staff meetings
- Participate in all staff development as facilitated by the Director and Curriculum Coordinator
- Maintain all health policies as approved by the Board and written in the School Handbook
- Participate in the production of school-wide performances

ASSISTANT TEACHER

Responsibilities:

- Assist classroom teachers in preparing classroom supplies and preparing for lessons
- Work with small groups of students to facilitate learning goals
- Work in classrooms and with students as needed and directed by the School Director
- Substitute for classroom teacher when needed
- Assist in maintaining a clean and well-organized classroom

MUSIC TEACHER

Responsibilities:

- Be highly qualified and certified
- Teach musical instrument instruction, ensemble, and vocal music
- Plan fun and engaging music lessons
- Use data and assessment to inform instructional practices
- Collaborate with classroom teachers to integrate music with common core subjects
- Embrace parents as partners in education and be willing to communicate with parents about student achievement
- Collaborate with the local cultural community to schedule guest musicians
- Take responsibility for the care and maintenance of all music equipment
- Participate in the production of school-wide performances
- Maintain all health policies as approved by the Board and written in the School Handbook
- Create and maintain an inviting, inspiring, clean and organized classroom environment

ART TEACHER

Responsibilities:

- Be highly qualified and certified
- Teach visual arts methods and techniques, including but not limited to drawing, painting, collage, and clay/sculpting
- Plan fun and engaging art lessons
- Use data and assessment to inform instructional practices
- Collaborate with classroom teachers to integrate visual arts with common core subjects
- Embrace parents as partners in education and be willing to communicate with parents about student achievement
- Collaborate with the local cultural community to schedule guest artists
- Take responsibility for the care and maintenance of all art tools and equipment
- Participate in the production of school-wide performances
- Maintain all health policies as approved by the Board and written in the School Handbook
- Create and maintain an inviting, inspiring, clean and organized classroom environment

SPECIAL EDUCATION LIAISON

Responsibilities:

- Assure sending district is alerted to the request for admissions of any child with an existing IEP.
- Provide information about Gate City Charter School for the Arts to the sending district and parents/legal guardians of children entitled to special education.
- Attend meetings for the purpose of reviewing the parent's request for a school of choice, when the liaison is invited by the parents/legal guardians or LEA.
- Receive a copy of the student's IEP from the sending district and review IEP with all teachers and staff involved in implementing the IEP.
- Contact LEA special education administrators and/or staff to coordinate the services for a particular student.
- Alert the sending district of any pre-referral concerns for a student that may necessitate a special education referral.
- Assist the sending district in developing an IEP for a student. Observations and feedback about the student in his/her regular educational environment are important to the IEP development process.
- Communicate with the student's teacher and parents/legal guardians if concerns arise about a student's IEP and request from the LEA a review of the IEP if necessary.
- Work with the LEA to develop procedures for monitoring and reviewing a student's IEP. As well, attend IEP review meetings.
- Be available to parents/legal guardians to ensure any questions or concerns are answered and that all involved understand the special education referral process.

BUSINESS/OPERATIONS MANAGER

Responsibilities:
<ul style="list-style-type: none">• Assist in reception duties.• Manage all payroll and timekeeping responsibilities.• Keep detailed, accurate, and timely financial bookkeeping accounts. Be prepared to report those accounts to the director and the Board of Trustees at least monthly, or whenever requested.• Work with the Director and Board of Trustees to ensure all financial filing duties occur accurately and on time.• Be responsible for ordering and purchasing school supplies as ordered by the Director, keeping track of all purchase orders and receipts• Have a monthly expense report and monthly budget projection prepared for the Board of Trustees at least two (2) business days prior to the monthly scheduled board meeting.• Work with the Director to create a proposed annual budget.

ADMINISTRATIVE ASSISTANT

Responsibilities:
<ul style="list-style-type: none">• Assist the director, assistant director, and business/operations manager in any way needed, including but not limited to, reception, word processing, mailings, data entry, record keeping, and public relations.

CUSTODIAN

Responsibilities:
<ul style="list-style-type: none">• Clean bathrooms, clean classroom and office surfaces, sweep/mop/vacuum floors, and empty waste baskets daily on days when school is in session.• Twice a year, or as needed, provide thorough cleaning of entire facility.

(k) Personnel compensation plans, including provision for leaves and other benefits, if any

The Board of Trustees will maintain a competitive plan for salary and benefit agreements, as funding permits. Gate City Charter School for the Arts will comply with all state and federal laws pertaining to employment compensation and leave provisions.

Benefits for full-time staff will include contributions to the New Hampshire Retirement System. Other benefits will include, but are not limited to, continuing education allowance, professional development, and medical, dental, and vision insurance.

Part-time employees will be paid an hourly wage that is consistent with their field of service.

DIRECTOR

Starting Salary: \$60,000

ASSISTANT DIRECTOR

Starting Salary: \$28/hour

CLASSROOM TEACHER

Starting Salary: \$35,000 to \$40,000 , depending on education and experience

ASSISSTANT TEACHER

Starting Salary: \$15/hour

MUSIC TEACHER

Starting Salary: \$28/hour

ART TEACHER

Starting Salary: \$28/hour

BUSINESS/OPERATIONAL MANAGER

Starting Salary: \$20/hour

ADMINISTRATIVE ASSISTANT

Starting Salary: \$15/hour

CUSTODIAN

Starting Salary: \$12/hour

We are currently seeking the possibility to either hire a part-time custodian or contract with a company that provides cleaning services, whichever will be most beneficial and cost effective to the charter school.

(I) Pupil transportation plan, including reasonable provision from the charter school's own resources for transportation of pupils residing outside the district in which the charter school is physically located

Gate City Charter School for the Arts will comply with all charter school provisions that govern transportation. In accordance with Section 194-B:2,V of the charter school statute, students who reside in the district where the charter school is located will be provided transportation to the charter school by the district under the same provisions of RSA 189:6 and RSA 189:8. Also in accordance with Section 194-B:2,V, Gate City Charter School for the Arts will bear any additional cost to transport the charter school students who reside in the district, if the charter school is so billed.

Families residing outside the district in which the charter school is located will be responsible for their own transportation to and from the school. It is the goal of Gate City Charter School for the Arts to assist parents and guardians in making transportation

convenient. We will assist parents and guardians in forming carpools, connecting families who live in relative neighborhoods.

(m) Statement of Assurances related to Commitment to Nondiscrimination

Gate City Charter School for the Arts will take pride in providing a quality education to students from all backgrounds, abilities, and ethnicities. Discrimination is an unacceptable practice. Gate City Charter School for the Arts will not discriminate based on race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability or marital status in the selection of students or staff or in the administration of its educational programs or in any other way as is prohibited by relevant state and federal law.

The Board of Trustees shall establish and implement a policy and will have administrative procedures to address complaints or concerns.

(n) Method of coordinating with a pupil's local education agency (LEA) responsible for matters pertaining to any required special education programs or services including method of compliance with all federal and state laws pertaining to educationally disabled pupils

As an open enrollment public school of choice, Gate City Charter School for the Arts will accept applications from any student who is a New Hampshire resident. In compliance with section 194-B:8 of New Hampshire law, Gate City Charter School for the Arts will not discriminate against any child with a disability, as defined in New Hampshire law RSA 186-C:2.

Gate City Charter School for the Arts will coordinate with a child's LEA in evaluating and providing services for a child with a disability. In doing such, we will keep records of all contact information for special education services from each sending district representative of the Gate City Charter School for the Arts student population in order that timely and efficient processes can be met.

New Hampshire law 194-B:11,III states, "In accordance with current department of education standards, the funding and educational decision-making process for children with disabilities attending a chartered public school shall be the responsibility of the school district and shall retain all current options available to the parent and to the school district."

Responsibility of the Local Education Agency (LEA)

According to Ed 1104.01, the sequence of the special education process shall be:

- (a) Referral;
- (b) Evaluation;
- (c) Determination of eligibility;
- (d) Development and approval of the IEP;
- (e) Placement;
- (f) Ongoing monitoring of the IEP; and

(g) Annual review of the IEP.

In compliance with New Hampshire law 194-B:11, IV, any federal or other funding available in any year to a sending district shall, to the extent and in a manner acceptable to the funding source, be directed to a chartered public school in a receiving district on an eligible per pupil basis.

The LEA will provide Gate City Charter School for the Arts with a copy of the student's individualized education plan (IEP) for implementation while the student attends the charter school.

Coordinating With a Pupil's School District

Given the responsibility of the student's local education agency in the decision-making and funding for a student with special needs, Gate City Charter School for the Arts will respect the LEA's responsibility for handling special education decision-making. A liaison will be provided to collaborate with the LEA on individual student matters.

The responsibilities of the Gate City Charter School for the Arts liaison will be:

1. Assure sending district is alerted to the request for admissions of any child with an existing IEP.
2. Provide information about Gate City Charter School for the Arts to the sending district and parents/legal guardians of children entitled to special education.
3. Attend meetings for the purpose of reviewing the parent's request for a school of choice, when the liaison is invited by the parents/legal guardians or LEA.
4. Receive a copy of the student's IEP from the sending district and review IEP with all teachers and staff involved in implementing the IEP.
5. Contact LEA special education administrators and/or staff to coordinate the services for a particular student.
6. Alert the sending district of any pre-referral concerns for a student that may necessitate a special education referral.
7. Assist the sending district in developing an IEP for a student. Observations and feedback about the student in his/her regular educational environment are important to the IEP development process.
8. Communicate with the student's teacher and parents/legal guardians if concerns arise about a student's IEP and request from the LEA a review of the IEP if necessary.
9. Work with the LEA to develop procedures for monitoring and reviewing a student's IEP. As well, attend IEP review meetings.
10. Be available to parents/legal guardians to ensure any questions or concerns are answered and that all involved understand the special education referral process.

(o) Admission Procedures

Gate City Charter School for the Arts is an open enrollment public school and will actively seek a diverse student population who share in the mission of the school. Enrollment is open to any resident of the State of New Hampshire. If space is available, an out-of-state applicant will be accepted on a tuition basis, but priority will be given to residents of New Hampshire. Admission procedures will not be designed to discriminate against any student or family as defined by the law.

If more students apply for admission than space allows, a lottery will be conducted pursuant to section 194-B:9 I (2) of New Hampshire law. Once enrollment is filled, students will be placed on a waiting list according to their chosen lottery number.

Gate City Charter School for the Arts will host a web site where admission forms, procedures, and deadlines will be available. A printed information pack and admission form will be available for all interested families. In addition, Charter School information and an application will be made available to the administration and teaching staff of New Hampshire public school districts.

Gate City Charter School success relies on the commitment made by its students and families to support its mission and become involved in its community. Admission procedures will include the following:

1. Prospective families will tour the school and receive printed literature describing the Charter School's mission, curriculum, and parent/community involvement.
2. The admission application, in addition to requesting basic contact information, will require parents to sign a commitment agreement, stating they understand the mission of the school and plan to be involved in the school community in as many ways as their time and talents allow.
3. Completed applications will be accepted for the following school year beginning January 15th.
4. School admission preference will be given to siblings of current students. Encouraging all siblings from one family to attend the Charter School allows for the greatest involvement from parents and builds the strength of the school community.
5. The Board of Trustees will determine if children of staff members will be accepted as part of a benefit package – either by giving a spot of preference or by offering a tuition-based spot for a staff member who lives out-of-state.
6. Once a student is admitted to Gate City Charter School for the Arts, pursuant to section 194-B:2, IV of New Hampshire law, that student need not reapply for admission for subsequent years. In January of each year, parents will be asked to sign a letter of intent stating that their child will continue to attend the Charter School.
7. Applications will be counted and, if necessary, a lottery conducted on March 15th. First spots will be given to current students and those students listed in #4 above. If there are more applications than remaining spots, a lottery will be conducted. The remainder of applications will be placed on a waiting list in the order of their lottery number.
8. Students will be informed of their admittance to Gate City Charter School for the Arts no later than April 20th. Parents will be asked to state their intent to attend the school no later than May 1st. The students "home" school district will be notified of the student's intent to attend the Charter School no later than June 1st.

Pursuant to RSA 194-B:9, I(3), a separate lottery will be conducted by the sending school district if the number of applicants from that school district exceeds the maximum percentage of pupils from that district authorized to attend a charter school.

During the first year of admissions in 2014, priority will be given to children of members of the Charter School Development Committee. These spots, up to a reasonable percentage of the total student population, will be given as a benefit for all the volunteer hours given by

the development committee. (Please see Appendix B for a list of Development Committee Members.) There are 17 children from the Development Committee who meet the age requirements for enrollment in 2014. Broken down by grade level in 2014, the children of the Development Committee are distributed as follows:

Kindergarten	3 children
First grade	5 children
Second Grade	1 child
Third Grade	7 child
Fourth Grade	1 child

(p) Philosophy of student governance and discipline, and age-appropriate due process procedures to be used for disciplinary matters including suspension and expulsion.

The Gate City Charter School for the Arts will provide a welcoming climate and safe community for its students. It is the belief of the Gate City Charter School that students respond best when they understand the expectations that are set for them. Developed by the Board of Trustees, these expectations will be fair and reasonable and help to establish an environment that is safe, nurturing, and conducive to learning. School-wide expectations will be made clear in a student handbook, which will be distributed as part of the school orientation packet. Attached to the packet will be a form for parents to sign stating that they have reviewed these policies and expectations with their children. Additionally, the GCCS feels that as school community members, students should have a voice in decision-making and will work as teams with their teachers to set up specific policies for their classrooms. School-wide and classroom expectations will be posted in the school. As part of the daily classroom meetings students and teachers will have the opportunity to discuss issues and concerns that affect classroom climate or disrupt the learning process. Teachers and administrators will be encouraged to observe and appreciate when students are engaged in positive behaviors and making good choices. These behaviors will be recognized regularly within the classroom through a system developed by the classroom teacher. When addressing a particular student's behavior issues, the school director, parents, and teacher will work together to determine what circumstances are challenging to the student. As a group, they will develop strategies to assist the student with managing his or her behavior. There will be clear consequences for unacceptable behaviors that will include: verbal and written warnings, community service projects, parent/teacher conferences, loss of privileges, suspension and if necessary expulsion. Behaviors that are unacceptable at the school include but are not limited: to anything that threatens the safety of staff or students, disrespect, bullying, weapons, and vandalism. The GCCS will provide fair and age appropriate due process in administering student discipline and will comply with current suspension and expulsion provisions in RSA 193:13 (Suspension and Expulsion of Pupils), as well as RSA 194-B: 9, III (Chartered Public Schools; Pupil Selection; Enrollment; Separation).

The Gate City Charter School for the Arts will adhere to the public school accounting guidelines and will implement internal accounting controls necessary to safeguard its assets.

(q) Method of administering fiscal accounts and reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant

Accounting Principles (GAAP) for public schools: A certified public accountant will provide an annual financial report. A Treasurer will be appointed by the Board of Trustees. The treasurer will be tasked with overseeing the overall financial health of the school. Additionally, the Board will develop a plan for the financial management of the school, including policies on conflicts of interest for Board members and faculty. The treasurer will provide an assessment of the financial status at monthly board meetings. Accounting activities will consist primarily of the biweekly payroll paid to school personnel and the maintenance of an accounts payable system to track amounts due to vendors.

A general account will be set up for the administration of funds, and the treasurer and two named members of the Board will have check-writing authority. Each individual with check writing authority will be covered by a fidelity bond in accordance with the guidelines of the New Hampshire Department of Revenue Administration.

Except for emergency purchases approved by authorized personnel of the school (up to a maximum to be established by the Board), all expenditures and contracts will be handled through an encumbrance system of purchase orders for clear tracking of expenditures and status of account balances.

The Gate City Charter School will comply with all requirements specified in the law pertaining to reporting requirements (RSA 194-B:10, I-V). This law requires an annual report, annual financial audit and report, program audit, and participation during the annual school budget process. The School will also comply with all requirements set forth in Ed 318.07 regarding the contents of its annual report.

The Board will select an independent auditor (CPA) annually to complete the required annual audit and report. The audit will address accounting practices and review the school's internal controls. The audit will be conducted in accordance with applicable generally accepted accounting principles. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year. The Board will review and respond to the audit report, if necessary, and include the audit results in its annual report. As required by law the annual report will be provided to the state board, local board and any person who requests it.

(r) Annual budget, including all sources of funding

PLEASE SEE APPENDIX C for a complete budget proposal.

The Development Committee is developing an extensive fundraising plan to meet the costs of providing a quality education. The Board of Trustees will approve a fundraising goal each year to meet the needs of the budget. A contingency fund is necessary for the financial

success of any school, planning for unexpected costs and program growth. The Board of Trustees or the Director will approve fundraising events before they are organized and advertised.

This list is intended to generate fundraising ideas and is not a list of requirements. Fundraising ideas include but are not limited to:

- Annual giving appeal
- General Mills Box Tops Program
- Custom Product & Apparel Fundraiser using local vendors and a School Spirit Store
- Basket raffles
- Silent Auction of donated items or services
- Art show/Talent show
- Ticket Sales for School Performances
- Recycling – paper, printer cartridges, bottles/cans
- Hosting an Arts & Craft Show for sale of locally created items
- Holiday/Birthday/Thank you card sale – cards designed by students
- Crazy cake auction
- Creative Speaker Series – sell tickets for educational or local artist lectures
- ClassWish.org
- Sell raffle tickets for an item or event such as the best parking spot at the school, front row seats for a school musical programs, acting as “Principal for a Day,” lunches or outings with teachers, or even a sleepover at the school
- Paint-A-Thon – participants get sponsors to support them as they paint (or create art) for a given amount of time
- Golf Tournament
- Plant sale – sell flowers in the spring, bulbs in the fall, etc
- Pasta night, or another dinner event
- School Night at a local restaurant – local restaurant pledges to the school a percentage of sales on a given day
- Corporate sponsorship

Gate City Charter School for the Arts will use the skills of Board members, staff, and volunteers to apply for grant funding. The following is a list of grants that the charter school may be eligible to apply for. It is the responsibility of the Board of Trustees and the Director to seek each year current grants the school is eligible to apply for and to assure application deadlines are met.

Grants:

- New Hampshire Council on the Arts
- ASM K-12 Teacher Grants
- National Arts Education Association
- Target: Art and Culture in Schools
- National Endowment for the Arts
- The Mockingbird Foundation
- Lego Children’s Fund
- Fender Music Foundation

- Music Drives Us
- Captain Planet Foundation
- ING Unsung Heroes
- Toshiba America Foundation
- Clorox – Power of a Bright Future
- KaBoom - It Starts with a Playground Grants
- Lowes Toolbox for Education
- Classroom Improvement Technology Grant
- Build-A-Bear Workshop Bear Hugs Foundation Grants
- Sparkplug Foundation
- The Mathematics Education Trust
- McCarthy Dressman Education Foundation
- AmeriCorps

(s) School calendar arrangement and the number and duration of days pupils are to be served pursuant to RSA 194-B: 8, III

Gate City Charter School for the Arts will develop a school calendar with at least 180 school days, or the equivalent number of hours, as required by law. It is intended to follow the calendar of the host school district, **for purposes of holidays only**, for ease of transportation and coordination of services.

According to local district policies, the start of the Gate City Charter School for the Arts school day may be determined by bus route schedules. The Board will have to work closely with the local district transportation director in planning the school calendar. Regular school days will be no less than six (6) instructional hours in duration. The Board will determine early dismissal days, ensuring the number of hours necessary to meet a minimum of 180 school days. Early release or delayed opening days will be no less than four (4) instructional hours in duration.

Kindergarten instructional time will be scheduled depending on funding.

Five (5) “snow days” will be incorporated into the school calendar to accommodate for days the charter school must close for inclement weather. A “snow day” or delayed opening will be determined by the Director based on the weather forecast and safety of the roads and routes to the school. Availability of local bus service will be taken into account.

If the charter school closes for any other reason, for example health or safety issues with the school facility, those school days will be made up on a day determined by the Board of Trustees. This can be done as a “snow day” if there are an adequate number of “snow days” remaining in the calendar or by opening the school on a holiday or adding a day to the end of the school year, as negotiated by the Board and teacher contracts.

Twice a year, the school calendar will reflect staff development days when school is closed for students, but teachers and staff engage in professional development exercises.

In August before the start of the school year, teachers and administrators will participate in professional development and classroom preparation. The number of days and dates will be determined by the Board of Trustees, considering the professional development activities planned and the number of days teachers require to prepare their classrooms.

(t) Provision for Providing Continuing Evidence of Adequate Insurance Coverage

The Gate City Charter school for the Arts, pursuant to RSA 194-B:1, III, will be a public school subject to the same protections as any public school under RSA 507 (b) which provides for Limited General Liability for the charter school and its agents.

Gate City Charter School will acquire the necessary liability insurance that is required for the operation of a school. Gate City Charter school is currently in the process of working with an insurance company to find a plan that would provide adequate coverage for the school.

(u) Identity of consultants to be used for various services, if known

The Gate City Charter School for the Arts has consulted with a number of professionals in various fields in the planning and development phase.

The school continues to seek out persons with backgrounds which may assist us with this process. In particular, we seek assistance from a person with knowledge in the construction field who can review possible school locations and offer advice as to the structural integrity and safety of a building, whose interest is in the charter school.

The following is a list of professionals we have consulted with thus far.

Gillian Hinkle received her Bachelor of Arts in Music Education from Keene State College in 1995. She has taught music in a variety of settings (classroom, ensemble, and private lesson) in NH and MA since 1992. She became the executive director of the Nashua Community Music School in 2003 and is still serving in that capacity. In addition to Gillian's work at the music school she also participated in the Conversation on the Arts as organized by the Nashua Economic Development Department (2005), the strategic planning session on the arts and subsequent cultural planning steering committee as organized by Mayor Lozeau (2008-2010) and currently serves on the Cultural Commission (2010-present). In addition, she remains active as a musician, continuing to play flute, lead a flute ensemble and sing in a choir on a regular basis.

Gillian offered information on creating a music program.

Tom Julius, EdD is Director of Academic Assessment and member of the Core Education Faculty at Antioch University New England. His areas of expertise include charter schools, portfolios and authentic assessment, project/place/community-based learning, and action research. Tom is a founding board member of the Surry Village Charter School in Surry, NH.

Tom shared his experience as a founding board member of Surry Village Charter School. He spoke with us about the considerations in forming a Board of Trustees. He also shared information about the assessment tools used at Surry Village Charter School.

Elaine Mackin and Bob Mackin are Directors of the SmART Schools Network. They reviewed the charter school application, offering knowledge of research in the areas of arts-integration and brain based learning. Upon approval of Gate City Charter School for the Arts, SmART Schools will assist in staff development, creating a Summer Institute for staff training in arts-integration. SmART Schools Network can help to form connections with artists regionally, nationally, and internationally. They can also help to apply for grant funding to ensure staff development.

Eileen Liponis is director of New Hampshire Public Charter School Association.

Eileen shared with us her knowledge of the charter school application process in New Hampshire. She also pointed us in the direction of community members who can assist in our process.

Steve Ryan is a representative for Music & Arts in New Hampshire. He has 33 years of experience as a band teacher/director in various school settings.

Steve shared with us his knowledge of running a band and orchestra program. He shared with us cost saving factors in keeping a music program affordable. As a representative of a company that sells and services instruments for band programs, Steve shared with us what Music & Arts has to offer. The information he offered helped us to formulate line items in our proposed budget, giving us a realistic idea of what a music program will cost.

Suzanne Scholl specializes in the innovative Start-up of New Strategic Healthcare Ventures, Repositioning of Non-Performing Healthcare Operating Entities and Coaching of C Suite Executives for Publicly Traded, For-Profit and Not-for-Profit Acute and Specialty Hospitals, Health Systems and Networks, Management Companies, Multi-Specialty Physician Group Practices and Health Plans. She also has experience forming successful education and arts-based organizations.

Suzanne is a resident of Nashua who volunteered her expertise in forming effective governance and management structures, as well as informing of common issues that come up in governance and relationships between Boards and every-day management.

Matt Southerton is co-founder and director of New Hampshire Center for Innovative Schools.

Matt offered his knowledge of the charter school application process in New Hampshire. He offered information pertaining to the formulation of a proposed budget. The New Hampshire Center for Innovative Schools publishes a newsletter that informs of public charter school happenings and informs on charter school legislation in New Hampshire.

Mary Street - Mary Street is an independent charter school consultant with an extensive history in the non-profit sector. A graduate of Lesley University, Mary was Executive Director for a number of years at the Conservatory Lab Charter School. More recently Mary worked as Director of Charter Schools for the Massachusetts Department of Education. Presently, Mary works as an Independent Education Consultant.

Mary volunteered her time to meet with us at the beginning of our application process. She offered advice in forming a mission and vision for the charter school. She offered her insight as someone whose job was to approve and oversee public charter schools.

Lisa Tourageau - Lisa received her BFA from Harvard University in Russian and Soviet Studies and Her Masters of Business Administration from Xavier University. Since 1987, she has worked primarily in banking and investment management companies, in the institutional client services area. Client types include mutual funds, insurance companies, trusts and endowments. Lisa also has an extensive history in the nonprofit world serving on several Boards of Directors, most recently as President of the Nashua Symphony Orchestra.

Lisa offered her expertise in working with non-profit organizations to edit and revise the mission statement of Gate City Charter School for the Arts.

Janet Youkeles - Janet is an art educator who has served as an art teacher in public school districts for 20 years and in higher education for 6 years. Recently, as the founding art teacher in a District of Columbia Public Schools Partnership School she earned the status of "highly effective teacher." Janet earned her Masters of Education from the Harvard Graduate School of Education and has presented research concerning the impact of value-added instructional strategies in art education.

Janet volunteered many hours with the Development Committee to help develop a vision for arts integration. She expressed a critical need for research-based and data-driven forms of instruction.

(v) Philosophy of parent involvement and related plans and procedures

The success of Gate City Charter School for the Arts is dependent on parent involvement. Parents/primary caregivers are the first teachers a child has. The attitude a parent/primary caregiver has toward education and the commitment shown toward learning are crucial to the child's success in school. The goal is for 100% parent involvement in meaningful ways.

Parents, legal guardians or primary caregivers will be asked to commit to the following:

1. Assure their child attends school every day (that student is in good health to attend).
2. Ensure their child has a place and time to complete homework.
3. Participate in at least one scheduled parent/teacher meeting each year. Parents have the right to schedule a meeting whenever a concern arises.
4. Attend school information and open house events.
5. Attend all school performances, art shows, and science fairs.
6. Bring to the attention of the director any issues that they become aware of relative to conflicts among students or concerns about teachers.
7. Provide formal feedback to the school via a parent survey.

In addition, parents, legal guardians, or primary caregivers will be asked to volunteer in many ways as their time allows. Such opportunities will include but are not limited to:

1. Fund raising
2. Clerical assistance
3. School maintenance and/or beautification
4. Classroom Assistance
5. Set and/or costume design for school performances

A survey each year will show what talents and interest the parents have to offer, as well as what needs exist within the school.

Since the mission of Gate City Charter School for the Arts is to produce students with a life-long love of learning, we will host educational opportunities throughout the school year where adults and children can learn together. Such opportunities can include but are not limited to lectures, workshops, discussion groups, guest authors, guest artists, or an evening to build/create something together.

Since communication is key to home-school relations, multiple methods for information disbursement will be used. In addition to traditional methods such as written notes and documentation, a web site will contain information to foster home-school relations.

E-mail will also be used.

(w) A plan to develop and disseminate information to assist parents and pupils with decision-making about their school of choice

A plan is being developed to distribute information about Gate City Charter School for the Arts and to assist parents in deciding whether their child will thrive in this public school of choice. To assure that all families have equal access to information, a variety of dissemination methods will be used.

Such methods will include:

- Interactive Web Site (www.gatecitycharterschool.org)
- Social Media Web Site
- Flyers distributed via public libraries, community and service organizations, public school administration and staff, and faith-based organizations
- Public speaking at community events
- Information in print media, such as newspapers
- The Director will conduct tours and interviews, ensuring that families understand the school's mission and pedagogy

(x) Global hold-harmless clause

The chartered public school, its successors and assigns, covenants and agrees to indemnify and hold harmless the host school district or any school district which sends its students to the charter school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions, and causes of actions, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

The charter school shall have no obligation to hold harmless the Indemnified Parties for any claims, damages, losses, or expenses resulting from the Indemnified Parties' own acts and omissions.

(y) Severability provisions and statement of assurance

Should any provision of the charter school contract be found by competent authority to be contrary to applicable law, rule, or regulation, that provision shall not be enforceable. The remainder of the contract shall remain in effect unless otherwise terminated by one or both of the parties in accordance with the terms contained herein.

(z) Provision for dissolution of the charter school

Should Gate City Charter School for the Arts cease operations, the Board of Trustees will consult with an attorney, as well as the New Hampshire Department of Education. All contractual and financial obligations will need to be met.

Any leased or borrowed items will be returned to the owner, in accordance with the terms of use.

Planned sale of any assets must first assure that any financial debt is paid. Once all debt has been met, distribution of assets will be made in consideration to how those items were attained. Money attained from the sale of items purchased through State or Federal grant funds will be returned to the State for distribution to other state-funded school programs. Money attained from the sale of items purchased through community fundraising or in conjunction with other community non-profit organizations will be returned to those organizations, with those funds remaining in the community.

Personal property of teachers and staff; including books, lesson plans, art supplies, props, and teaching aides; should be labeled as such upon entering the school and will remain the personal property of teachers and staff, not to be included in the disolution of items.

The parent community and school districts representing the students of Gate City Charter School for the Arts will be given at least a 90 day notice of voluntary disolution of the charter school.

(aa) In the case of the conversion of a public school to a charter conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the charter school.

Not applicable

(bb) A plan for the education of the school's pupils after the charter school may cease operation

In the event that Gate City Charter School for the Arts should cease operation, the Director and Board of Trustees will work to provide timely information to parents. At least 90 days prior to the closure of the school, a letter will be mailed to parents. This letter will offer a reason for the closure of the school and list what options parents have for the education of their children. Parents will be asked to sign a statement of intent for their child's school records.

School staff will be available to answer questions and provide assistance for a smooth transition from the charter school to the new school. Charter school staff will be responsible for informing the sending district when a student will be returning to that public school due to closure of the charter school. The student's records will be transferred to the sending district or new school, as intended by the parent.

(cc) In addition to an application, each charter school applicant, in consultation with the local school board, shall prepare a proposed contract.

Not applicable

(dd) An outline of the proposed accountability plan

The Director and Board of Trustees of Gate City Charter School for the Arts will meet all accountability and reporting requirements as outlined by the New Hampshire Department of Education.

Gate City Charter School for the Arts will collect data in numerous ways, as outlined in section (h) of this charter. Data regarding student progress and achievement, as well as

effectiveness of the charter school mission, will be compiled in a report at the end of the school year and submitted to the New Hampshire Department of Education, Charter School Office.

In accordance with the NH Department of Education, the Board of Trustees will use the following questions to determine accountability:

1. Is the school making progress toward achieving its mission?
2. Is the school responsibly using public funds?
3. Is the school promoting student attainment of expected knowledge and skills?
4. Is the school sustainable?