

Thursday, January 9, 2020



REVISED AGENDA

- I. **CALL TO ORDER – 9:00 AM**
- II. **PLEDGE OF ALLEGIANCE**
- III. **PUBLIC COMMENT** (*Limited to 3 minutes. The Board may ask clarifying questions, otherwise no feedback will be provided.*)
- IV. **PRESENTATIONS/REPORTS/UPDATES**
 - A. **Job Corp Student Presentations**
 - B. **Withdrawal of Charlestown from the Fall Mountain Regional School District Cooperative Update**
- V. **COUNCIL for TEACHER EDUCATION (CTE)** ~ LAURA STONEKING, NHDOE, Administrator, Bureau of Educator Preparation and Higher Education
 - A. **One (1) year extension of all of Franklin Pierce University’s educator preparation program**
- VI. **CHARTER SCHOOL REPORTS/UPDATES** ~ JANE WATERHOUSE, NHDOE, Charter School Administrator
 - A. **New Charter Application for Northeast Woodlands Public Charter School** ~ JESSE BADGER, Chairman, Board of Trustees
 - B. **Spark Academy of Advanced Technologies Public Charter School First Year Program Audit Report** ~ DENIS MAILLOUX, Director
 - C. **Capital City Public Charter School First Year Program Audit Report Update** – STEPHANIE ALICEA, Head of School and BARBARA HIGGINS, Managing Director
- VII. **LEGISLATIVE UPDATES** ~ AMANDA PHELPS, NHDOE, Administrative Rules Coordinator
 - A. **INITIAL PROPOSAL** ~ Robotics Education Fund (Ed 1307)
 - B. **INITIAL PROPOSAL** ~ to amend that section of the School Year rules (blizzard bag policy) Ed 306.18(a)(7)
 - C. **FINAL PROPOSAL** ~ Confidentiality and Record Retention (Ed 1102.04 (h) and Ed 1119.01) (*REMOVE from TABLE*)
- VIII. **COMMISSIONER’S UPDATE**
- IX. **OPEN BOARD DISCUSSIONS**
- X. **OLD BUSINESS**
- XI. **NONPUBLIC SESSION**

XII. TABLED ITEMS

- A. FINAL PROPOSAL ~ Confidentiality and Record Retention (Ed 1102.04 (h) and Ed 1119.01)**
- B. Capital City Public Charter School Status Change Request – *STEPHANIE ALICEA, Head of School***

XIII. CONSENT AGENDA

- A. Meeting Minutes of December 12, 2019**
- B. Tuition Agreement ~ Fall Mountain Regional School District and Lempster School District**
- C. Proposed Amendment and Renewal of Authorized Regional Enrollment Agreement (AREA) for Pittsburg and Clarksville School Districts**
- D. Proposed Amendment and Renewal of Authorized Regional Enrollment Agreement (AREA) for Colebrook and Columbia School Districts**
- E. Proposed Amendment and Renewal of Authorized Regional Enrollment Agreement (AREA) for Gilford and Gilmanton School Districts**

XIV. ADJOURNMENT – 2:00 PM

If accommodations are needed for communication access such as interpreters, please call (603) 271-3144 at least 5 business days before the scheduled event. We request 5 business days' notice so that we may coordinate interpreters' schedules. Although we will attempt to accommodate any requests made, we cannot guarantee the presence of the service. Thank you for your cooperation.



**FALL MOUNTAIN REGIONAL SCHOOL DISTRICT
SCHOOL BOARD**

School Administrative Unit 60
122 NH Route 12A P.O. Box 720 Langdon, NH 03602-0720

Michael Herrington, Board Chairperson (At-Large)

Mary Henry, Board Vice Chairperson (Langdon)

Rebecca Sethi, Board Secretary (At-Large)

William Stahl, Board Member (Walpole)

Scott Bushway, Board Member (Charlestown)

Sarah Vogel, Board Member (Acworth)

Joseph Levesque (Alstead)

To: NH State Board of Education
From: Fall Mountain Regional School Board
Re: FMRSD/CSD Tuition Agreement
Date: January 7, 2020

The Fall Mountain School Board is unanimously in favor of Charlestown remaining a part of the district. We feel that our five towns are stronger together.

However, the school board has serious concerns with Charlestown's ability to fulfill a tuition agreement in the future, since they are in default of their financial obligations to the district totaling 1.8 million dollars.

Currently, we can take appropriate legal actions to secure payment needed to educate our Fall Mountain students. In the future, Charlestown's nonpayment of tuition would have a severe financial impact on the remaining four towns.

While we have long valued our relationship with Charlestown, the Fall Mountain Regional School Board does not feel it is in the district's best interest to enter a tuition agreement at this time.

**FALL MOUNTAIN REGIONAL SCHOOL DISTRICT
SPECIAL SCHOOL BOARD MEETING
Fall Mountain Regional High School Library
Tuesday, January 7, 2020**

Chairperson Michael Herrington called the meeting to order at 7:30 PM in the Fall Mountain Regional High School Auditorium. In attendance were Mary Henry, Sarah Vogel, Joe Levesque, Rebecca Sethi and William Stahl. Also in attendance were Lori Landry and James Fenn.

Motion: (Stahl/Henry) to enter into non-public session under RSA 91-A:3 per *(k) Consideration by a school board of entering into a student or pupil tuition contract authorized by RSA 194 or RSA 195-A, which, if discussed in public, would likely benefit a party or parties whose interests are adverse to those of the general public or the school district that is considering a contract, including any meeting between the school boards, or committees thereof, involved in the negotiations. A contract negotiated by a school board shall be made public prior to its consideration for approval by a school district, together with minutes of all meetings held in nonpublic session, any proposals or records related to the contract, and any proposal or records involving a school district that did not become a party to the contract, shall be made public. Approval of a contract by a school district shall occur only at a meeting open to the public at which, or after which, the public has had an opportunity to participate.*

After an affirmative roll call vote, the board entered into non-public session at 7:33PM.

The board resumed public session at 8:57 PM.

Motion: (Vogel/Henry) the FMRSD agrees to enter into a tuition agreement with the proposed Charlestown School District upon separation if approved. Motion failed 0:5 (Herrington abstained)

The Fall Mountain School Board is unanimously in favor of Charlestown remaining a part of the district. All members feel that our five towns are stronger together.

While they have long valued their relationship with Charlestown, the Fall Mountain Regional School Board does not feel it is in the district's best interest to enter a tuition agreement at this time.

Motion: (Sethi/Vogel) to adjourn. Motion passed unanimously.

Hearing nothing further, the board adjourned at 9:00PM.

Respectfully submitted,
Misty Bushee
School Board Clerk

DRAFT

Fall Mountain School District
Withdrawal Committee-Minority Group
Minority Response 3

It is important to note that, although the Withdrawal Committee members present at the January 2, 2020 meeting did sign the Third Revised Version of the Withdrawal Study Committee report of that date, their approval to submit that version of the report does not in any way indicate approval of Charlestown's withdrawal from Fall Mountain Regional School District (FMRSD). It is also important to note that several substantial errors are present in this most recent submission.

Infrastructure

The inventory mentioned on Page 11 needs to be fully assessed and values revisited.

The "switches" (at least three) mentioned represent one of only two outside portals/firewalls between FMRSD and the outside world. The only other portal is at Fall Mountain Regional High School (FMRHS).

These switches, used to translate from fiber optical to copper transmission lines, will be removed and repurposed.

According to an existing clause in the current telephone system contract with Consolidated Communications, should Charlestown withdraw from FMRSD, the Charlestown School District (CSD) would need to make separate arrangements with Consolidated for their portion of the contract. This would amount to approximately \$60,000 per year, including telephone service.

CSD could also "opt out" of the Consolidated Communications contract — for a one time opt out fee and by surrendering the current hand units — and return to the old individual phone systems still in place.

Collective Bargaining Agreement (CBA) Obligations

This portion of the Third Revised Version of the Withdrawal Study Committee report is disingenuous in its stated simplicity. It also ignores information shared with the committee by FMRSD Chief Financial Officer James Fenn (see Appendix A).

Until such time as negotiations have been completed between FMRSD and CSD, there will remain so many unknowns that it will be impossible to accurately detail all of CSD's liabilities/responsibilities. Unfortunately, this also prevents the voters from being presented with an accurate picture of CSD's financial exposure.

Examples of CSD liabilities under the CSA include the following:

- The employee who "currently works in a school located in Charlestown" will only remain a CSD non-liability for 100% of her retirement benefits if she remains in Charlestown for the remainder of her career, which **must** be stated in writing
- 100% of P. Stevens
- 40% of 1 payment to T. Ronning
- 40% of 1 payment to J. Cenney
- 40% of 1 payment to M. McDonald

Fall Mountain School District
Withdrawal Committee-Minority Group
Minority Response 3

- 40% of 4 payments to L. Ranauro
- 40% of 5 payments to D. Jones
- 17% of 40% of 6 payments to S. Jacobs

- CSD liabilities may be incorporated into a tuition agreement, if one is reached

- However, with no current tuition agreement in place, the above listed remain CSD liabilities

According to Appendix A of the Teachers' Agreement, 85% of current FMRSD teachers are eligible for early retirement benefits, earned while Charlestown has been part of FMRSD.

The above represents a CSD liability that cannot currently be determined, but must be acknowledged.

- Until separation, true liability cannot be calculated because it has yet to be determined where eligible employees will be working following separation

- FMRHS employee benefits should be covered by a tuition agreement, but this is currently an unknown and, as such, remains a CSD responsibility

An actuary must be retained to calculate the value of CBA obligations once a separation agreement has actually been reached. Until a tuition agreement has been reached, there will continue to be significant CSD exposure under the CBA.

Disposition of Property

The Third Revised Version of the Withdrawal Study Committee report makes egregious errors in its citations of RSA 195:27 and RSA 195:28 (Appendix B). On page 15, paragraph 2 the report states, "The Fall Mountain School District will distribute to the Charlestown School District it's [sic] share, whether ear-marked or pro rata, of any reserve funds of any kind, not limited to capital reserve funds or surpluses associated with Charlestown area schools, high school reserve funds, health care self-insurance reserve funds or surpluses, special education reserve funds and reserve funds of any other description." The report then goes on to cite the RSAs in various manners, each time omitting the forfeiture clauses: "A school district which withdraws from the cooperative school district shall forfeit its equity in any cooperative district schools" (RSA 195:27) and "The amount of said capital improvements and additions and the time of transfer of title shall be determined by the agreement for withdrawal between the cooperative school district and the withdrawing school district. The withdrawing school district forfeits its equity in all other cooperative school district facilities" (RSA 195:28).

Regardless of cause, the errors evidenced in the Charlestown Withdrawal Committee report demonstrate that committee's tendency to rearrange facts to suit their purpose. The minority view continues to be that Charlestown's separation from FMRSD would be costly and educationally damaging to the four remaining towns in the cooperative. It would also be detrimental to both the children and taxpayers of Charlestown. Separation is not fair and equitable to our Fall Mountain students and certainly not to the communities that have supported education for 60 years.

Fall Mountain School District
Withdrawal Committee-Minority Group
Minority Response 3

Updated 6-5-2019

Sick Leave Buy Back/Early Retirement

Unfunded Liability as of June 30, 2019

Contract Days

Sick Leave Buy Back - Teachers

| Acct. | Employee Name | Salary | Sick Days | Years | Buy Back |
|----------------------------|---|-------------|-----------------|------------------------|-----------------------|
| 10-1100 | Brooks,L | \$63,535.00 | 125.75 | 33 | \$31,704.47 |
| 10-1200 | Bushway, D | \$64,177.00 | 148.00 | 26 | \$37,691.25 |
| 10-1100 | Chaffee, L | \$62,935.00 | 224.25 | 28 | \$56,004.66 |
| 10-1100 | D'Eon, G | \$66,396.00 | 240.75 | 25 | \$63,431.89 |
| 10-1300 | Ferland, B | \$62,635.00 | 184.50 | 25 | \$45,857.77 |
| 10-1100 | Ferland,L | \$69,711.00 | 295.00 | 36 | \$81,606.13 |
| 10-1100 | Finando-Zelenetz,T | \$66,896.00 | 136.00 | 30 | \$36,102.60 |
| 10-1300 | Forrest, V | \$66,396.00 | 135.75 | 25 | \$35,766.89 |
| 10-1100 | Grimsley,S | \$63,435.00 | 114.00 | 33 | \$28,696.79 |
| 10-1300 | Guild, C | \$63,335.00 | 291.25 | 32 | \$73,199.68 |
| 10-1100 | Hanatow, L | \$66,496.00 | 242.00 | 26 | \$63,857.27 |
| 10-2120 | Kofoed, K | \$66,496.00 | 156.00 | 26 | \$41,164.19 |
| 10-1100 | Lincoln,T | \$69,211.00 | 156.50 | 30 | \$42,982.23 |
| 10-1100 | Luther-Houghton, L | \$67,396.00 | 235.00 | 37 | \$62,849.44 |
| 10-1100 | McDougle,T | \$64,787.00 | 232.75 | 35 | \$59,837.99 |
| 10-1100 | Ronning,J | \$68,157.00 | 95.25 | 31 | \$25,761.72 |
| 10-1300 | Sayers, L | \$63,235.00 | 331.50 | 31 | \$83,184.14 |
| 10-1200 | Vittum,T chose to come off and opt for early retirement and 25% match | | | | |
| (16 Teachers) Total | | | <u>3,344.25</u> | | <u>\$869,699.12</u> |
| | | | | FICA & NHRS | 25.45% |
| | | | | | <u>\$1,091,037.54</u> |

Early Retirement Payments - Teachers

| first payment | Employee Name | Salary | payments | Payments Remaining | Amount to Pay (remaining) |
|---------------|-----------------|-------------|-----------|--------------------|---------------------------|
| 7-1-16 | John Cenney | \$80,125.00 | 16,025.00 | 2 | \$32,050.00 |
| 7-1-17 | Gail Eydent | \$59,795.00 | 11,959.00 | 2 | \$23,918.00 |
| 7-1-18 | Meryl MacDonald | \$64,038.00 | 12,807.60 | 4 | \$51,230.40 |
| 7-1-19 | Kim Lewis | \$67,411.00 | 13,482.20 | 5 | \$67,411.00 |
| 7-1-19 | Lisa Ranauro | \$69,311.00 | 13,862.20 | 5 | \$69,311.00 |
| 7-1-19 | Ken Tretler | \$65,996.00 | 13,199.20 | 5 | \$65,996.00 |
| | | | | | \$309,916.40 |
| | | | | FICA & NHRS | 25.45% |
| | | | | FICA only | 7.65% |
| | | | | | <u>\$8,200.68</u> |
| | | | | | <u>\$369,708.81</u> |

Retirement Payments - Administration

| | Employee Name | 70% of Salary | First Payment | Payments Remaining | Amount to Pay |
|--|-------------------------|---------------|---------------|--------------------|----------------------|
| 7/1/16 | Tom Ronning | \$ 71,005.00 | \$ 14,201.00 | 3 | \$ 42,603.00 |
| 7/1/2017 | Paula Souther Stevens | \$ 63,177.80 | 12635.56 | 4 | \$ 50,542.24 |
| 7/1/2019 | Donna Jones | \$ 61,907.30 | 8843.9 | 7 | \$ 8,843.90 |
| one time | Donna Jones 5% increase | \$ 4,421.95 | 4421.95 | 1 | \$ 4,421.95 |
| | | | | FICA & NHRS | 25.03% |
| | | | | FICA no NHRS | 7.65% |
| | | | | 7.65% | \$ 7,125.61 |
| next year tom and paula both 7.65 with no nhrs | | | | 25.03% | \$3,320.44 |
| | | | | | <u>\$ 103,591.29</u> |



Email to citizen name redacted-12-19-19

Dec 19, 2019

Hello Jim,

I am wondering if liabilities that go along with retirements and such are part of the SAU? Does that mean that since Charlestown would stay a part of the SAU until one or another of our districts choose to invoke of RSA 194, and are leaving, the liabilities would simply be figured as the 50ADM/50EV formula, and thus, Charlestown would pay the 36.3% (approximately).

Also, I am wondering if sick leave buy back is located in one of the methods? I see that for each individual teacher who retires from k-8 and is eligible, the amount owed under sick leave buy back is a line item for that school.

This is great for each prk-8, but how are the high school teachers apportioned?

Thank you, I look forward to your response.

Sincerely,

XXXXXXXXXXXXXXXX

The employee liabilities I am aware of are typically end of employment payments negotiated as part of a union master agreement. For instance, if you look at the attached Fall Mt Teacher Association master agreement Appendix A, beginning on page 30, look at section F. In section F1, teachers that began work before July 1, 1995 are eligible for a buyout of 75% of their accumulated sick leave. This same group of teachers does not have a cap on the number of sick days they are allowed to accumulate. I have attached a copy of the status of this liability as of June 30, 2019. As you can see the buyout liability for the District is \$1,091,038. Six of these teachers work at the high school, so if they retired this year then Charlestown would be responsible for 44.55% of their costs or about \$168,801. In addition we have teachers, two principals and our former SPED Director that have already retired that have retirement payout tails that need to be addressed. For this group we have 2 payments remaining for John Ceney, 4 payments for Meryl MacDonald, 5 payments for Lisa Ranauro, 5 payments for Ken Tretler, 3 payments for Ton Ronning, 4 payments for Paula Stevens, and 7 payments for Donna Jones. Based on this year's appropriations allocations formulas Charlestown's liability for these positions is about \$215,872. Currently we have district employees eligible for these benefits such as Heidi Gove, Jane Stansbery, Bill Botting, and Lynne Phillips, as well as a number of teachers in the high school, Early Learning Center and Charlestown where a portion of this liability will

need to be calculated and charged to Charlestown for any of these employees that remain with Fall Mountain and do not retire before the separation occurs.

Section F2 of the teachers' agreement spells out the retirement benefits teachers hired after September 1, 1999 will receive. I have not calculated this liability, but it will need to be calculated for any high school, district level teacher or Charlestown teacher that remains with Fall Mt after a withdrawal so that Charlestown can pay the District for their portion of that liability.

Section F4 of the teachers' agreement details the retirement benefits for teachers hired after 07/01/2016. Again I have not calculated this liability, but it will need to be calculated for any high school, district level teacher or Charlestown teacher that remains with Fall Mt after a withdrawal so that Charlestown can pay the District for their portion of that liability.

The support staff retirement package is in section 9.3 of the support staff agreement on page 10. We currently have about 9 support staff union members at the District level, high school or in Charlestown that qualify for this benefit now.

All of these costs are at the Fall Mt level and will not be costs of the SAU if a withdrawal happens. Our Superintendent will also be eligible for a retirement benefit on July 1, 2020. As a SAU employee this benefit does not need to be calculated until such time as Charlestown or Fall Mountain withdraw from SAU 60.

All of these costs will need to be reviewed and the liability updated for the date of final withdrawal as the exact amount will change based on accrual and use of sick days, changes in salary, and whether eligible staff members remain with Fall Nt or more to the newly formed Charlestown School District.

I hope this helps explain this rather complicated topic.

Jim

January 3, 2020

NH Department of Education

101 Pleasant St.

Concord NH 03301-3860

FMRSD Withdrawal Committee

122 NH Rt 12A Unit 5

Langdon NH 03602

Dear Board Members:

In response to questions posed by the New Hampshire Board of Education at its hearing on December 12, 2019, the Fall Mountain Regional School District Withdrawal Committee hereby submits its "Third Revised Version" of the Charlestown Withdrawal Plan. The Committee met Thursday, January 2, 2020 with a quorum of 7 members present and voted unanimously to approve submission of this revised Withdrawal Plan. An eighth member, arriving as the meeting ended, was briefed and added his signature. To be clear, the underlying vote taken on October 23, 2019 still stands, with 6 members in favor of Charlestown's withdrawal and 4 members opposed.

We are looking forward to the January 9, 2020 meeting.

Yours sincerely,

A handwritten signature in cursive script that reads "Alissa M. Bascom". The signature is written in black ink and is positioned above the printed name.

Alissa M. Bascom

Recording Secretary

Enclosure (1)

Report of the Withdrawal Study Committee

Studying the Withdrawal of the

Town of Charlestown

From the

Fall Mountain Regional School District

Pursuant to New Hampshire RSA 195:25

Third Revised Version

For the NH Board of Education Hearing on January 9, 2020

To: The NH State Board of Education

From: Fall Mountain Regional School District Withdrawal Study Committee

RE: School Withdrawal Plan *By a vote of 8-0, agreed to submit this*

Date: 1/2/2020 *Third Revised Version.*

1. At its meeting on October 2, 2019, a quorum being present, the Withdrawal Study Committee determined by a vote of 7 YES and 3 NO, with 0 Abstentions, that withdrawal of Charlestown from the Fall Mountain Regional School District is recommended.
2. The Withdrawal Study Committee therefore, pursuant to RSA 195:25, submits the attached Withdrawal Plan by and approved by the Committee.

In Favor

Alan F. Dustin *Alan F. Dustin* date 1/2/2020

Alstead Select Board Member

Joseph A. Levesque *Joe Levesque* date _____

Alstead School Board Representative

Albert A. St. Pierre *Albert St. Pierre* date 1/2/2020

Charlestown Select Board Member

Scott Bushway *Scott Bushway* date 1/2/20

Charlestown School Board Representative

Steven J. Dalessio _____ date _____

Walpole Select Board Member

Lucien Joseph Beam *Lucien Beam* date 1-2-2020

Langdon Select Board Member

Opposed

Mary Henry _____ date _____

Langdon School Board Representative

Francis C. Emig Jr. *Francis Emig Jr.* date 1-2-20

Acworth Select Board Member

Sarah Vogel *Sarah Vogel* date 1/2/20

Acworth School Board Representative

William K. Stahl *William K. Stahl* date 1/2/20

Walpole School Board Representative

Background

The towns of Acworth, Alstead, Charlestown, Langdon, and Walpole are rural communities located in Sullivan or Cheshire Counties, in southwestern New Hampshire. Each of these towns has a long history, having been incorporated in 1772, 1763, 1753, 1787 and 1752 respectively.

In 2017, Charlestown had a population of 5004 people. (696 people aged 5-19) and the other four towns have a combined population of 8741 people (1256 aged 5-19). Charlestown's per capita income is \$25,147, with a median household income of \$50,297 and 2.1% unemployment. The other four town's per capita income is \$33,937.25, with a median household income of \$66,997.75 and 2.275% unemployment.

The State Board of Education authorized the Charlestown School District and the districts of Acworth, Alstead, Langdon and Walpole to organize the Fall Mountain Regional School District pursuant to the provisions of [Chapter 199 of the Law of New Hampshire of 1947]. At a special meeting held on February 11, 1964, the five districts voted to establish the Fall Mountain Regional School District with an effective date of operating responsibility of July 1, 1966.

In **1976**, a group of Charlestown residents, chaired by Oscar Makinen, met to discuss the merits of Charlestown in the Fall Mountain Regional School District and its effect on the people of Charlestown.

In January, **1984**, a study was done locally to study the makeup of the district.

In **1985**, Charlestown voters called for a withdrawal study to be done. The Select Board of Charlestown hired Mason & Rich Professional Association and Fleek & Lewis Architects to conduct the analysis. The study resulted in Charlestown voting to invoke RSA 195.

In **1986**, as a result of the Charlestown vote to invoke RSA 195:25, the Fall Mountain Regional School Board appropriated \$15,000 to hire the Center of Educational Field Services (CEFS), led by Dr. Richard Goodman and Dean Michener. Upon completion of the study, it was determined that Charlestown would be able to withdraw from the five town cooperative at **no** additional cost. The four remaining towns voted, by a vote of 12 - 3, to maintain the status quo. The opportunity to vote on withdrawal did not make it to the voters.

In **1988**, an article was placed on the warrant to change the cost allocation formulas. This was voted down at school meeting.

In **1989**, another article was placed on the school warrant to change the cost allocation formulas. Again, this was voted down at school meeting.

In **1998**, Bill Wheeler, of TRACE, completed a study found that determined that Charlestown taxpayers were overpaying relative to services received.

In **2002**, a district-wide vote approved a change in the formulas. The result of that decision is the incredibly complicated set of formulas with which we live today.

In **2015**, Charlestown Selectmen advanced a motion to change the district school funding to a 50% ADM / 50% Equalized Valuation formula. District-wide, the resulting vote was 913 YES, 1970 NO, or 68% to 31% opposed. However, Charlestown voters voted 805 YES to 294 NO, or 73% in favor. Interestingly, 88% of all yes votes came from Charlestown voters, while 85% of all no votes came from the other four towns.

In addition to direct challenges to the Articles of Agreement and the cost allocation formulas, Charlestown voters have expressed their frustration at Fall Mountain School Board budgetary proposals by repeatedly and resoundingly voting against annual budgets that have proposed increases running well in excess of inflation or increased cost of living rates. Charlestown voters have also attended the annual deliberative sessions in substantial numbers to vote against proposed budget increases and force the default budget to be advanced.

Most recently, on Tuesday, March 12, 2019, the Town of Charlestown at its annual Town Meeting elections, passed Article 8: To see if the Town will vote to direct the School Board of Fall Mountain Regional School District to conduct a study of the feasibility and suitability of the withdrawal of the Town of Charlestown from the School District as set forth in RSA 195:25 (Ballot Vote Required). This vote passed 617 for and 248 against, representing an approval rate of 71% of Charlestown voters.

In March of 2019, a letter was sent to the School Board of Fall Mountain Regional School District notifying the board that Charlestown voters voted to invoke RSA 195:25. The FMRSD commenced a Withdrawal Study Committee. The initial meeting was held on April 30, 2019, where the guidelines for a Withdrawal Study and the procedure for adding committee members were outlined.

Twice monthly meetings were held on the second and fourth Wednesdays of May, June, July, August, and September, and each Wednesday in October until the plan was complete.

Data collected by the Withdrawal Study Committee to assist them in determining the feasibility of the withdrawal is included below.

Per Section RSA 195:26

195:26 Withdrawal Plan -- A plan for the withdrawal of a member of district cooperative shall include the following:

I. The name of the withdrawing district and the grades.

The name of the withdrawing district shall be the Charlestown School District. This district shall oversee and provide for the children residing in the Town of Charlestown for grades Kindergarten through grade 12 and as required by RSA 186-C.

The remaining district, the Fall Mountain Regional School District, shall oversee and provide for the children residing in the towns of Acworth, Alstead, Langdon, and Walpole for grades Kindergarten through grade 12 and as required by RSA 186-C.

II. The number, composition, method of selection, and terms of office for the school board of the withdrawing district and of the Regional School District.

Article 2 of the Fall Mountain Regional School District Articles of Agreement sets forth the number, composition, method of selection, and terms of office for the Fall Mountain Regional School Board. Per the Articles of Agreement, the Fall Mountain Regional School Board is currently comprised of 7 members as follows:

| | |
|-------------|-------------------------------------|
| Acworth | 1 member elected every three years |
| Alstead | 1 member elected every three years |
| Charlestown | 1 member elected every three years |
| Langdon | 1 member elected every three years |
| Walpole | 1 member elected every three years |
| At Large | 2 members elected every three years |

The members of the School Board are elected for staggered terms of three years and until their successors are chosen and qualified.

Following withdrawal, the Charlestown School Board shall be the governing entity of the Charlestown School District and shall be comprised of 5 members, elected at large by the voters of the Town of Charlestown for three-year staggered terms.

In the first year of the Charlestown school board elections, 2 positions shall be for 3-year terms, 2 positions shall be for 2-year terms and 1 position shall be for a 1-year term.

Following withdrawal, the number, compositions, method of selection and terms of office for the Fall Mountain Regional School Board will continue to be governed by the Articles of Agreement. The ongoing board members from the remaining towns would comprise the Fall Mountain Regional School Board. RSA 195:18 III (b) provides that a cooperative school board shall consist of an odd number of members, not more than 15 for terms not exceeding 3 years. While the Withdrawal Committee does not believe it is within its authority to dictate the number, composition, method of selection, and terms of office for the Fall Mountain School Board following the withdrawal of Charlestown, particularly when the process is also governed by the Articles of Agreement, absent an amendment to the Articles of Agreement, the most logical and legally compliant *default* composition of the School Board would be as follows:

| | |
|---------|------------------------------------|
| Acworth | 1 member elected every three years |
| Alstead | 1 member elected every three years |

| | |
|----------|------------------------------------|
| Langdon | 1 member elected every three years |
| Walpole | 1 member elected every three years |
| At Large | 1 member elected every three years |

This composition would result in a 5 member School Board, with a member from each town and one at-large member. This composition complies with state laws and would be the obvious default composition absent an amendment of the Articles of Agreement.¹

¹ The committee would like to point out several issues. First, this is an issue of first impression that has not been addressed in a school district withdrawal under RSA 195:25-195:31. Second, the Fall Mountain School District will have an opportunity to propose one or more amendments to the Articles of Agreement during the transition year following the vote to approve Charlestown's withdrawal, and such vote will occur well in advance of the July 1, 2021 transition date. This time period will allow the legislative body of the Fall Mountain School District ample time to determine the composition of it's School Board as well as other matters which may be necessitated by Charlestown's withdrawal. Further, Fall Mountain has already submitted the question of the default makeup of the School Board following Charlestown's withdrawal to the office of the Attorney General for guidance. Finally, the question of the default composition of a cooperative school board in these circumstances is a question of law that may be solely within the jurisdiction of the Superior Court. Thus, unless the Articles of Agreement are amended, the issue may require an opinion of the Superior Court or action of the General Court.

III. The Method of apportioning the operating expenses and capital expenses among the members of the cooperative school district if a change is to be proposed in conjunction with the withdrawal procedure.

The Town of Charlestown will assume all costs for operating the Charlestown School District.

The Towns of Acworth, Alstead, Langdon, and Walpole will assume all costs for operating the Fall Mountain Regional School District. Unless the Articles of Agreement are amended by the School District, the apportionment formula will remain the same for the remaining towns with a prorated adjustment made to the formula to reflect the withdrawal of Charlestown as a member of the cooperative. In fact, the FY20 & FY21 budget projection documents prepared by the Fall Mountain School District's Chief Financial Officer (attached hereto -- Appendix A.) to demonstrate the possible costs following withdrawal were calculated based on an apportionment formula that was modified without Charlestown in the District, on a prorated basis. The District's CFO has prepared a summary (see attachment -- Appendix B.) of the results of re-apportioning following Charlestown's withdrawal using this methodology, showing (in the upper half) the revised allocation percentages under each methodology by town, and showing (in the lower half) the resulting dollar values derived from those new percentages. Use of this prorated formula by the District's administrators not only demonstrates that the apportionment of all costs can be proportionally allocated after Charlestown withdraws in accordance with the current formula, but it also demonstrates that such a modification of the formula is the most logical and legally compliant *default* apportionment formula. The Fall Mountain legislative body would have ample opportunity to propose and vote on an amendment to its apportionment formula; however, absent such an amendment and for reasons explained in detail above, the default would be an apportionment formula that remains the same with a prorated adjustment to account for the elimination of Charlestown's share upon withdrawal.

IV. The proposed date of operating responsibility, at which time the withdrawing district shall be responsible for the education of its pupils and after which the cooperative district will no longer have such financial and educational responsibility.

As of July 1, 2021, the Charlestown School District will be responsible for the education of all Charlestown students.

As of July 1, 2021, the Fall Mountain School District will be responsible for the education of all Acworth, Alstead, Langdon, and Walpole students.

V. The liability of the withdrawing district for its share of any outstanding indebtedness of the cooperative school district in RSA 195:27.

The Charlestown School District will assume it's share of the outstanding indebtedness associated with two past projects.

Charlestown will assume the outstanding bond payments related to the 2006 renovations at the Charlestown Primary School, as follows:

| Date | Total Payments |
|---------------|-----------------------|
| FY 2021-2022 | \$115,175.00 |
| FY 2022-2023 | \$110,900.00 |
| FY 2023-2024 | \$106,562.50 |
| Final Payment | \$102,187.50 |
| Total | \$434,825.00 |

The following schedule of payments represents the Charlestown School District's pro rata share of the Energy Project initiated in 2014 as it pertains to the three school facilities in Charlestown:

| Date | Charlestown's Portion |
|--------------|------------------------------|
| 05/30/22 | \$40,406.07 |
| 05/30/23 | \$41,618.24 |
| 05/30/24 | \$42,866.50 |
| 05/30/25 | \$44,152.56 |
| 05/30/26 | \$45,477.09 |
| 05/30/27 | \$46,841.12 |
| 05/30/28 | \$31,000.03 |
| Total | \$292,361.61 |

The Minority Report states that the budgeted cost to be borne by Charlestown in the first year of withdrawal for these energy improvements would be **\$465,000**. But, this figure represents the entire cost to Charlestown for this Energy Project, including payments already made, beginning in May, 2014.

Additionally, the Minority Report states incorrectly that technology infrastructure improvements completed in 2019, including cabling, switches, and telephone systems, “will need to be purchased or replaced by Charlestown” at a cost of \$185,000. As confirmed by the CFO on December 30, 2019, the total district-wide budget for this technology and telephone system was for \$185,000 to complete that project in *all* of the district’s 13 facilities. These improvements were fully paid from the current operating budget, shared district-wide under method 5 of the Fall Mountain Apportionment formula. Charlestown contributed 43.83% of this project according to the allocation formulas (See Appendix B.). As Charlestown’s contribution represented far more than the value received for its three area schools and its share of the high school, Charlestown has already paid more than its fair share and no more is due.

The District has no other outstanding indebtedness for which Charlestown is obligated.

VI. A plan for the education of all students in the withdrawing school district and for the continuation of the school system of the cooperative district. This shall detail the proposed assignment of students in grades operated by the cooperative and withdrawing district or districts, including, if any, tuition arrangements or contracts.

1. Educating grades pre-K through 8

The Charlestown School District shall create a budget to raise and appropriate all funds necessary to provide for the education of Charlestown students enrolled in grades pre-K through 8, utilizing the existing Charlestown Middle School, Charlestown Primary School, and North Charlestown Community School.

The Life Education Academic Program (LEAP, an elementary alternative program), is currently housed at Walpole Middle School. Following withdrawal, CSD would need to contract with a third party provider or with the FMRSD to continue LEAP; or CSD would need to develop its own program. It is uncertain to what extent a CSD withdrawal from FMRSD would affect the current FMRSD program.

The Fall Mountain Regional School District shall create a budget to raise and appropriate all funds necessary to provide for the education of its students. The Fall Mountain Regional School District plans to maintain the current primary and middle schools in the remaining four towns for grades pre-K through 8.

2. Educating grades 9 through 12

The Charlestown School District plans to negotiate a tuition agreement with Fall Mountain Regional School District for the majority of their students in grades 9 through 12 (see Appendix C). Charlestown is interested in exploring tuition arrangements with other school districts, including both public and private high schools, as is deemed educationally appropriate.

The Fall Mountain Regional School District will continue to operate the Fall Mountain Regional High School, but has not reached a decision regarding its willingness to accept students in grades 9 through 12 from Charlestown on a tuition basis (see Appendix C). The FMRSD Minority Report states that the failure of CSD to send at least 95% of its students to FMRHS would result in changes to FMRHS programs.

3. Special Education and other Services

The Charlestown School District shall meet the requirements of RSA 186-C to educate the students with special education needs in the district.

CSD will need to hire or contract with third party providers or other school districts (e.g., FMRSD) for the following services:

- 1-on-1 Nurse as required by IEP
- OT, PT, SLP, School Psychologist, BCBA
- other providers as needed

The Fall Mountain Regional School District shall continue to meet the requirements of RSA 186-C to educate the students with special needs in the district.

FMRSD will likely need to reduce staff in the above areas as a result of the withdrawal of CSD.

4. Bus Transportation

The Charlestown School District shall provide bus transportation for its students. CSD will negotiate with either FMRSD or other providers to ensure transportation of its students.

The Fall Mountain School District shall continue to provide bus transportation for its students. Currently FMRSD provides transportation to students on district owned vehicles by district employees.

5. School Continuity

Charlestown elementary and middle school age students will continue to attend the same schools following withdrawal that they attended prior to withdrawal, subject to normal grade change and geographic relocation.

Charlestown high school aged students currently attending FMRHS will have the opportunity to continue to attend FMRHS through graduation on a tuition basis.

6. Collective Bargaining Agreement (CBA) Obligations

Charlestown will honor the conditions of the existing CBA with all staff, including teachers and support staff, who remain employed in the CSD. If Charlestown withdraws from Fall Mountain, under New Hampshire law, Charlestown will become the “successor employer” for all of the employees working in the schools geographically located in Charlestown. As the successor employer, Charlestown will be responsible for honoring the terms and conditions of employment governing the unionized employees prior to withdrawal under the “status quo” doctrine. These terms and conditions of employment, including wages and hours, promotions and transfers, causes for discharge, seniority, grievance procedures, sick days, annual vacations, and other topics governing the employment relationship will continue in force in Charlestown.

For all Fall Mountain teachers who become employed by Charlestown following withdrawal, the Charlestown School District will inherit, as the successor employer, their portion of the Sick Leave Buy Back liability that is part of the collective bargaining agreement between the Fall Mountain Teachers Associations and the Fall Mountain School Board. At the time of this report, there are only 13 employees in the entire Fall Mountain School District who began work before July 1, 1995, and are eligible to receive the Sick Leave Buy Back benefit upon retirement. Of those 13 employees, only 1 employee currently works in a school located in Charlestown. Accordingly, under the successor employer doctrine, Charlestown anticipates being liable for this one teacher in an amount under \$50,000, inclusive of associated benefits. These 13 eligible teachers include 8 teachers at the high school who will be eligible for sick leave buy back when they retire, at which time Charlestown would no longer directly share a portion of the high school’s annual expenses. However, it is anticipated that in those future years the tuition assessed for Charlestown high school students attending Fall Mountain High School would factor in all expenses then being incurred, including these, so there is no need to assign a portion of the future liabilities to Charlestown at the time of withdrawal. This deferred liability, which Charlestown will honor, is dramatically lower than the \$290,636 incorrectly stated in the Minority Report.

7. Remaining town(s)

Upon withdrawal of the Charlestown School District, the Fall Mountain Regional School District will continue to serve the students of the towns of Acworth, Alstead, Langdon, and Walpole.

VII. Any other matters, not incompatible with law, which the planning committee may consider appropriate to include in the Withdrawal Plan.

1. Disposition of property -- Per Section RSA 195:28

SAU #60 currently operates and maintains 13 properties within the Fall Mountain Regional School District. The 1966 Articles of Agreement state that at the time of the formation of the FMRSD, SAU #60 shall acquire all school properties from the five existing districts.

Upon withdrawal of the Charlestown School District, effective July 1, 2021, the Fall Mountain School District will transfer the Charlestown Middle School, Charlestown Primary School, and North Charlestown Community School to Charlestown. The Charlestown School District will acquire the contents of each building as well as capital reserve funds connected to the Charlestown buildings. The Fall Mountain School District will distribute to the Charlestown School District its share, whether ear-marked or pro rata, of any reserve funds of any kind, not limited to capital reserve funds or surpluses associated with Charlestown area schools, high school reserve funds, health care self-insurance reserve funds or surpluses, special education reserve funds, and reserve funds of any other description.

At the time of the preparation of this report, the Majority view is that the properties would be acquired at **no cost**. It is the Minority view that the properties would be acquired based on negotiations. The Minority Report asserts more specifically as to the Charlestown Primary School, constructed after the District was formed, that "the value needs to be determined so that a purchase agreement can be reached." The Minority Report further suggests a budgeted cost of \$650,000 for this one school. This, however, is contrary to the statutory instructions, which provide only for recovery of "the costs of capital improvements and additions to said school building incurred by the cooperative school district." Further, the statute goes on to describe offsetting reductions for "the share which the withdrawing school district has already paid towards such costs" and for any share it is required to contribute as provided in RSA 195:27 by way of assuming indebtedness.²

Thus, all amounts previously contributed by Charlestown plus all amounts of debt being assumed must be credited toward any "costs of capital improvements and additions... incurred by" FMRSD in calculating what FMRSD might be entitled to recover. It should also be borne in mind that any

² RSA 195:28 states: "If a pre-existing school district withdraws from the cooperative school district, the cooperative school district shall transfer and convey title to any school building and land located in the withdrawing district to the withdrawing district upon payment by the withdrawing district of the costs of capital improvements and additions to said school building incurred by the cooperative school district, less the share which the withdrawing school district has already paid toward such costs and the share which the withdrawing school district is required to contribute toward such costs as provided in RSA 195:27."

amounts “incurred by the cooperative school district” would have been in turn funded in substantial part by Charlestown (approximately 45%), while Charlestown was conversely contributing a comparable share of improvements to facilities located in other towns.

The Charlestown Middle School building was transferred to FMRSD with the district’s formation. No capital improvements to this building have been incurred by the cooperative district. The 2014 energy project was funded under capital lease terms that the Charlestown School District will assume as described above in Part V. Upon withdrawal of the Charlestown School District, effective July 1, 2021, the Fall Mountain School District will transfer ownership of the Charlestown Middle School at no cost.

The Charlestown Primary School was built in 1966, after formation of the district. The building construction costs totaled \$268,000. Of this cost, 55% was covered by the NH State Grant. Charlestown was responsible for, and paid for, 35% of the remaining \$120,600. The balance of \$78,390 was paid by the FMRSD. Since that time, the initial construction costs have fully depreciated using a 50 year straight line depreciation model. The 1999 renovation of the Charlestown Primary School was authorized in a 1998 Warrant Article³, which triggered three classroom addition projects at Fall Mountain Regional High School, the Charlestown Primary School, and the Walpole Primary School. Of the \$769,686 committed to the three projects, only \$19,686 was raised from general taxation; and that was for three projects, of which the Charlestown Primary School was only one. Thus the Charlestown Primary School addition was built over 20 years ago with little incremental contribution from district taxpayers. When the Charlestown Primary School was renovated in 2006, Charlestown taxpayers funded 100% of the cost by committing to bond payments, which CSD will assume, along with energy improvement payments, as both laid out in Part V. At the time of withdrawal, Fall Mountain School District will transfer the Charlestown Primary School to Charlestown at no cost.

In 1966, the FMRSD rented the Farwell School building in North Charlestown. In 1995 this school was renovated with funds donated by two local North Charlestown families and the labor of much of the community. The school became known as the North Charlestown Community School. In 1996, the North Charlestown Community School, including the additions to the property, none of which were funded by the FMRSD, were donated to the FMRSD. The agreement documenting that

³ “To see if the District will vote to raise and appropriate the sum of SEVEN HUNDRED SIXTY NINE THOUSAND, SIX HUNDRED EIGHTY-SIX DOLLARS and 00/100 (\$769,686.00) for the construction and original equipping and first year operating costs of classroom additions at the Fall Mountain Regional High School, the Charlestown Primary School and the Walpole Primary School. Furthermore, to authorize the withdrawal of FOUR HUNDRED FIFTY THOUSAND DOLLARS and 00/100 (\$450,000.00) from the Capital Reserve Fund and the receipt of THREE HUNDRED THOUSAND DOLLARS and 00/100 (\$300,000.00) of state Kindergarten building aid with the balance of NINETEEN THOUSAND, SIX HUNDRED AND EIGHTY SIX DOLLARS and 00/100 (\$19,686.00) for the first year operating costs to come from general taxation. The School Board recommends this article.”

transaction states that if Charlestown were ever to withdraw from FMRSD, the building would become the property of Charlestown at no cost.

In addition, Charlestown contributed two other facilities at the formation of the cooperative district -- The Holden School and the SAU Office building, both of which were subsequently sold by the District. Upon the sale, Charlestown received credit for only a portion of the proceeds corresponding to its then prevailing ADM.

The Charlestown School District will forfeit all interest in the Fall Mountain Regional High School, as well as any other school or facility being retained by Fall Mountain Regional School District and will in turn be absolved of all obligations associated with those facilities.

2. SAU Services

At the time of this report, there are no plans for withdrawal of the Charlestown School District from SAU #60.

There will be a fiscal impact on the current SAU, which would require additional staff to be added to the SAU. Based on the calculations in the Minority Report (See Appendix 7 of the Minority Report), the additional cost of running a mult-district SAU will be \$291,000 in the first year of operation. These costs will be apportioned according to the formula in RSA 194-C:9.

FMRSD or CSD may seek to withdraw from SAU #60 at a later date.

3. Fiscal impact of withdrawal

Estimated fiscal impact to the four remaining towns following the withdrawal of CSD:

| Town | Increase | Percentage |
|---------|--------------|------------|
| Acworth | \$199,696.00 | 13.32% |
| Alstead | \$431,415.00 | 17.20% |
| Langdon | \$122,095.00 | 13.07% |
| Walpole | \$824,934.00 | 13.12% |

*Please see attached comparison FY20 to FY21 Appendix A.

Estimated fiscal impact to the CSD following withdrawal, including assumptions. These are estimated costs of the first year after withdrawal. They reflect the additional costs of transportation, additional SAU services, software licensing, Tech Support, SPED and related services, as well as other anticipated costs related to operating a single district.

| FY20 Charlestown Estimated Budget | FY21 Charlestown Estimated Budget (post withdrawal) | Estimated Increase/Decrease |
|--|--|------------------------------------|
| \$14,079,214.00 | \$15,514,160.00 | \$1,434,946.00 |

*Please see attached proposed draft 2021 budget in Appendix D.

Appendix A

Remaining Four Town Comparison FY20 to FY21

FALL MOUNTAIN REGIONAL SCHOOL DISTRICT

UPDATED ADEQUACY AID 10-04-19

Comparison FY20 to FY21

07/15/19

II: EXPENSE & REVENUE RECAP

EXPENSE RECAP:

| | FY-20 | FY-21 |
|-----------------------------------|-------------------|-------------------|
| Direct Elementary Expenses: | 8,893,150 | 9,071,013 |
| Method 1 Elementary Expenses: | 620,642 | 883,187 |
| Method 2 Elementary Expenses: | 78,475 | 120,061 |
| Method 3 Elementary Expenses: | 198,713 | 271,604 |
| Method 4 Elementary Expenses: | 78,717 | 98,379 |
| Method 5 Elementary Expenses: | 138,574 | 214,582 |
| Method 6 Elementary Expenses: | 1,216,867 | 1,532,486 |
| Total Elementary Expenses: | 11,225,138 | 12,191,312 |

REVENUE RECAP:

| | FY-20 | FY-21 |
|--|------------------|------------------|
| Tuition from Out-of-District Students: | 3,609,750 | 3,609,750 |
| Vocational Tuition Aid: | 108,876 | 108,876 |
| Vocational Transportation Aid: | 23,542 | 23,542 |
| FMRHS Capital Reserve Funds: | 257,100 | 257,100 |
| Building Aid - FMRHS Project: | - | - |
| Total High School Revenues: | 3,999,268 | 3,999,268 |

| | | |
|----------------------------------|----------------|----------------|
| Adequacy Aid: | - | - |
| State Ed Tax: | - | - |
| Vilas Trust Fund: (Alstead Only) | 30,000 | 30,000 |
| Kindergarten Aid: (Keno) | - | - |
| Other Revenues: | - | - |
| Unreserved Fund Balance: | - | - |
| Bank Interest: | 5,000 | 5,000 |
| Other Revenue: | 10,000 | 10,000 |
| Transfer to Capital Reserve: | - | - |
| Catastrophic Aid: | 64,715 | 64,715 |
| Medicaid Reimbursements: | 100,000 | 100,000 |
| Total Other Revenues: | 179,715 | 179,715 |

| | | |
|------------------------------------|------------------|------------------|
| Direct High School Expenses | 8,000,412 | 8,160,420 |
| Method 1 High School Expenses: | 310,274 | 441,527 |
| Method 3 High School Expenses: | 191,839 | 262,209 |
| Method 4 High School Expenses: | 65,480 | 81,835 |
| Method 5 High School Expenses: | 138,958 | 215,218 |
| Method 6 High School Expenses: | 608,342 | 766,128 |
| Total High School Expenses: | 9,315,305 | 9,927,337 |

| | | |
|-------------------------------------|---------------------|---------------------|
| Total Revenues before Taxes: | 4,208,983.00 | 4,208,983.00 |
|-------------------------------------|---------------------|---------------------|

| | | |
|-----------------------------------|-----------|-----------|
| Equitable Education Aid: 10-04-19 | 3,602,119 | 3,602,119 |
| State Education Tax: 10-04-19 | 1,498,931 | 1,498,931 |
| Kindergarten Aid: (Keno) 10-04-19 | - | - |

Assessments after state education tax adjustment:

| | | |
|---------------------------|-------------------|-------------------|
| Acworth | 1,499,463 | 1,699,159 |
| Alstead | 2,508,913 | 2,940,328 |
| Langdon | 934,062 | 1,056,157 |
| Walpole | 6,288,039 | 7,112,973 |
| Total Assessments: | 11,230,477 | 12,808,617 |

TOTAL REV. & ASSESSMENTS

| | | |
|------------------------|-------------------|-------------------|
| Total Revenues: | 20,540,510 | 22,118,650 |
|------------------------|-------------------|-------------------|

Special Revenue Fund Expenses:

| | | |
|------------------------|-------------------|-------------------|
| Total Expenses: | 20,540,443 | 22,118,649 |
|------------------------|-------------------|-------------------|

III: ASSESSMENTS

ACWORTH:

| | | |
|--------------------------------|-----------|-----------|
| Direct Elementary Expenses: | 626,135 | 638,658 |
| Method 1 Elementary Expenses: | 78,332 | 111,468 |
| Method 2 Elementary Expenses: | 13,079 | 20,010 |
| Method 3 Elementary Expenses: | 10,154 | 13,879 |
| Method 4 Elementary Expenses: | 6,849 | 8,560 |
| Method 5 Elementary Expenses: | 8,852 | 13,711 |
| Method 6 Elementary Expenses: | 153,582 | 193,417 |
| Direct High School Expenses | 1,095,413 | 1,117,321 |
| Method 1 High School Expenses: | 42,483 | 60,454 |
| Method 3 High School Expenses: | 26,267 | 35,902 |
| Method 4 High School Expenses: | 8,965 | 11,205 |
| Method 5 High School Expenses: | 19,026 | 29,468 |
| Method 6 High School Expenses: | 83,294 | 104,898 |
| Tuition Charge: | 658,812 | 671,988 |

| | | |
|-------------------------------------|--------------------|--------------------|
| Total Expenses: | \$2,831,243 | \$3,030,939 |
| Less: High School Revenues: | 547,578 | 547,578 |
| Equitable Education Aid: 10-04-19 | 559,935 | 559,935 |
| State Education Tax: 10-04-19 | 199,660 | 199,660 |
| Kindergarten Aid: (Keno) 10-04-19 | - | - |
| Transfer from Capital Reserve Fund: | - | - |
| Building Aid: | - | - |
| Other Revenues: | 24,607 | 24,607 |
| Tuition Received: | - | - |
| TOTAL LOCAL ASSESSMENT: | \$1,499,463 | \$1,699,159 |

ALSTEAD:

| | | |
|--------------------------------|-----------|-----------|
| Direct Elementary Expenses: | 3,329,196 | 3,395,780 |
| Method 1 Elementary Expenses: | 153,371 | 218,251 |
| Method 2 Elementary Expenses: | 13,079 | 20,010 |
| Method 3 Elementary Expenses: | 75,689 | 103,453 |
| Method 4 Elementary Expenses: | 26,244 | 32,799 |
| Method 5 Elementary Expenses: | 46,251 | 71,633 |
| Method 6 Elementary Expenses: | 304,202 | 383,102 |
| Direct High School Expenses: | 2,219,894 | 2,264,292 |
| Method 1 High School Expenses: | 86,093 | 122,512 |
| Method 3 High School Expenses: | 53,230 | 72,756 |
| Method 4 High School Expenses: | 18,169 | 22,707 |
| Method 5 High School Expenses: | 38,557 | 59,717 |
| Method 6 High School Expenses: | 168,798 | 212,579 |
| Tuition Charge: | - | - |

| | | |
|-------------------------------------|--------------------|--------------------|
| Total Expenses: | \$6,532,773 | \$6,979,591 |
| Less: High School Revenues: | 1,109,687 | 1,109,687 |
| Equitable Education Aid: 10-04-19 | 1,436,452 | 1,436,452 |
| State Education Tax: 10-04-19 | 318,669 | 318,669 |
| Kindergarten Aid: (Keno) 10-04-19 | - | - |
| Transfer from Capital Reserve Fund: | - | - |
| Vilas Trust Fund: | 30,000 | 30,000 |
| Other Revenues: | 49,866 | 49,866 |
| Tuition Received: | 1,079,186 | 1,094,589 |
| TOTAL LOCAL ASSESSMENT: | \$2,508,913 | \$2,940,328 |

LANGDON:

| | | |
|-------------------------------------|-------------------------|---------------------------|
| Direct Elementary Expenses: | 363,267 | 370,532 |
| Method 1 Elementary Expenses: | 48,380 | 68,845 |
| Method 2 Elementary Expenses: | 13,079 | 20,010 |
| Method 3 Elementary Expenses: | 5,897 | 8,061 |
| Method 4 Elementary Expenses: | 4,557 | 5,695 |
| Method 5 Elementary Expenses: | 4,329 | 6,705 |
| Method 6 Elementary Expenses: | 94,856 | 119,459 |
| Direct High School Expenses by ADM: | 634,590 | 647,282 |
| Method 1 High School Expenses: | 24,611 | 35,022 |
| Method 3 High School Expenses: | 15,217 | 20,798 |
| Method 4 High School Expenses: | 5,194 | 6,491 |
| Method 5 High School Expenses: | 11,022 | 17,071 |
| Method 6 High School Expenses: | 48,254 | 60,769 |
| Tuition Charge: | 430,424 | 439,032 |
| Total Expenses: | <u>\$1,703,677</u> | <u>\$1,825,772</u> |
| Less: High School Revenues: | | |
| Equitable Education Aid: 10-04-19 | 317,221 | 317,221 |
| State Education Tax: 10-04-19 | 124,440 | 124,440 |
| Kindergarten Aid: (Keno) 10-04-19 | - | - |
| Transfer from Capital Reserve Fund: | - | - |
| Building Aid: | - | - |
| Other Revenues: | 14,255 | 14,255 |
| Tuition Received: | - | - |
| TOTAL LOCAL ASSESSMENT: | <u>\$934,062</u> | <u>\$1,056,157</u> |

WALPOLE:

| | | |
|-------------------------------------|---------------------------|---------------------------|
| Direct Elementary Expenses: | 4,574,552 | 4,666,043 |
| Method 1 Elementary Expenses: | 340,559 | 484,623 |
| Method 2 Elementary Expenses: | 39,238 | 60,031 |
| Method 3 Elementary Expenses: | 106,972 | 146,211 |
| Method 4 Elementary Expenses: | 41,067 | 51,325 |
| Method 5 Elementary Expenses: | 65,666 | 101,704 |
| Method 6 Elementary Expenses: | 667,720 | 840,907 |
| Direct High School Expenses by ADM: | 4,050,515 | 4,131,526 |
| Method 1 High School Expenses: | 157,088 | 223,540 |
| Method 3 High School Expenses: | 97,126 | 132,753 |
| Method 4 High School Expenses: | 33,152 | 41,432 |
| Method 5 High School Expenses: | 70,353 | 108,962 |
| Method 6 High School Expenses: | 307,997 | 387,882 |
| Tuition Charge: | - | - |
| Total Expenses: | <u>\$10,552,005</u> | <u>\$11,376,939</u> |
| Less: High School Revenues: | | |
| Equitable Education Aid: 10-04-19 | 2,024,783 | 2,024,783 |
| State Education Tax: 10-04-19 | 1,292,033 | 1,292,033 |
| Kindergarten Aid: (Keno) 10-04-19 | - | - |
| Transfer from Capital Reserve Fund: | - | - |
| Building Aid: | - | - |
| Other Revenues: | 90,988 | 90,988 |
| Tuition Received: | - | - |
| TOTAL LOCAL ASSESSMENT: | <u>\$6,288,039</u> | <u>\$7,112,973</u> |

Based on the projected budget for FY-21, the first year after Charlestown withdraws from the district, these are the projected additional costs for each remaining town. This data was provided by the Fall Mountain CFO, James Fenn, on 7/15/2019. Jim modified the document on 10/4/2019 to use the available 2019 – 2020 approved state budget figures, instead of the 2017-2018 state budget figures.

| Town | Increase | Percentage |
|---------|-----------|------------|
| Acworth | \$199,696 | 13.32% |
| Alstead | \$431,415 | 17.20% |
| Langdon | \$122,095 | 13.07% |
| Walpole | \$824,934 | 13.12% |

Also note that these projected costs are based on the current Articles of Agreement remaining in place.

Appendix B

Summary of Reapportioning Results

| Apportionment Description | Acworth | | Alstead | | Langdon | | Walpole | | Charlestown | | Totals | |
|---|-------------------------|-------------------------|-------------------------|-------------------------|-----------------------|-----------------------|-------------------------|-------------------------|-------------------------|-------------------------|-----------------------------|-----------------------------|
| | Current | New | Current | New | Current | New | Current | New | Current | New | Current | New |
| Equalized Values - 2018 ADM-R SY2019 | \$ 101,085.25 103.93 | \$ 101,085.25 103.93 | \$ 191,021.60 232.70 | \$ 191,021.60 232.70 | \$ 60,831.10 66.13 | \$ 60,831.10 66.13 | \$ 425,296.25 430.11 | \$ 425,296.25 430.11 | \$ 302,870.90 669.02 | \$ 302,870.90 669.02 | \$ 1,081,105.12 1,501.89 | \$ 1,081,105.12 1,501.89 |
| Elementary Direct | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% | 100.00% |
| SAU | 7.23% | 8.14% | 17.38% | 16.58% | 6.46% | 5.01% | 31.78% | 33.99% | 37.19% | 36.28% | 100.00% | 100.00% |
| District Administration | 7.23% | 11.94% | 17.38% | 27.52% | 6.46% | 9.59% | 31.78% | 50.95% | 37.19% | 0.00% | 100.00% | 100.00% |
| Middle School Programs | 11.11% | 0.00% | 11.11% | 50.00% | 11.11% | 0.00% | 33.33% | 50.00% | 33.33% | 0.00% | 100.00% | 100.00% |
| District Facilities Services | 4.36% | 9.01% | 19.55% | 32.73% | 2.74% | 5.23% | 30.22% | 53.03% | 43.13% | 0.00% | 100.00% | 100.00% |
| Transportation | 5.94% | 10.81% | 18.66% | 30.34% | 3.95% | 6.62% | 31.02% | 52.23% | 40.43% | 0.00% | 100.00% | 100.00% |
| District Technology Services | 4.74% | 9.63% | 19.98% | 33.64% | 2.94% | 5.56% | 28.51% | 51.18% | 43.83% | 0.00% | 100.00% | 100.00% |
| Mostly Related Services | 7.16% | 13.64% | 14.01% | 24.86% | 4.32% | 8.00% | 28.59% | 53.50% | 45.92% | 0.00% | 100.00% | 100.00% |
| High School | 6.92% | 13.04% | 15.49% | 27.19% | 4.40% | 7.57% | 28.64% | 52.21% | 44.55% | 0.00% | 100.00% | 100.00% |

| Apportionment Description | Acworth | | Alstead | | Langdon | | Walpole | | Charlestown | | Totals | |
|------------------------------|----------------------|---|----------------------|---|----------------------|---|----------------------|---|----------------------|---|----------------------|---|
| | FY21 Actual Proposed | FY21 Actual Proposed by spread by new formula | FY21 Actual Proposed | FY21 Actual Proposed by spread by new formula | FY21 Actual Proposed | FY21 Actual Proposed by spread by new formula | FY21 Actual Proposed | FY21 Actual Proposed by spread by new formula | FY21 Actual Proposed | FY21 Actual Proposed by spread by new formula | FY21 Actual Proposed | FY21 Actual Proposed by spread by new formula |
| Elementary Direct | \$526,438 | \$638,658 | \$3,341,020 | \$3,395,780 | \$354,526 | \$370,532 | \$4,503,803 | \$4,666,043 | \$6,777,694 | \$7,620,349 | \$15,503,481 | \$16,691,362 |
| SAU | \$0 | \$104,829 | \$0 | \$251,196 | \$0 | \$89,740 | \$0 | \$456,682 | \$0 | \$361,897 | \$0 | \$1,264,344 |
| District Administration | \$111,643 | \$34,386 | \$269,829 | \$82,397 | \$98,715 | \$29,436 | \$489,540 | \$149,802 | \$71,249 | \$2,751,916 | \$1,540,976 | \$3,047,937 |
| Middle School Programs | \$6,155 | \$0 | \$6,155 | \$60,031 | \$6,155 | \$0 | \$18,466 | \$60,031 | \$18,466 | \$0 | \$55,397 | \$120,062 |
| District Facilities Services | \$30,896 | \$46,599 | \$138,899 | \$176,713 | \$18,891 | \$28,880 | \$213,320 | \$281,621 | \$303,261 | \$0 | \$705,267 | \$533,813 |
| Transportation | \$40,803 | \$18,988 | \$128,956 | \$55,341 | \$26,724 | \$12,245 | \$212,734 | \$93,633 | \$275,918 | \$0 | \$685,135 | \$180,207 |
| District Technology Services | \$31,554 | \$40,309 | \$133,533 | \$275,031 | \$19,095 | \$24,781 | \$189,270 | \$219,216 | \$289,896 | \$0 | \$663,348 | \$559,337 |
| Mostly Related Services | \$246,564 | \$268,003 | \$482,364 | \$1,363,360 | \$148,557 | \$161,938 | \$984,146 | \$1,071,737 | \$1,580,885 | \$0 | \$3,442,516 | \$2,865,038 |
| High School | \$537,947 | \$1,018,301 | \$1,204,467 | \$2,279,983 | \$342,292 | \$647,939 | \$2,226,271 | \$4,214,197 | \$3,462,861 | \$4,779,998 | \$7,773,858 | \$12,940,418 |
| Tuition | \$758,948 | \$671,988 | \$1,212,667 | (\$1,117,377) | \$453,719 | \$439,032 | (\$169,537) | (\$2,065,299) | (\$283,708) | \$0 | (\$592,000) | (\$3,995,268) |
| Less High Revenues | (\$40,966) | (\$499,050) | (\$91,723) | (\$1,117,377) | (\$26,066) | (\$317,542) | | | | | | |
| Total | \$2,249,962 | \$2,343,011 | \$4,400,833 | \$5,711,435 | \$1,442,008 | \$1,486,981 | \$8,668,013 | \$9,147,663 | \$13,016,542 | \$15,514,160 | \$29,777,978 | \$34,203,249 |

Appendix C

Tuition Discussion Agreement



**FALL MOUNTAIN REGIONAL SCHOOL DISTRICT
FMRSD SCHOOL BOARD**

School Administrative Unit 60
122 NH Route 12A P.O. Box 720 Langdon, NH 03602-0720
Phone: 603-835-0006 Fax: 603-835-0007
www.sau60.org

Michael Herrington
Chairperson
At-Large Representative

To: Fall Mountain Regional Withdrawal Study Committee
From: Fall Mountain Regional School Board
Date: December 9, 2019
Re: Letter of Intent

Mary Henry
Vice Chairperson
Langdon Representative

Should the voters of the Fall Mountain Regional School District vote to approve the withdrawal of Charlestown from the Cooperative District, the school board will consider a discussion regarding a tuition agreement with the Charlestown School District for any HS student from the town of Charlestown to attend Fall Mountain Regional High School.

Scott Bushway
Board Treasurer
Charlestown Representative

Rebecca Sethi
Board Secretary
At-Large Representative

Sarah Vogel
Board Member
Acworth Representative

William Stahl
Board Member
Wulpole Representative

Joseph Levesque
Board Member
Alsread Representative

Upon graduation, FM students will have the academic and social abilities to actively apply their knowledge and skills as ethically responsible citizens well equipped to succeed in their community, country and world.

Appendix D

Charlestown School District Proposed Draft Budget for FY2021

SAU 60 Charlestown School District Proposed Draft Budget for FY2021

SAU 60
Charlestown School District
Proposed draft budget for FY2021

| Fun | Functk | Object | Loca | Description | FY 19 Budget | FY 20 Budget | Factor | FY 20 Ctown budget | Factors after separation | FY 21 Ctown Recommended budget | Notes | |
|----------------|--------|--------|------|------------------------------------|--------------|--------------|--------|--------------------|--------------------------|--------------------------------|---|--|
| District Level | | | | | | | | | | | | |
| 10 | 1100 | 112 | 0 | WAGES SUMMER TEACHERS - M6 | \$3,496.00 | \$0.00 | 0.454 | \$0.00 | | \$0 | Budget increase of 2.5% factored into all cost projections. RSA 194-C:9 SAU cost apportionment = 50% on ADM-A and 50% equalized value, ADM for 2017 is 657.26 of 1,480.98 or 44.380%; EV for 2017 is 275,275,977 of 1,041,598,791 or 26.429% | |
| 10 | 1100 | 214 | 0 | DISABILITY INS SUMMER - M6 | \$7.00 | \$0.00 | 0.454 | \$0.00 | | \$0 | | |
| 10 | 1100 | 221 | 0 | SOC SEC SUMMER - M6 | \$217.00 | \$0.00 | 0.454 | \$0.00 | | \$0 | | |
| 10 | 1100 | 222 | 0 | MEDICARE SUMMER - M6 | \$51.00 | \$0.00 | 0.454 | \$0.00 | | \$0 | | |
| 10 | 1100 | 232 | 0 | NHRS TEACHER SUMMER - M6 | \$607.00 | \$0.00 | 0.454 | \$0.00 | | \$0 | | |
| 10 | 1100 | 260 | 0 | WORKERS COMP SUMMER - M6 | \$21.00 | \$0.00 | 0.454 | \$0.00 | | \$0 | | |
| 10 | 1100 | 580 | 0 | TRAVEL - M6 | \$0.00 | \$400.00 | 0.454 | \$181.60 | | \$0 | | |
| | | | | | | | | \$181.60 | | \$0.00 | | |
| | | | | | | | | | | | | Charlestown will need to purchase their own health & dental insurance. Projected annual increase in cost is 12.5% plus annual increase of 6%. |
| 10 | 1200 | 110 | 0 | WAGES SPED DIRECTOR - M1 | \$88,439.00 | \$85,000.00 | 0.3719 | \$31,611.50 | 36.30% | \$30,853 | | |
| 10 | 1200 | 111 | 0 | STUDENT SERVICES COORD | \$80,240.00 | \$82,246.00 | 0.454 | \$37,339.68 | | \$78,181 | | |
| 10 | 1200 | 112 | 0 | WAGES SUMMER TUTORING - M1 | \$500.00 | \$0.00 | 0.3719 | \$0.00 | N/A | | | |
| 10 | 1200 | 112 | 0 | WAGES SPED TEACHER - ALT ED - M6 | \$360,107.00 | \$368,855.00 | 0.454 | \$167,460.17 | | \$0 | | |
| 10 | 1200 | 113 | 0 | WAGES SPED AIDE - ALT ED - M6 | \$140,612.00 | \$122,385.00 | 0.454 | \$55,562.79 | | \$0 | | |
| 10 | 1200 | 114 | 0 | WAGES RELATED SERVICES - M6 | \$511,192.00 | \$0.00 | 0.454 | \$0.00 | | \$0 | | |
| 10 | 1200 | 115 | 0 | WAGES SPED SECRETARY - M6 | \$27,277.00 | \$42,265.00 | 0.454 | \$19,188.31 | 36.30% | \$15,341 | | |
| 10 | 1200 | 116 | 0 | WAGES SPED SUMMER PROGRAM - M6 | \$50,000.00 | \$47,000.00 | 0.454 | \$21,338.00 | | \$28,500 | | |
| 10 | 1200 | 120 | 0 | WAGES SPED SUB TEACHER ALT ED - M6 | \$3,500.00 | \$3,500.00 | 0.454 | \$1,589.00 | | \$0 | | |
| 10 | 1200 | 121 | 0 | WAGES SUB AIDE ALT ED - M6 | \$1,000.00 | \$1,000.00 | 0.454 | \$454.00 | | \$0 | | |
| 10 | 1200 | 211 | 0 | HEALTH INS SPED - M1 | \$0.00 | \$7,015.00 | 0.3719 | \$2,608.88 | 36.30% | \$2,546 | | |
| 10 | 1200 | 211 | 0 | HEALTH INS SPED - M6 | \$155,191.00 | \$56,110.00 | 0.454 | \$25,479.94 | | \$0 | | |
| 10 | 1200 | 212 | 0 | DENTAL INS SPED - M1 | \$0.00 | \$434.00 | 0.3719 | \$161.40 | 36.30% | \$158 | | |
| 10 | 1200 | 212 | 0 | DENTAL INS SPED - M6 | \$12,429.00 | \$5,543.00 | 0.454 | \$2,516.52 | | \$0 | | |
| 10 | 1200 | 213 | 0 | LIFE INS SPED - M1 | \$180.00 | \$172.00 | 0.3719 | \$63.97 | 36.30% | \$62 | | |
| 10 | 1200 | 214 | 0 | DISABILITY INS SPED - M1 | \$185.00 | \$182.00 | 0.3719 | \$67.69 | 36.30% | \$66 | | |
| 10 | 1200 | 214 | 0 | DISABILITY INS SPED - M6 | \$2,168.00 | \$1,141.00 | 0.454 | \$518.01 | | \$0 | | |
| 10 | 1200 | 215 | 0 | HEALTH INS OPT OUT SPED - M1 | \$4,000.00 | \$0.00 | 0.3719 | \$0.00 | 36.30% | \$0 | | |
| 10 | 1200 | 215 | 0 | HEALTH INS OPT OUT SPED - M6 | \$18,000.00 | \$15,000.00 | 0.454 | \$6,810.00 | | \$0 | | |
| 10 | 1200 | 221 | 0 | SOC SEC SPED - M1 | \$5,749.00 | \$5,620.00 | 0.3719 | \$2,090.08 | 36.30% | \$2,040 | | |
| 10 | 1200 | 221 | 0 | SOC SEC SPED - M6 | \$73,239.00 | \$41,170.00 | 0.454 | \$18,691.18 | | \$0 | | |
| 10 | 1200 | 222 | 0 | MEDICARE SPED - M1 | \$1,342.00 | \$1,315.00 | 0.3719 | \$489.05 | 36.30% | \$477 | | |
| 10 | 1200 | 222 | 0 | MEDICARE SPED - M6 | \$17,128.00 | \$9,628.00 | 0.454 | \$4,971.11 | | \$0 | | |
| 10 | 1200 | 231 | 0 | NHRS EMPLOYEE - SPED - M1 | \$10,495.00 | \$0.00 | 0.3719 | \$0.00 | 36.30% | \$0 | | |
| 10 | 1200 | 231 | 0 | NHRS EMPLOYEE - SPED - M6 | \$10,279.00 | \$6,256.00 | 0.454 | \$2,840.22 | | \$0 | | |
| 10 | 1200 | 232 | 0 | NHRS TEACHER - SPED - M1 | \$0.00 | \$15,738.00 | 0.3719 | \$5,852.96 | 36.30% | \$5,712 | | |
| 10 | 1200 | 232 | 0 | NHRS TEACHER - SPED - M6 | \$160,513.00 | \$69,271.00 | 0.454 | \$31,449.03 | | \$0 | | |
| 10 | 1200 | 233 | 0 | 403B EMPLOYER MATCH - M1 | \$1,200.00 | \$650.00 | 0.3719 | \$241.74 | 36.30% | \$236 | | |
| 10 | 1200 | 233 | 0 | 403B EMPLOYER MATCH - M6 | \$6,412.00 | \$13,370.00 | 0.454 | \$6,069.98 | | \$0 | | |
| 10 | 1200 | 260 | 0 | WORKERS COMP SPED - M1 | \$495.00 | \$517.00 | 0.3719 | \$192.27 | 36.30% | \$188 | | |
| 10 | 1200 | 260 | 0 | WORKERS COMP SPED - M6 | \$5,830.00 | \$3,748.00 | 0.454 | \$1,701.59 | | \$0 | | |
| 10 | 1200 | 321 | 0 | PROF SERV FOR INST - M6 | \$2,808.00 | \$3,756.00 | 0.454 | \$1,705.22 | | \$0 | | |
| 10 | 1200 | 323 | 0 | PROF SERV - STUDENTS - M6 | \$96,172.00 | \$90,737.00 | 0.454 | \$41,194.60 | | \$0 | | |
| 10 | 1200 | 325 | 0 | PROF INSTRUCT SERVICES - ALT ED | \$1,000.00 | \$1,000.00 | 0.454 | \$454.00 | | \$0 | | |
| 10 | 1200 | 329 | 0 | PROF DEV - SPED - M6 | \$2,500.00 | \$2,500.00 | 0.454 | \$1,135.00 | | \$0 | | |
| 10 | 1200 | 330 | 0 | LEGAL COUNSEL | \$3,500.00 | \$3,500.00 | 0.454 | \$1,589.00 | | \$1,000 | | |
| 10 | 1200 | 430 | 0 | REPAIRS TO EQUIP SPED - M6 | \$1,000.00 | \$1,000.00 | 0.454 | \$454.00 | | \$0 | | |
| 10 | 1200 | 442 | 0 | Equip rental/lease - SPED | \$19,190.00 | \$32,800.00 | 0.454 | \$14,891.20 | | \$0 | | |
| 10 | 1200 | 534 | 0 | POSTAGE - SPED - DISTRICT | \$800.00 | \$900.00 | 0.454 | \$408.60 | | \$0 | | |
| 10 | 1200 | 540 | 0 | ADVERTISING | \$500.00 | \$500.00 | 0.454 | \$227.00 | | \$0 | | |
| 10 | 1200 | 550 | 0 | PRINTING | \$100.00 | \$100.00 | 0.454 | \$45.40 | | \$0 | | |
| 10 | 1200 | 561 | 0 | TUITION NH LEA | \$86,544.00 | \$17,283.00 | 0.454 | \$7,846.48 | | \$495,000 | | |
| 10 | 1200 | 564 | 0 | TUITION PRIVATE SCHOOLS | \$829,806.00 | \$570,580.00 | 0.454 | \$259,043.32 | | \$179,158 | | |
| 10 | 1200 | 569 | 0 | TUITION RESIDENTIAL COSTS | \$74,577.00 | \$276,233.00 | 0.454 | \$125,409.78 | | \$0 | | |

SAU 60 Charlestown School District Proposed Draft Budget for FY2021

| | | | | | | | | | |
|----|------|-----|---|-------------|--------------|--------|--------------|-----|--------------|
| 10 | 1200 | 580 | 0 SPED IN DISTRICT MILEAGE | \$16,500.00 | \$17,000.00 | 0.454 | \$7,718.00 | | \$0 |
| 10 | 1200 | 581 | 0 SPED EXT SUMMER | \$150.00 | \$170.00 | 0.454 | \$77.18 | | \$0 |
| 10 | 1200 | 582 | 0 PRE SCHOOL TRAVEL | \$750.00 | \$750.00 | 0.454 | \$340.50 | | \$0 |
| 10 | 1200 | 583 | 0 OUT OF DISTRICT TRAVEL SPED | \$6,200.00 | \$6,800.00 | 0.454 | \$3,087.20 | | \$0 |
| 10 | 1200 | 585 | 0 TRAVEL - ALT ED | \$750.00 | \$1,883.00 | 0.454 | \$854.88 | | \$0 |
| 10 | 1200 | 610 | 0 DISTRICT SUPPLIES | \$4,850.00 | \$10,415.00 | 0.454 | \$4,728.41 | | \$0 |
| 10 | 1200 | 611 | 0 EXT. SUMMER PROG SUPPLIES | \$200.00 | \$200.00 | 0.454 | \$90.80 | | \$0 |
| 10 | 1200 | 612 | 0 SUPPLIES-PRESCHOOL | \$2,135.00 | \$2,135.00 | 0.454 | \$969.29 | | \$0 |
| 10 | 1200 | 614 | 0 SUPPLIES-WALP. SKILLS CNTR. | \$494.00 | \$943.00 | 0.454 | \$428.12 | | \$0 |
| 10 | 1200 | 615 | 0 SUPPLIES - ALT ED | \$2,905.00 | \$3,055.00 | 0.454 | \$1,386.97 | | \$0 |
| 10 | 1200 | 640 | 0 TEXTBOOKS - SPED - M6 | \$4,000.00 | \$8,256.00 | 0.454 | \$3,748.22 | | \$0 |
| 10 | 1200 | 644 | 0 BOOKS/INFO RES-WALP SKILL CNTR | \$630.00 | \$1,068.00 | 0.454 | \$484.87 | | \$0 |
| 10 | 1200 | 645 | 0 BOOKS/INFO RES - ALT ED | \$1,227.00 | \$1,293.00 | 0.454 | \$587.02 | | \$0 |
| 10 | 1200 | 730 | 0 EQUIPMENT-DISTRICT | \$3,000.00 | \$3,000.00 | 0.454 | \$1,362.00 | | \$0 |
| 10 | 1200 | 732 | 0 EQUIPMENT-PRESCHOOL | \$700.00 | \$700.00 | 0.454 | \$317.80 | | \$0 |
| 10 | 1200 | 734 | 0 EQUIPMENT-WALPOLE SKILL CNTR | \$751.00 | \$586.00 | 0.454 | \$266.04 | | \$0 |
| 10 | 1200 | 735 | 0 EQUIPMENT - ALT ED | \$2,850.00 | \$2,700.00 | 0.454 | \$1,225.80 | | \$0 |
| 10 | 1200 | 810 | 0 DUES | \$1,000.00 | \$1,315.00 | 0.454 | \$597.01 | | \$0 |
| 10 | 1200 | 891 | 0 COMM BASED PROG | \$350.00 | \$800.00 | 0.454 | \$363.20 | | \$0 |
| | | | | | | | \$929,790.02 | | \$899,518.17 |
| 10 | 1210 | 114 | 0 WAGES RELATED SERVICES - M6 | \$0.00 | \$576,054.00 | 0.454 | \$261,528.52 | | \$0 |
| 10 | 1210 | 211 | 0 HEALTH INS RELATED SERVICES - M1 | \$0.00 | \$119,017.00 | 0.454 | \$54,033.72 | | \$0 |
| 10 | 1210 | 212 | 0 DENTAL INS RELATED SERVICES - M1 | \$0.00 | \$7,916.00 | 0.454 | \$3,593.86 | | \$0 |
| 10 | 1210 | 214 | 0 DISABILITY INS RELATED SERV - M6 | \$0.00 | \$1,159.00 | 0.454 | \$526.19 | | \$0 |
| 10 | 1210 | 215 | 0 HEALTH INS OPT OUT RELATED SERVICES | \$0.00 | \$800.00 | 0.454 | \$363.20 | | \$0 |
| 10 | 1210 | 221 | 0 SOC SEC RELATED SERVICES - M6 | \$0.00 | \$35,925.00 | 0.454 | \$16,309.95 | | \$0 |
| 10 | 1210 | 222 | 0 MEDICARE RELATED SERVICES - M6 | \$0.00 | \$8,402.00 | 0.454 | \$3,814.51 | | \$0 |
| 10 | 1210 | 231 | 0 NHRS EMPLOYEE RELATED SERVICES - M1 | \$0.00 | \$0.00 | 0.454 | \$0.00 | | \$0 |
| 10 | 1210 | 232 | 0 NHRS TEACHER RELATED SERVICES - M6 | \$0.00 | \$103,140.00 | 0.454 | \$46,825.56 | | \$0 |
| 10 | 1210 | 233 | 0 403B EMPLOYER MATCH RELATED SERVI | \$0.00 | \$5,037.00 | 0.454 | \$2,286.80 | | \$0 |
| 10 | 1210 | 260 | 0 WORKERS COMP RELATED SERVICES - M | \$0.00 | \$3,477.00 | 0.454 | \$1,578.56 | | \$0 |
| 10 | 1210 | 650 | 0 SOFTWARE & LICENSING - M6 RELATED S | \$0.00 | \$3,775.00 | 0.454 | \$1,713.85 | | \$0 |
| 10 | 1400 | 112 | 0 WAGES COACHES - M2 | \$9,324.00 | \$9,324.00 | 0.3333 | \$3,108.00 | N/A | |
| 10 | 1400 | 114 | 0 WAGES - NON-ATHLETICS - M2 | \$388.00 | \$388.00 | 0.3333 | \$129.33 | N/A | |
| 10 | 1400 | 214 | 0 DISABILITY INSURANCE | \$19.00 | \$19.00 | 0.3333 | \$6.33 | N/A | |
| 10 | 1400 | 221 | 0 SOC SEC SHARED CO-CURR - M2 | \$602.00 | \$602.00 | 0.3333 | \$200.67 | N/A | |
| 10 | 1400 | 222 | 0 MEDICARE | \$141.00 | \$141.00 | 0.3333 | \$47.00 | N/A | |
| 10 | 1400 | 232 | 0 NHRS TEACHER - CO-CURR - M2 | \$1,619.00 | \$550.00 | 0.3333 | \$183.33 | N/A | |
| 10 | 1400 | 260 | 0 WORKERS COMP | \$58.00 | \$35.00 | 0.3333 | \$11.67 | N/A | |
| 10 | 1400 | 430 | 0 REPAIRS TO SPORTS EQUIPMENT - M2 | \$0.00 | \$2,000.00 | 0.3333 | \$666.67 | N/A | |
| 10 | 1400 | 610 | 0 SUPPLIES - SPECIAL OLYMPICS - M-1 | \$1,000.00 | \$1,000.00 | 0.3719 | \$371.90 | N/A | |
| 10 | 1400 | 610 | 0 SUPPLIES/CO-CURRICULAR MS SHARED | \$2,000.00 | \$3,000.00 | 0.3333 | \$1,000.00 | N/A | |
| 10 | 1400 | 730 | 0 EQUIP - CO-CURRICULAR MS SHARED | \$3,500.00 | \$1,000.00 | 0.3333 | \$333.33 | N/A | |
| | | | | | | | \$398,632.94 | | \$0.00 |
| 10 | 2123 | 320 | 0 504 STUDENT TESTING | \$1,850.00 | \$1,850.00 | 0.454 | \$839.90 | | \$1,200 |
| 10 | 2123 | 390 | 0 CONTRACT SERVICES - STUDENT TESTING | \$25,000.00 | \$25,000.00 | 0.454 | \$11,350.00 | | \$15,000 |
| 10 | 2123 | 650 | 0 SOFTWARE & LIC - STUDENT ASSESS - K-2 | \$0.00 | \$0.00 | 0.3333 | \$0.00 | N/A | |
| 10 | 2123 | 650 | 0 SOFTWARE & LIC - STUDENT ASSESS - DW | \$0.00 | \$0.00 | 0.454 | \$0.00 | | \$0 |
| 10 | 2130 | 610 | 0 DISTRICT WELLNESS SUPPLIES - M1 | \$5,000.00 | \$5,000.00 | 0.3719 | \$1,859.50 | N/A | |
| | | | | | | | \$14,049.40 | | \$16,200.00 |
| 10 | 2210 | 113 | 0 WAGES LEADERSHIP M1 | \$24,177.00 | \$24,682.00 | 0.3719 | \$9,179.24 | | \$2,914 |
| 10 | 2210 | 113 | 0 WAGES LEADERSHIP M2 | \$6,992.00 | \$2,331.00 | 0.3333 | \$777.00 | N/A | |
| 10 | 2210 | 113 | 0 WAGES LEADERSHIP M6 | \$10,101.00 | \$12,432.00 | 0.454 | \$5,644.13 | | \$0 |
| 10 | 2210 | 114 | 0 WAGES SUMMER TEACHER - M1 | \$10,000.00 | \$20,000.00 | 0.3719 | \$7,438.00 | N/A | |

SAU 60 Charlestown School District Proposed Draft Budget for FY2021

| | | | | | | | | | |
|----|------|-----|---|-------------|-------------|--------------|-------------|--------|-------------|
| 10 | 2210 | 116 | 0 WAGES CURRICULUM COORDINATOR - M | \$90,201.00 | \$92,456.00 | 0.3719 | \$34,384.39 | N/A | |
| 10 | 2210 | 211 | 0 HEALTH INS CURR & INST - M1 | \$6,718.00 | \$7,015.00 | 0.3719 | \$2,608.88 | N/A | |
| 10 | 2210 | 212 | 0 DENTAL INS CURR & INST - M1 | \$422.00 | \$422.00 | 0.3719 | \$156.94 | N/A | |
| 10 | 2210 | 213 | 0 LIFE INS CURR & INST - M1 | \$180.00 | \$172.00 | 0.3719 | \$63.97 | N/A | |
| 10 | 2210 | 214 | 0 DISABILITY INS CURR & INST - M1 | \$180.00 | \$185.00 | 0.3719 | \$68.80 | N/A | |
| 10 | 2210 | 214 | 0 DISABILITY INS - M2 | \$15.00 | \$5.00 | 0.3333 | \$1.67 | N/A | |
| 10 | 2210 | 214 | 0 DISABILITY INS SPED - M6 | \$29.00 | \$25.00 | 0.454 | \$11.35 | | \$0 |
| 10 | 2210 | 221 | 0 SOC SEC CURR & INSTR - M1 | \$7,698.00 | \$8,410.00 | 0.3719 | \$3,127.68 | 36.30% | \$181 |
| 10 | 2210 | 221 | 0 SOC SEC CURR & INST - M2 | \$434.00 | \$145.00 | 0.3333 | \$48.33 | N/A | |
| 10 | 2210 | 221 | 0 SOC SEC CURR & INST - M6 | \$626.00 | \$771.00 | 0.454 | \$350.03 | | \$0 |
| 10 | 2210 | 222 | 0 MEDICARE - M1 | \$1,801.00 | \$1,967.00 | 0.3719 | \$731.53 | 36.30% | \$42 |
| 10 | 2210 | 222 | 0 MEDICARE - M2 | \$102.00 | \$34.00 | 0.3333 | \$11.33 | N/A | |
| 10 | 2210 | 222 | 0 MEDICARE - M6 | \$146.00 | \$180.00 | 0.454 | \$81.72 | | \$0 |
| 10 | 2210 | 231 | 0 CURRICULUM NHRS NON TEACHERS | \$0.00 | \$0.00 | 0.3719 | \$0.00 | N/A | |
| 10 | 2210 | 231 | 0 NHRS EMPLOYEE - LEADERSHIP - M6 | \$0.00 | \$0.00 | 0.454 | \$0.00 | | \$0 |
| 10 | 2210 | 232 | 0 NHRS/TEACHERS - M1 | \$16,173.00 | \$23,547.00 | 0.3719 | \$8,757.13 | 36.30% | \$325 |
| 10 | 2210 | 232 | 0 NHRS/TEACHERS - M2 | \$1,214.00 | \$365.00 | 0.3333 | \$121.67 | N/A | |
| 10 | 2210 | 232 | 0 NHRS/TEACHERS - M6 | \$1,754.00 | \$2,158.00 | 0.454 | \$979.73 | | \$0 |
| 10 | 2210 | 233 | 0 4038 EMPLOYER MATCH - M1 | \$4,000.00 | \$4,000.00 | 0.3719 | \$1,487.60 | N/A | |
| 10 | 2210 | 233 | 0 4038 EMPLOYER MATCH - M6 | \$61.00 | \$0.00 | 0.454 | \$0.00 | | \$0 |
| 10 | 2210 | 260 | 0 WORKERS COMP - M1 | \$695.00 | \$773.00 | 0.3719 | \$287.48 | 36.30% | \$17 |
| 10 | 2210 | 260 | 0 Workers Comp - M2 | \$42.00 | \$13.00 | 0.3333 | \$4.33 | N/A | |
| 10 | 2210 | 260 | 0 WORKERS COMP - M6 | \$60.00 | \$71.00 | 0.454 | \$32.23 | | \$0 |
| 10 | 2210 | 320 | 0 PDC - STAFF DEVEL | \$15,000.00 | \$15,000.00 | 0.454 | \$6,810.00 | | \$5,000 |
| 10 | 2210 | 321 | 0 DCIA - PROF SERV - IMP OF INST - M6 | \$6,500.00 | \$6,500.00 | 0.454 | \$2,951.00 | | \$2,000 |
| 10 | 2210 | 322 | 0 PDC - WORKSHOPS | \$6,000.00 | \$6,500.00 | 0.3719 | \$2,417.35 | 36.30% | \$2,359 |
| 10 | 2210 | 322 | 0 DCIA - TUITION ASSIST - TEACHER NON C | \$50,000.00 | \$50,000.00 | 0.454 | \$22,700.00 | | \$15,000 |
| 10 | 2210 | 324 | 0 PDC - TEACHER ADV DEGREE TUITION - M | \$50,000.00 | \$50,000.00 | 0.454 | \$22,700.00 | | \$15,000 |
| 10 | 2210 | 325 | 0 DCIA - SUPPORT STAFF PROF DEV - M6 | \$5,000.00 | \$5,000.00 | 0.454 | \$2,270.00 | | \$1,800 |
| 10 | 2210 | 326 | 0 DCIA - NON UNION PROF DEVEL - M6 | \$10,000.00 | \$10,000.00 | 0.454 | \$4,540.00 | | \$3,000 |
| 10 | 2210 | 391 | 0 PROF GROWTH/CONF - CURR DIRECTOR | \$0.00 | \$1,000.00 | 0.3719 | \$371.90 | N/A | |
| 10 | 2210 | 580 | 0 DCIA - TRAVEL | \$1,000.00 | \$1,500.00 | 0.3719 | \$557.85 | N/A | |
| 10 | 2210 | 610 | 0 DCIA - SUPPLIES | \$2,500.00 | \$2,500.00 | 0.3719 | \$929.75 | N/A | |
| 10 | 2210 | 611 | 0 PDC - SUPPLIES | \$500.00 | \$1,000.00 | 0.3719 | \$371.90 | N/A | |
| 10 | 2210 | 650 | 0 DCIA - SOFTWARE & LIC - PD TRACKING | \$4,300.00 | \$12,000.00 | 0.3719 | \$4,462.80 | | \$12,000 |
| 10 | 2210 | 730 | 0 CURRICULUM EQUIPMENT | \$0.00 | \$0.00 | 0.3719 | \$0.00 | N/A | |
| 10 | 2210 | 810 | 0 DCIA - DUES | \$4,200.00 | \$4,200.00 | 0.3719 | \$1,561.98 | N/A | |
| 10 | 2210 | 811 | 0 LICENSE & CERTIFICATION RENEWALS | \$8,000.00 | \$8,000.00 | 0.454 | \$3,632.00 | | \$3,000 |
| 10 | 2210 | 892 | 0 DCIA - IDEA AWARDS | \$6,000.00 | \$6,500.00 | 0.3719 | \$2,417.35 | N/A | |
| | | | | | | \$155,049.04 | | | \$62,638.07 |

| | | | | | | | | | |
|----|------|-----|--|-------------|-------------|-------------|------------|-----|------------|
| 10 | 2220 | 391 | 0 *PROFESSIONAL GROWTH/CONF | \$0.00 | \$0.00 | 0.3719 | \$0.00 | N/A | |
| 10 | 2220 | 391 | 0 PROF DEV DIST LIBR - M2 | \$1,000.00 | \$1,000.00 | 0.3333 | \$333.33 | N/A | |
| 10 | 2220 | 534 | 0 *POSTAGE ITS | \$0.00 | \$0.00 | 0.3719 | \$0.00 | N/A | |
| 10 | 2220 | 580 | 0 *TRAVEL ITS | \$0.00 | \$0.00 | 0.3719 | \$0.00 | N/A | |
| 10 | 2220 | 580 | 0 TRAVEL DIST LIBR - M2 | \$1,000.00 | \$1,000.00 | 0.3333 | \$333.33 | N/A | |
| 10 | 2220 | 610 | 0 *SUPPLIES ITS | \$0.00 | \$0.00 | 0.3719 | \$0.00 | N/A | |
| 10 | 2220 | 610 | 0 SUPPLIES DIST LIBR - M2 | \$1,500.00 | \$2,000.00 | 0.3333 | \$666.67 | N/A | |
| 10 | 2220 | 640 | 0 LIBRARY BOOKS - M2 | \$17,000.00 | \$17,000.00 | 0.3333 | \$5,666.66 | N/A | |
| 10 | 2220 | 642 | 0 ELECTRONIC MEDIA - M2 | \$5,300.00 | \$5,600.00 | 0.3333 | \$1,866.66 | N/A | |
| 10 | 2220 | 643 | 0 DW MEDIA LICENSES - PUBLIC MOVIES | \$4,300.00 | \$4,500.00 | 0.3719 | \$1,673.55 | | \$1,500 |
| 10 | 2220 | 650 | 0 ED SOFTWARE & LIC MEDIA - SHARED - M | \$5,700.00 | \$5,965.00 | 0.3333 | \$1,988.33 | N/A | |
| 10 | 2220 | 730 | 0 EQUIP MEDIA SHARED - M2 | \$1,000.00 | \$1,000.00 | 0.3333 | \$333.33 | N/A | |
| 10 | 2220 | 733 | 0 FURN & FIXTURES SHARED MEDIA M2 | \$1,750.00 | \$0.00 | 0.3333 | \$0.00 | N/A | |
| 10 | 2220 | 810 | 0 DUES & FEES - M2 | \$190.00 | \$190.00 | 0.3333 | \$63.33 | N/A | |
| | | | | | | \$12,925.21 | | | \$1,500.00 |

| | | | | | | | | | |
|----|------|-----|-------------------------------|--------------|--------------|--------|-------------|-----|--|
| 10 | 2225 | 114 | 0 WAGES DIRECTOR OF TECH - M5 | \$79,464.00 | \$81,500.00 | 0.4431 | \$36,112.65 | N/A | |
| 10 | 2225 | 115 | 0 WAGES COMPUTER TECHS - M5 | \$167,512.00 | \$188,109.00 | 0.4431 | \$83,351.10 | N/A | |

SAU 60 Charlestown School District Proposed Draft Budget for FY2021

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|----|------|-----|---|-------------|-------------|--------|--------------|---------|--------------|---|
| 10 | 2225 | 116 | 0 WAGES TECH INTEGRATOR - M5 | \$55,265.00 | \$60,265.00 | 0.4431 | \$26,703.42 | | N/A | |
| 10 | 2225 | 211 | 0 HEALTH INS ITS - M5 | \$40,312.00 | \$41,152.00 | 0.4431 | \$18,234.45 | | N/A | |
| 10 | 2225 | 212 | 0 DENTAL INS ITS - M5 | \$3,846.00 | \$3,517.00 | 0.4431 | \$1,558.38 | | N/A | |
| 10 | 2225 | 213 | 0 LIFE INS IT DIRECTOR | \$180.00 | \$172.00 | 0.4431 | \$76.21 | | N/A | |
| 10 | 2225 | 214 | 0 DISABILITY INS ITS - M5 | \$621.00 | \$688.00 | 0.4431 | \$304.85 | | N/A | |
| 10 | 2225 | 215 | 0 HEALTH INS OPT OUT ITS - M5 | \$8,000.00 | \$8,000.00 | 0.4431 | \$3,544.80 | | N/A | |
| 10 | 2225 | 221 | 0 SOC SEC ITS - M5 | \$19,190.00 | \$21,312.00 | 0.4431 | \$9,443.35 | | N/A | |
| 10 | 2225 | 222 | 0 MEDICARE ITS - M5 | \$4,488.00 | \$4,985.00 | 0.4431 | \$2,208.85 | | N/A | |
| 10 | 2225 | 231 | 0 RETIRE EMPLOYEE ITS - M5 | \$35,314.00 | \$30,530.00 | 0.4431 | \$13,527.84 | | N/A | |
| 10 | 2225 | 232 | 0 RETIRE TEACHER ITS - M5 | \$0.00 | \$10,462.00 | 0.4431 | \$4,635.71 | | N/A | |
| 10 | 2225 | 233 | 0 403B EMPLOYER MATCH - ITS - M5 | \$0.00 | \$650.00 | 0.4431 | \$288.02 | | N/A | |
| 10 | 2225 | 260 | 0 WORKERS COMP ITS - M5 | \$1,675.00 | \$1,960.00 | 0.4431 | \$868.48 | | N/A | |
| 10 | 2225 | 290 | 0 Contracted Services - Computer/network support | | | 0.4431 | \$0.00 | 100.00% | \$85,000 | Contract service - network support, computer service |
| 10 | 2225 | 329 | 0 PROF DEV SOFTWARE TRAINING ITS - M1 | \$4,200.00 | \$4,200.00 | 0.3719 | \$1,561.98 | | \$4,200 | |
| 10 | 2225 | 329 | 0 PROF DEV SOFTWARE TRAINING - ITS M6 | \$3,500.00 | \$3,500.00 | 0.454 | \$1,589.00 | | \$0 | |
| 10 | 2225 | 430 | 0 COMPUTER REPAIRS & MAINT - M5 | \$18,500.00 | \$18,500.00 | 0.4431 | \$8,197.35 | | N/A | |
| 10 | 2225 | 531 | 0 VOICE COMM - ITS - M5 | \$0.00 | \$0.00 | 0.4431 | \$0.00 | | N/A | |
| 10 | 2225 | 532 | 0 ITS DATA COMMUNICATIONS - M5 | \$20,800.00 | \$24,500.00 | 0.4431 | \$10,855.95 | | \$21,126 | Annual internet connection costs |
| 10 | 2225 | 534 | 0 POSTAGE ITS - M1 | \$150.00 | \$150.00 | 0.3719 | \$55.79 | | N/A | |
| 10 | 2225 | 580 | 0 TRAVEL ITS - M1 | \$5,800.00 | \$10,788.00 | 0.3719 | \$4,012.06 | | N/A | |
| 10 | 2225 | 610 | 0 SUPPLIES ITS - M1 | \$12,000.00 | \$12,000.00 | 0.3719 | \$4,462.80 | | \$4,500 | |
| 10 | 2225 | 650 | 0 SOFTWARE & LIC DISTRICT ITS - Charlestown | \$0.00 | \$0.00 | 0.4431 | \$0.00 | | \$4,500 | ClearPass Policy Manager license |
| 10 | 2225 | 650 | 0 SOFTWARE & LIC DISTRICT ITS - Charlestown | \$0.00 | \$0.00 | 0.4431 | \$0.00 | | \$59,495 | See final page for list of programs |
| 10 | 2225 | 650 | 0 SOFTWARE & LIC DISTRICT ITS - Charlestown | \$0.00 | \$0.00 | 0.4431 | \$0.00 | | \$175,000 | See final page for list of programs |
| 10 | 2225 | 650 | 0 PROF DEVEL SOFTWARE - M1 | \$4,200.00 | \$9,200.00 | 0.3719 | \$3,421.48 | | \$9,200 | Charlestown will need their own licenses |
| 10 | 2225 | 650 | 0 SOFTWARE & LIC DISTRICT ITS - M5 | \$0.00 | \$0.00 | 0.4431 | \$0.00 | | N/A | |
| 10 | 2225 | 650 | 0 SOFTWARE & LIC - ITS M6 | \$30,660.00 | \$35,160.00 | 0.454 | \$15,962.64 | | \$0 | |
| 10 | 2225 | 734 | 0 COMPUTER EQUIP DISTRICT - Charlestown | \$0.00 | \$0.00 | 0.4431 | \$0.00 | | \$68,000 | One time purchase - Two file servers, portal equipment, hubs etc as needed |
| 10 | 2225 | 734 | 0 COMPUTER EQUIP DISTRICT - ITS M5 | \$0.00 | \$0.00 | 0.4431 | \$0.00 | | N/A | |
| 10 | 2225 | 738 | 0 COMPUTER EQUIP REPLACEMENT SCHEDULE - CHARLESTOWN | | | | | | \$45,000 | Formerly done annually at the District level - will need to be picked up by Charlestown |
| 10 | 2225 | 738 | 0 COMPUTERS & COMM EQUIP - ITS | \$43,000.00 | \$64,000.00 | 0.3333 | \$21,333.31 | | N/A | |
| 10 | 2225 | 810 | 0 DUES & FEES - ITS M5 | \$2,000.00 | \$2,000.00 | 0.4431 | \$886.20 | | N/A | |
| | | | | | | | \$273,196.67 | | \$476,021.00 | |
| 10 | 2310 | 112 | 0 WAGES SCHOOL BOARD - AT LARGE | \$4,000.00 | \$4,000.00 | 0.3719 | \$1,487.60 | | N/A | |
| 10 | 2310 | 112 | 0 WAGES SCHOOL BOARD - CHARLESTOWN | \$2,000.00 | \$2,000.00 | 1 | \$2,000.00 | 100.00% | \$6,000 | |
| 10 | 2310 | 113 | 0 WAGES DISTRICT OFFICERS | \$5,350.00 | \$5,350.00 | 0.3719 | \$1,989.67 | 36.30% | \$1,942 | |
| 10 | 2310 | 115 | 0 WAGES EMPLOYEE AWARDS - M1 | \$3,000.00 | \$3,000.00 | 0.3719 | \$1,115.70 | | N/A | |
| 10 | 2310 | 221 | 0 SOC SEC BOARD - M1 | \$765.00 | \$765.00 | 0.3719 | \$284.50 | | N/A | |
| 10 | 2310 | 221 | 0 SOC SEC BOARD - CMS | \$124.00 | \$124.00 | 1 | \$124.00 | 100.00% | \$105 | |
| 10 | 2310 | 222 | 0 MEDICARE - M1 | \$179.00 | \$179.00 | 0.3719 | \$66.57 | | N/A | |
| 10 | 2310 | 222 | 0 MEDICARE - CMS | \$29.00 | \$29.00 | 1 | \$29.00 | 100.00% | \$25 | |
| 10 | 2310 | 231 | 0 RETIRE EMPLOYEE - M1 | \$275.00 | \$275.00 | 0.3719 | \$102.27 | | N/A | |
| 10 | 2310 | 232 | 0 RETIRE TEACHER - M1 | \$335.00 | \$521.00 | 0.3719 | \$193.76 | | N/A | |
| 10 | 2310 | 250 | 0 UNEMPLOYMENT INSURANCE - M6 | \$7,000.00 | \$7,000.00 | 0.454 | \$3,178.00 | | \$3,500 | |
| 10 | 2310 | 260 | 0 WORKERS COMP - M1 | \$74.00 | \$70.00 | 0.3719 | \$26.03 | | N/A | |
| 10 | 2310 | 260 | 0 WORKER COMP - CMS | \$12.00 | \$12.00 | 1 | \$12.00 | 100.00% | \$6 | |
| 10 | 2310 | 329 | 0 Prof Devel - Board | \$500.00 | \$500.00 | 0.3719 | \$185.95 | | \$250 | |
| 10 | 2310 | 380 | 0 LEGAL COUNSEL | \$45,000.00 | \$45,000.00 | 0.3719 | \$16,735.50 | | \$45,000 | This line should drop after first year of organizing |
| 10 | 2310 | 331 | 0 AUDITORS - SAU 60 | | | | \$15,000.00 | 36.30% | \$5,445 | |
| 10 | 2310 | 331 | 0 AUDITORS | \$24,500.00 | \$28,500.00 | 0.3719 | \$10,599.15 | | \$18,000 | Charlestown will be subject to A133 single audit act |
| 10 | 2310 | 332 | 0 PRE-EMPLOYMENT PHYSICALS DW - M1 | \$6,500.00 | \$4,500.00 | 0.3719 | \$1,673.55 | | \$1,500 | |
| 10 | 2310 | 340 | 0 DISTRICT SOFTWARE - BOARD - M6 | \$18,200.00 | \$18,500.00 | 0.454 | \$8,399.00 | | \$12,000 | |
| 10 | 2310 | 520 | 0 SCHOOL BOARD LIABILITY INS - SAU | \$9,500.00 | \$9,700.00 | 0.3719 | \$3,607.43 | | \$4,500 | |
| 10 | 2310 | 520 | 0 SCHOOL BOARD LIABILITY INS - Charlestown | | | | | | \$8,000 | |
| 10 | 2310 | 540 | 0 ADVERTISING | \$4,000.00 | \$4,800.00 | 0.3719 | \$1,785.12 | | \$2,000 | |
| 10 | 2310 | 545 | 0 STAFF & PUBLIC RELATIONS BOARD - M6 | \$16,000.00 | \$15,000.00 | 0.454 | \$6,810.00 | | \$0 | |
| 10 | 2310 | 550 | 0 GENERAL PRINTING BOARD - M6 | \$2,500.00 | \$2,500.00 | 0.454 | \$1,135.00 | | \$1,250 | |
| 10 | 2310 | 580 | 0 TRAVEL - BOARD M1 | \$600.00 | \$600.00 | 0.3719 | \$223.14 | | \$250 | |
| 10 | 2310 | 590 | 0 PURCH SER ELECTIONS - CHARLESTOWN | \$1,300.00 | \$1,300.00 | 1 | \$1,300.00 | 100.00% | \$1,333 | |
| 10 | 2310 | 610 | 0 SUPPLIES - BOARD - M1 | \$4,380.00 | \$4,300.00 | 0.3719 | \$1,599.17 | | \$1,500 | |

SAU 60 Charlestown School District Proposed Draft Budget for FY2021

| | | | | | | | | | | |
|----|------|-----|---|--------------|--------------|--------|-------------|---------|--------------|---|
| 10 | 2310 | 610 | 0 SUPPLIES - BOARD - M6 | \$0.00 | \$0.00 | 0.454 | \$0.00 | | \$500 | |
| 10 | 2310 | 730 | 0 EQUIP BOARD - M1 | \$1,000.00 | \$1,000.00 | 0.3719 | \$371.90 | | \$0 | |
| 10 | 2310 | 810 | 0 DUES BOARD - M1 | \$5,500.00 | \$5,800.00 | 0.3719 | \$2,157.02 | | \$4,200 | Charlestown will need its own memberships |
| 10 | 2310 | 840 | 0 BOARD CONTINGENCY FUND - M1 | \$12,500.00 | \$10,000.00 | 0.3719 | \$3,719.00 | | \$0 | |
| | | | | | | | \$85,910.03 | | \$117,304.28 | |
| 10 | 2320 | 111 | 0 SUPERINDEPENDENT SALARY | \$125,460.00 | \$133,250.00 | 0.3719 | \$49,555.68 | 36.30% | \$48,366 | |
| 10 | 2320 | 112 | 0 ASSISTANT SUPERINDEPENDENT SALARY | | | | | | \$39,927 | New position added to cover extra work of two Districts |
| 10 | 2320 | 115 | 0 WAGES OFFICE PERSONNEL - M1 | \$89,834.00 | \$93,460.00 | 0.3719 | \$34,757.77 | 36.30% | \$53,177 | New position - admin assist to assistant super |
| 10 | 2320 | 211 | 0 HEALTH INS - SAU OFFICE | \$31,578.00 | \$32,970.00 | 0.3719 | \$12,261.54 | 36.30% | \$28,362 | |
| 10 | 2320 | 212 | 0 DENTAL INS SAU OFFICE - M1 | \$3,045.00 | \$3,045.00 | 0.3719 | \$1,132.44 | 36.30% | \$2,246 | |
| 10 | 2320 | 213 | 0 LIFE INS SAU OFFICE - M1 | \$180.00 | \$172.00 | 0.3719 | \$63.97 | 36.30% | \$125 | |
| 10 | 2320 | 214 | 0 DISABILITY INS SAU OFFICE - M1 | \$438.00 | \$448.00 | 0.3719 | \$166.61 | 36.30% | \$288 | |
| 10 | 2320 | 215 | 0 HEALTH INS OPT OUT SAU OFFICE - M1 | \$4,000.00 | \$4,000.00 | 0.3719 | \$1,487.60 | 36.30% | \$1,452 | |
| 10 | 2320 | 221 | 0 SOC SEC SAU OFFICE - M1 | \$13,563.00 | \$13,893.00 | 0.3719 | \$5,166.81 | 36.30% | \$8,936 | |
| 10 | 2320 | 222 | 0 MEDICARE | \$3,172.00 | \$3,250.00 | 0.3719 | \$1,208.68 | 36.30% | \$2,090 | |
| 10 | 2320 | 231 | 0 RETIREMENT NON TEACHER | \$20,036.00 | \$20,587.00 | 0.3719 | \$7,656.31 | 36.30% | \$14,206 | |
| 10 | 2320 | 233 | 0 403B EMPLOYER MATCH - M1 | \$7,700.00 | \$7,700.00 | 0.3719 | \$2,863.63 | 36.30% | \$3,757 | |
| 10 | 2320 | 260 | 0 WORKERS COMP | \$1,245.00 | \$1,277.00 | 0.3719 | \$474.92 | 36.30% | \$865 | |
| 10 | 2320 | 391 | 0 PROF GROWTH/CONF | \$5,800.00 | \$7,525.00 | 0.3719 | \$2,798.55 | 36.30% | \$3,457 | |
| 10 | 2320 | 430 | 0 REPAIRS AND MAINTENANCE | \$1,500.00 | \$2,300.00 | 0.3719 | \$855.37 | 36.30% | \$835 | |
| 10 | 2320 | 441 | 0 Rent - Central Office | \$12,560.00 | \$12,560.00 | 0.3719 | \$4,671.06 | 36.30% | \$4,559 | |
| 10 | 2320 | 442 | 0 Equip rental/lease - SAU | \$3,907.00 | \$4,500.00 | 0.3719 | \$1,673.55 | 36.30% | \$1,633 | |
| 10 | 2320 | 534 | 0 POSTAGE | \$1,650.00 | \$1,650.00 | 0.3719 | \$613.64 | 36.30% | \$780 | |
| 10 | 2320 | 580 | 0 TRAVEL - Central Office | \$4,500.00 | \$4,200.00 | 0.3719 | \$1,561.98 | 36.30% | \$1,706 | |
| 10 | 2320 | 584 | 0 SUPERINTENDENT DISCRETIONARY FUND | \$12,000.00 | \$12,000.00 | 0.3719 | \$4,462.80 | 36.30% | \$4,356 | |
| 10 | 2320 | 610 | 0 SUPPLIES | \$7,800.00 | \$6,500.00 | 0.3719 | \$2,417.35 | 36.30% | \$3,085 | |
| 10 | 2320 | 730 | 0 EQUIPMENT | \$3,500.00 | \$5,000.00 | 0.3719 | \$1,859.50 | 36.30% | \$3,630 | Desks etc for new staff |
| 10 | 2320 | 810 | 0 DUES | \$3,500.00 | \$2,500.00 | 0.3719 | \$929.75 | 36.30% | \$1,633 | |
| | | | | | | | \$138,639 | | \$229,472 | |
| 10 | 2510 | 113 | 0 WAGES CFO - M1 | \$103,505.00 | \$111,217.00 | 0.3719 | \$41,361.60 | 36.30% | \$40,369 | |
| 10 | 2510 | 113 | 0 WAGES Assist BA for Charlestown - M1 | | | 0.3719 | | 36.30% | \$30,853 | Additional Staffing required |
| 10 | 2510 | 115 | 0 WAGES BUSINESS OFFICE - M1 | \$127,989.00 | \$132,670.00 | 0.3719 | \$49,339.97 | 36.30% | \$53,255 | |
| 10 | 2510 | 211 | 0 HEALTH INS - BUSINESS - M1 | \$32,695.00 | \$40,683.00 | 0.3719 | \$15,130.01 | 36.30% | \$25,645 | |
| 10 | 2510 | 212 | 0 DENTAL INS BUSINESS - M1 | \$1,922.00 | \$2,176.00 | 0.3719 | \$809.25 | 36.30% | \$1,501 | |
| 10 | 2510 | 213 | 0 LIFE INS BUSINESS - M1 | \$180.00 | \$172.00 | 0.3719 | \$63.97 | 36.30% | \$62 | |
| 10 | 2510 | 214 | 0 DISABILITY INS BUSINESS - M1 | \$462.00 | \$473.00 | 0.3719 | \$175.91 | 36.30% | \$357 | |
| 10 | 2510 | 215 | 0 HEALTH INS OPT OUT BUSINESS - M1 | \$0.00 | \$0.00 | 0.3719 | \$0.00 | 36.30% | \$0 | |
| 10 | 2510 | 221 | 0 SOC SEC BUSINESS - M1 | \$14,318.00 | \$14,805.00 | 0.3719 | \$5,505.98 | 36.30% | \$7,849 | |
| 10 | 2510 | 222 | 0 MEDICARE BUSINESS - M1 | \$3,349.00 | \$3,426.00 | 0.3719 | \$1,274.13 | 36.30% | \$1,822 | |
| 10 | 2510 | 231 | 0 RETIRE EMPLOYEE BUSINESS - M1 | \$23,748.00 | \$24,402.00 | 0.3719 | \$9,075.10 | 36.30% | \$8,857 | |
| 10 | 2510 | 232 | 0 * RETIREMENT TEACHERS | | | | \$0.00 | 36.30% | \$5,492 | |
| 10 | 2510 | 233 | 0 403B EMPLOYER MATCH - BUSINESS - M1 | \$1,356.00 | \$4,720.00 | 0.3719 | \$1,755.37 | 36.30% | \$2,258 | |
| 10 | 2510 | 260 | 0 WORKERS COMP BUSINESS - M1 | \$1,382.00 | \$1,345.00 | 0.3719 | \$500.21 | 36.30% | \$673 | |
| 10 | 2510 | 391 | 0 PROF DEVEL BUSINESS - M1 | \$2,500.00 | \$2,000.00 | 0.3719 | \$743.80 | 36.30% | \$911 | |
| 10 | 2510 | 430 | 0 REPAIRS & MAINT BUSINESS - M1 | \$3,000.00 | \$2,500.00 | 0.3719 | \$929.75 | 36.30% | \$907 | |
| 10 | 2510 | 534 | 0 POSTAGE BUSINESS - M1 | \$1,600.00 | \$1,350.00 | 0.3719 | \$502.07 | 36.30% | \$490 | |
| 10 | 2510 | 580 | 0 TRAVEL BUSINESS - M1 | \$1,500.00 | \$950.00 | 0.3719 | \$353.31 | 36.30% | \$530 | |
| 10 | 2510 | 610 | 0 SUPPLIES BUSINESS - M1 | \$3,250.00 | \$3,000.00 | 0.3719 | \$1,115.70 | 36.30% | \$1,089 | |
| 10 | 2510 | 650 | 0 SOFTWARE & LIC BUSINESS - M1 | \$22,500.00 | \$29,500.00 | 0.3719 | \$10,971.05 | | \$0 | Charlestown specific software - As a separate entity Charlestown will need to purchase annual licenses for all software |
| 10 | 2510 | 650 | 0 SOFTWARE & LIC BUSINESS - Charlestown | \$0.00 | \$0.00 | 0.3719 | \$0.00 | 100.00% | \$29,500 | |
| 10 | 2510 | 730 | 0 EQUIP BUSINESS - M1 | \$1,500.00 | \$1,500.00 | 0.3719 | \$557.85 | 36.30% | \$544 | One time purchase of additional equipment, chairs & desk |
| 10 | 2510 | 730 | 200 EQUIP BUSINESS - Charlestown | | | | \$0.00 | 100.00% | \$3,510 | |
| 10 | 2510 | 734 | 0 Comp & Comp Equip - Business Office M: | \$0.00 | \$1,500.00 | 0.3719 | \$557.85 | 36.30% | \$544 | Purchase of IVEE accounting software and computers for new staff |
| 10 | 2510 | 734 | 200 Comp & Comp Equip - Business Office - C | \$0.00 | \$0.00 | 0.3719 | \$0.00 | 100.00% | \$68,000 | |
| 10 | 2510 | 810 | 0 DUES BUSINESS - M1 | \$1,200.00 | \$1,200.00 | 0.3719 | \$446.28 | 36.30% | \$617 | |
| | | | | | | | \$141,169 | | \$285,637 | |

SAU 60 Charlestown School District Proposed Draft Budget for FY2021

| | | | | | | | | | | |
|----|------|-----|---|---|--------------|--------------|--------|--------------|--------|--------------|
| 10 | 2600 | 110 | 0 | WAGES FACILITIES DIRECTOR M1 | \$79,368.00 | \$81,355.00 | 0.3719 | \$30,255.92 | N/A | |
| 10 | 2600 | 111 | 0 | * CUSTODIAL MANAGER WAGES | \$0.00 | \$0.00 | 0.3719 | \$0.00 | N/A | |
| 10 | 2600 | 112 | 0 | WAGES CUSTODIAL M1 | \$26,982.00 | \$26,420.00 | 0.3719 | \$9,825.60 | 36.30% | \$9,590 |
| 10 | 2600 | 113 | 0 | * WAGES SEASONAL MAINTENANCE M1 | \$0.00 | \$0.00 | 0.3719 | \$0.00 | N/A | |
| 10 | 2600 | 113 | 0 | WAGES MAINTENANCE M3 | \$280,437.00 | \$283,400.00 | 0.4313 | \$122,230.42 | | \$56,438 |
| 10 | 2600 | 114 | 0 | WAGES COURIER SERVICES - M1 | \$19,406.00 | \$18,659.00 | 0.3719 | \$6,939.28 | N/A | |
| 10 | 2600 | 115 | 0 | WAGES - DW BUILDING SECURITY M1 | \$0.00 | \$4,410.00 | 0.3719 | \$1,640.08 | N/A | |
| 10 | 2600 | 115 | 0 | WAGES FACILITIES SEC - M3 | \$42,122.00 | \$42,428.00 | 0.4313 | \$18,299.20 | N/A | |
| 10 | 2600 | 120 | 0 | WAGES CUSTODIAL SUB - M1 | \$0.00 | \$0.00 | 0.3719 | \$0.00 | N/A | |
| 10 | 2600 | 120 | 0 | WAGES - TEMPORARY EMPLOYEES | \$16,150.00 | \$16,150.00 | 0.4313 | \$6,965.50 | N/A | |
| 10 | 2600 | 131 | 0 | MAINTENANCE OT WAGES - M3 | \$0.00 | \$0.00 | 0.4313 | \$0.00 | N/A | |
| 10 | 2600 | 211 | 0 | HEALTH INS - FACILITIES - M1 | \$6,718.00 | \$7,015.00 | 0.3719 | \$2,608.88 | 36.30% | \$2,546 |
| 10 | 2600 | 211 | 0 | HEALTH INS MAINTENANCE - M3 | \$62,778.00 | \$59,424.00 | 0.4313 | \$25,629.57 | | \$20,944 |
| 10 | 2600 | 212 | 0 | DENTAL INS FACILITIES - M1 | \$422.00 | \$422.00 | 0.3719 | \$156.94 | 36.30% | \$153 |
| 10 | 2600 | 212 | 0 | DENTAL INS MAINTENANCE - M3 | \$4,094.00 | \$4,095.00 | 0.4313 | \$1,766.17 | | \$1,556 |
| 10 | 2600 | 213 | 0 | LIFE INS DIRECTOR OF FACILITIES | \$180.00 | \$172.00 | 0.3719 | \$63.97 | 36.30% | \$62 |
| 10 | 2600 | 214 | 0 | DISABILITY INS FACILITIES - M1 | \$241.00 | \$265.00 | 0.3719 | \$98.55 | 36.30% | \$96 |
| 10 | 2600 | 214 | 0 | DISABILITY INS MAINTENANCE - M3 | \$683.00 | \$688.00 | 0.4313 | \$296.73 | | \$110 |
| 10 | 2600 | 215 | 0 | HEALTH INS OPT OUT FACILITIES - M1 | \$0.00 | \$1,000.00 | 0.3719 | \$371.90 | N/A | |
| 10 | 2600 | 215 | 0 | HEALTH INS OPT OUT MAINT - M3 | \$4,000.00 | \$4,000.00 | 0.4313 | \$1,725.20 | N/A | |
| 10 | 2600 | 221 | 0 | SOC SEC FACILITIES - M1 | \$7,720.00 | \$8,209.00 | 0.3719 | \$3,052.93 | 36.30% | \$0 |
| 10 | 2600 | 221 | 0 | SOC SEC MAINTENANCE - M3 | \$20,426.00 | \$20,544.00 | 0.4313 | \$8,860.63 | | \$9 |
| 10 | 2600 | 222 | 0 | MEDICARE | \$1,805.00 | \$1,920.00 | 0.3719 | \$714.05 | 36.30% | \$26 |
| 10 | 2600 | 222 | 0 | MEDICARE | \$4,777.00 | \$4,805.00 | 0.4313 | \$2,072.40 | | \$23 |
| 10 | 2600 | 231 | 0 | RETIREMENT NON TEACHER | \$9,010.00 | \$9,258.00 | 0.3719 | \$3,443.05 | 36.30% | \$203 |
| 10 | 2600 | 231 | 0 | REITREMENT NON TEACHERS | \$37,042.00 | \$37,310.00 | 0.4313 | \$16,091.80 | | \$7 |
| 10 | 2600 | 233 | 0 | 403B EMPLOYER MATCH - M1 | \$0.00 | \$0.00 | 0.3719 | \$0.00 | 36.30% | \$0 |
| 10 | 2600 | 233 | 0 | 403B EMPLOYER MATCH - M3 | \$0.00 | \$7,500.00 | 0.4313 | \$3,234.75 | | \$600 |
| 10 | 2600 | 260 | 0 | WORKERS COMP | \$2,274.00 | \$2,613.00 | 0.3719 | \$971.77 | 36.30% | \$80 |
| 10 | 2600 | 260 | 0 | WORKERS COMP | \$11,222.00 | \$12,692.00 | 0.4313 | \$5,474.06 | | \$0 |
| 10 | 2600 | 340 | 0 | OFFICE EQUIP SERVICE CONTRACT - FACI | \$650.00 | \$650.00 | 0.3719 | \$241.74 | N/A | |
| 10 | 2600 | 421 | 0 | DISPOSAL SERVICES - SAU | \$2,400.00 | \$2,750.00 | 0.3719 | \$1,022.73 | 36.30% | \$998 |
| 10 | 2600 | 425 | 0 | SWEEPING SERVICE - SAU | \$350.00 | \$350.00 | 0.3719 | \$130.17 | 36.30% | \$127 |
| 10 | 2600 | 430 | 0 | REPAIRS & MAINT - M3 | \$95,465.00 | \$45,000.00 | 0.4313 | \$19,408.50 | | \$35,000 |
| 10 | 2600 | 431 | 0 | MAINT VEHICLE MAINT - M3 | \$0.00 | \$0.00 | 0.4313 | \$0.00 | | \$3,500 |
| 10 | 2600 | 441 | 0 | STORAGE RENTAL - FACILITIES M3 | \$0.00 | \$960.00 | 0.4313 | \$414.05 | N/A | |
| 10 | 2600 | 442 | 0 | EQUIP RENTAL/LEASE - FACILITIES | \$1,282.00 | \$2,170.00 | 0.4313 | \$935.92 | N/A | |
| 10 | 2600 | 443 | 0 | VEHICLE LEASE - MAINT M3 | \$29,780.00 | \$29,780.00 | 0.4313 | \$12,844.11 | | \$13,258 |
| 10 | 2600 | 520 | 0 | INSURANCE PROPERTY ONLY | \$31,500.00 | \$33,500.00 | 0.4313 | \$14,448.55 | | \$18,500 |
| 10 | 2600 | 520 | 0 | INSURANCE- GEN LIA - M6 | \$23,000.00 | \$38,500.00 | 0.454 | \$17,479.00 | | \$18,000 |
| 10 | 2600 | 531 | 0 | VOICE COMMUNICATIONS - M1 | \$16,500.00 | \$17,500.00 | 0.3719 | \$6,508.25 | 36.30% | \$6,352 |
| 10 | 2600 | 531 | 0 | VOICE COMM - SPED - M6 | \$1,600.00 | \$1,600.00 | 0.454 | \$726.40 | | \$0 |
| 10 | 2600 | 540 | 0 | ADVERTISING | \$600.00 | \$600.00 | 0.3719 | \$223.14 | 36.30% | \$218 |
| 10 | 2600 | 580 | 0 | TRAVEL | \$4,000.00 | \$4,800.00 | 0.4313 | \$2,070.24 | N/A | |
| 10 | 2600 | 581 | 0 | TRAVEL-MAINTENANCE | \$0.00 | \$0.00 | 0.4313 | \$0.00 | N/A | |
| 10 | 2600 | 590 | 0 | License & Fees - Facilities & Maint | \$0.00 | \$0.00 | 0.4313 | \$0.00 | N/A | |
| 10 | 2600 | 610 | 0 | CUSTODIAL SUPPLIES - SAU | \$1,600.00 | \$2,000.00 | 0.3719 | \$743.80 | 36.30% | \$726 |
| 10 | 2600 | 610 | 0 | SUPPLIES - MAINTENANCE | \$72,500.00 | \$60,000.00 | 0.4313 | \$25,878.00 | | \$20,000 |
| 10 | 2600 | 622 | 0 | ELECTRICITY - SAU | \$12,000.00 | \$13,500.00 | 0.3719 | \$5,020.65 | 36.30% | \$4,900 |
| 10 | 2600 | 624 | 0 | HEATING OIL - CO | \$7,000.00 | \$5,600.00 | 0.3719 | \$2,082.64 | 36.30% | \$2,033 |
| 10 | 2600 | 624 | 0 | HEATING OIL - MAINT BLD | \$7,000.00 | \$4,900.00 | 0.3719 | \$1,822.31 | N/A | |
| 10 | 2600 | 626 | 0 | GASOLINE | \$19,000.00 | \$17,500.00 | 0.4313 | \$7,547.75 | | \$3,500 |
| 10 | 2600 | 650 | 0 | MAINT SOFTWARE - DW | \$0.00 | \$0.00 | 0.4313 | \$0.00 | N/A | |
| 10 | 2600 | 730 | 0 | EQUIPMENT - DW | \$3,500.00 | \$9,000.00 | 0.3719 | \$3,347.10 | N/A | |
| 10 | 2600 | 732 | 0 | Vehicle Replacement - Maint - M3 | \$0.00 | \$0.00 | 0.4313 | \$0.00 | N/A | |
| 10 | 2600 | 893 | 0 | LANGDON PROPERTY TAXES | \$650.00 | \$685.00 | 0.4185 | \$286.67 | N/A | |
| 10 | 2600 | 321 | 0 | Contracted Services - HVAC Controls - Charlestown | | | | \$0.00 | | \$15,000 |
| 10 | 2600 | 390 | 0 | Contracted Services - Trades - Charlestown | | | | \$0.00 | | \$65,000 |
| 10 | 2600 | 391 | 0 | Contracted Services - Grounds - Charlestown | | | | \$0.00 | | \$40,000 |
| | | | | | | | | \$395,971.06 | | \$339,555.32 |

One F/T maintenance staff

SAU 60 Charlestown School District Proposed Draft Budget for FY2021

| | | | | | | | | | | |
|----|------|-----|---|--|--------------|--------------|----------------|--------------|---------|----------------|
| 10 | 2700 | 110 | 0 | WAGES TRANS MANAGER M4 | \$64,617.00 | \$66,395.00 | 0.4185 | \$27,786.31 | N/A | |
| 10 | 2700 | 111 | 0 | TRANS SEC WAGES | \$25,264.00 | \$26,335.00 | 0.4185 | \$11,021.20 | N/A | |
| 10 | 2700 | 112 | 0 | WAGES TRANS DISPATCHER M4 | \$0.00 | \$0.00 | 0.4185 | \$0.00 | N/A | |
| 10 | 2700 | 114 | 0 | WAGES SPED FIELD TRIP DRIVER - M6 | \$500.00 | \$500.00 | 0.454 | \$227.00 | | \$0 |
| 10 | 2700 | 115 | 0 | WAGES SPED SUMMER PROGRAM - M6 | \$15,500.00 | \$2,083.00 | 0.454 | \$945.68 | | \$0 |
| 10 | 2700 | 118 | 0 | WAGES SPED DRIVER - M6 | \$52,650.00 | \$57,034.00 | 0.454 | \$25,893.44 | | \$0 |
| 10 | 2700 | 120 | 0 | WAGES SUB DRIVER - M4 | \$40,965.00 | \$40,965.00 | 0.4185 | \$17,143.85 | N/A | |
| 10 | 2700 | 211 | 0 | HEALTH INS TRANS - M4 | \$12,540.00 | \$13,095.00 | 0.4185 | \$5,480.26 | N/A | |
| 10 | 2700 | 212 | 0 | DENTAL INS TRANS - M4 | \$751.00 | \$751.00 | 0.4185 | \$314.29 | N/A | |
| 10 | 2700 | 213 | 0 | LIFE INS - TRANS MGR - M4 | \$0.00 | \$172.00 | 0.4185 | \$71.98 | N/A | |
| 10 | 2700 | 214 | 0 | DISABILITY INS TRANS - M4 | \$264.00 | \$268.00 | 0.4185 | \$112.16 | N/A | |
| 10 | 2700 | 214 | 0 | DISABILITY INS TRANS - M6 | \$113.00 | \$150.00 | 0.454 | \$68.10 | | \$0 |
| 10 | 2700 | 215 | 0 | HEALTH INS OPT OUT TRANS - M4 | \$1,000.00 | \$1,000.00 | 0.4185 | \$418.50 | N/A | |
| 10 | 2700 | 215 | 0 | HEALTH INS OPT OUT SPED - M6 | \$1,000.00 | \$1,000.00 | 0.454 | \$454.00 | | \$0 |
| 10 | 2700 | 221 | 0 | SOC SEC TRANSPORTATION - M4 | \$8,162.00 | \$8,272.00 | 0.4185 | \$3,461.83 | N/A | |
| 10 | 2700 | 221 | 0 | SOC SEC SPED TRANS - M6 | \$4,554.00 | \$4,660.00 | 0.454 | \$2,115.64 | | \$0 |
| 10 | 2700 | 222 | 0 | MEDICARE | \$1,909.00 | \$1,935.00 | 0.4185 | \$809.80 | N/A | |
| 10 | 2700 | 222 | 0 | MEDICARE | \$1,065.00 | \$1,090.00 | 0.454 | \$494.86 | | \$0 |
| 10 | 2700 | 231 | 0 | RETIREMENT NON-TEACHER | \$7,354.00 | \$7,556.00 | 0.4185 | \$3,162.19 | N/A | |
| 10 | 2700 | 233 | 0 | 403B EMPLOYER MATCH - M4 | \$420.00 | \$1,080.00 | 0.4185 | \$451.98 | N/A | |
| 10 | 2700 | 260 | 0 | WORKERS COMP | \$3,772.00 | \$3,985.00 | 0.4185 | \$1,667.72 | N/A | |
| 10 | 2700 | 260 | 0 | TRANS W.C. METHD 6 | \$4,690.00 | \$4,575.00 | 0.454 | \$2,077.05 | | \$0 |
| 10 | 2700 | 310 | 0 | Homeless Transportation Costs - District | \$0.00 | \$0.00 | 0.4185 | \$0.00 | | \$4,500 |
| 10 | 2700 | 330 | 0 | DRIVER DRUG TESTS | \$1,400.00 | \$1,550.00 | 0.4185 | \$648.68 | N/A | |
| 10 | 2700 | 331 | 0 | PROF SERV - DOT PHYSICALS - M4 | \$1,200.00 | \$2,500.00 | 0.4185 | \$1,046.25 | N/A | |
| 10 | 2700 | 340 | 0 | OFFICE EQUIP SERVICE CONTRACT - TRAN | \$0.00 | \$0.00 | 0.4185 | \$0.00 | N/A | |
| 10 | 2700 | 430 | 0 | REPAIRS & MAINTANCE | \$18,000.00 | \$23,500.00 | 0.4185 | \$9,834.75 | N/A | |
| 10 | 2700 | 444 | 0 | RENTAL OF RADIO ANTENNEA | \$3,250.00 | \$5,000.00 | 0.4185 | \$2,092.50 | | \$3,500 |
| 10 | 2700 | 445 | 0 | BUS LEASE MILEAGE RATE | \$1,500.00 | \$1,500.00 | 0.4185 | \$627.75 | | \$3,500 |
| 10 | 2700 | 520 | 0 | INSURANCE - STUDENT TRANS - M4 | \$29,485.00 | \$31,000.00 | 0.4185 | \$12,973.50 | N/A | |
| 10 | 2700 | 531 | 0 | VOICE COMM - TRANS - M4 | \$0.00 | \$300.00 | 0.4185 | \$125.55 | N/A | |
| 10 | 2700 | 534 | 0 | POSTAGE | \$25.00 | \$0.00 | 0.4185 | \$0.00 | N/A | |
| 10 | 2700 | 540 | 0 | ADVERTISING | \$0.00 | \$0.00 | 0.4185 | \$0.00 | N/A | |
| 10 | 2700 | 580 | 0 | TRAVEL | \$850.00 | \$850.00 | 0.4185 | \$355.73 | N/A | |
| 10 | 2700 | 590 | 0 | LICENSES/CRC | \$900.00 | \$1,200.00 | 0.4185 | \$502.20 | N/A | |
| 10 | 2700 | 610 | 0 | SUPPLIES | \$3,250.00 | \$3,500.00 | 0.4185 | \$1,464.75 | | \$1,500 |
| 10 | 2700 | 626 | 0 | GASOLINE | \$17,500.00 | \$17,500.00 | 0.454 | \$7,945.00 | | \$0 |
| 10 | 2700 | 627 | 0 | DIESEL FUEL TO ALLOCATE | \$0.00 | \$0.00 | 0.4185 | \$0.00 | | \$29,925 |
| 10 | 2700 | 730 | 0 | EQUIPMENT | \$4,200.00 | \$4,500.00 | 0.4185 | \$1,883.25 | N/A | |
| 10 | 2700 | 810 | 0 | DUES | \$80.00 | \$80.00 | 0.4185 | \$33.48 | N/A | |
| 10 | 2721 | 430 | 0 | BUS REPAIRS & MAINT - M4 | \$0.00 | \$0.00 | 0.4185 | \$0.00 | N/A | |
| 10 | 2721 | 443 | 0 | BUS LEASE DW - M4 | \$0.00 | \$375,728.00 | 0.4185 | \$157,242.17 | | \$238,800 |
| 10 | 2722 | 519 | 0 | PURCH SERV - SPED TRANS M6 | \$0.00 | \$118,368.00 | 0.454 | \$53,739.07 | | \$180,750 |
| | | | | | | | | \$354,692.45 | | \$462,475.00 |
| 10 | 3100 | 110 | 0 | FOOD SERVICE SEVERANCE - WAGES | \$0.00 | \$52,018.00 | 0.3719 | \$19,345.49 | N/A | |
| 10 | 3100 | 221 | 0 | FOOD SERVICE SEVERANCE - SOC SEC | \$0.00 | \$3,225.00 | 0.3719 | \$1,199.38 | N/A | |
| 10 | 3100 | 222 | 0 | FOOD SERVICE SEVERANCE - MEDI | \$0.00 | \$754.00 | 0.3719 | \$280.41 | N/A | |
| 10 | 3100 | 231 | 0 | FOOD SERVICE SEVERANCE - NHRS | \$0.00 | \$4,754.00 | 0.3719 | \$1,768.01 | N/A | |
| 10 | 3100 | 260 | 0 | FOOD SERVICE SEVERANCE - WORKERS C | \$0.00 | \$2,190.00 | 0.3719 | \$814.46 | N/A | |
| 10 | 3100 | 570 | 0 | FOOD SERVICE - Contracted Services | \$0.00 | \$0.00 | 0 | \$0.00 | | \$0 |
| 10 | 4000 | 450 | 0 | CONSTRUCTION SERVICES | \$0.00 | \$0.00 | 0.3719 | \$0.00 | N/A | |
| 10 | 5110 | 910 | 0 | BOND PRINCIPAL PMT - CHARLESTOWN | \$100,000.00 | \$100,000.00 | 1 | \$100,000.00 | 100.00% | \$102,500 |
| 10 | 5120 | 830 | 0 | BOND INTEREST - CHARLESTOWN | \$27,675.00 | \$23,563.00 | 1 | \$23,563.00 | 100.00% | \$24,152 |
| 10 | 5221 | 930 | 0 | Food Service Transfer - CMS | \$39,000.00 | \$34,425.00 | 1 | \$34,425.00 | 100.00% | \$65,000 |
| 10 | 5251 | 990 | 0 | TRANSFER TO CHARLESTOWN CAP RESER | \$89,600.00 | \$89,600.00 | 1 | \$89,600.00 | 100.00% | \$91,840 |
| | | | | | | | \$270,995.76 | | | \$283,492.08 |
| | | | | Total District Wide Proposed Budget | | | \$3,171,202.80 | | | \$3,113,812.59 |

Increase due to no CEP program

SAU 60 Charlestown School District Proposed Draft Budget for FY2021

Charlestown Middle School

| | | | | | | | | | | | |
|----|------|-----|-----|---|--------------|--------------|--------|----------------|---------|----------------|---|
| 10 | 1100 | 112 | 200 | WAGES TEACHER - CMS | \$675,658.00 | \$681,496.00 | 1 | \$681,496.00 | 100.00% | \$698,533 | |
| 10 | 1100 | 120 | 200 | WAGES SUB TEACHER - CMS | \$20,150.00 | \$20,150.00 | 1 | \$20,150.00 | 100.00% | \$20,654 | |
| 10 | 1100 | 211 | 200 | HEALTH INS - CMS | \$127,147.00 | \$132,753.00 | 1 | \$132,753.00 | 100.00% | \$149,347 | |
| 10 | 1100 | 212 | 200 | DENTAL INS - CMS | \$12,143.00 | \$12,143.00 | 1 | \$12,143.00 | 100.00% | \$13,661 | |
| 10 | 1100 | 214 | 200 | DISABILITY INS - CMS | \$1,383.00 | \$1,417.00 | 1 | \$1,417.00 | 100.00% | \$1,452 | |
| 10 | 1100 | 215 | 200 | HEALTH INS OPT OUT - CMS | \$10,672.00 | \$10,672.00 | 1 | \$10,672.00 | 100.00% | \$10,939 | |
| 10 | 1100 | 221 | 200 | SOC SEC - CMS | \$43,137.00 | \$44,164.00 | 1 | \$44,164.00 | 100.00% | \$45,268 | |
| 10 | 1100 | 222 | 200 | MEDICARE - CMS | \$10,089.00 | \$10,329.00 | 1 | \$10,329.00 | 100.00% | \$10,587 | |
| 10 | 1100 | 232 | 200 | NHRS TEACHER - CMS | \$117,285.00 | \$120,160.00 | 1 | \$120,160.00 | 100.00% | \$123,164 | |
| 10 | 1100 | 233 | 200 | 403B EMPLOYER MATCH - CMS | \$6,044.00 | \$6,044.00 | 1 | \$6,044.00 | 100.00% | \$6,195 | |
| 10 | 1100 | 260 | 200 | WORKERS COMP - CMS | \$3,757.00 | \$4,060.00 | 1 | \$4,060.00 | 100.00% | \$4,162 | |
| 10 | 1100 | 320 | 200 | PROF ED SERVICES - CMS | \$0.00 | \$2,500.00 | 1 | \$2,500.00 | 100.00% | \$2,563 | |
| 10 | 1100 | 430 | 200 | REPAIRS CLSSRM EQUIP - CMS | \$1,320.00 | \$1,000.00 | 1 | \$1,000.00 | 100.00% | \$1,025 | |
| 10 | 1100 | 580 | 200 | TRAVEL - CMS | \$2,838.00 | \$2,838.00 | 1 | \$2,838.00 | 100.00% | \$2,909 | |
| 10 | 1100 | 610 | 200 | INSTR SUPPLIES - CMS | \$12,667.00 | \$9,109.00 | 1 | \$9,109.00 | 100.00% | \$9,337 | |
| 10 | 1100 | 640 | 200 | INSTR TEXTBOOK - CMS | \$19,000.00 | \$1,760.00 | 1 | \$1,760.00 | 100.00% | \$1,804 | |
| 10 | 1100 | 641 | 200 | OTHER PRINT MEDIA - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1100 | 650 | 200 | ED SOFTWARE & LIC - CMS | \$0.00 | \$6,290.00 | 1 | \$6,290.00 | 100.00% | \$6,447 | |
| 10 | 1100 | 730 | 200 | CAPITAL EQUIP - CMS | \$0.00 | \$9,601.00 | 1 | \$9,601.00 | 100.00% | \$9,841 | |
| 10 | 1100 | 733 | 200 | FURN & FIXTURES - CMS | \$3,630.00 | \$1,300.00 | 1 | \$1,300.00 | 100.00% | \$1,333 | |
| 10 | 1100 | 734 | 200 | COMP & COMM EQUIP - CMS | \$10,230.00 | \$8,000.00 | 1 | \$8,000.00 | 100.00% | \$8,200 | |
| 10 | 1100 | 810 | 200 | DUES - CMS | \$275.00 | \$150.00 | 1 | \$150.00 | 100.00% | \$154 | |
| 10 | 1100 | 647 | 200 | BOOKS RESOURCES MS CULTURAL STUDY | \$500.00 | \$200.00 | 0.454 | \$90.80 | | \$0 | |
| 10 | 1100 | 650 | 200 | SOFTWARE - IND ARTS - M6 | \$0.00 | \$25.00 | 0.454 | \$11.35 | | \$0 | |
| 10 | 1100 | 890 | 200 | GRADUATION - CMS | \$370.00 | \$370.00 | 1 | \$370.00 | 100.00% | \$379 | |
| 10 | 1100 | 730 | 200 | EQUIP - IND ART - M2 | \$750.00 | \$0.00 | 0.3333 | \$0.00 | | N/A | |
| | | | | | | | | \$1,086,408.15 | | \$1,127,953.25 | |
| 10 | 1200 | 112 | 200 | WAGES SPED TEACHER - CMS | \$124,011.00 | \$127,652.00 | 1 | \$127,652.00 | 100.00% | \$130,843 | |
| 10 | 1200 | 113 | 200 | WAGES SPED AIDE - CMS | \$191,547.00 | \$200,913.00 | 1 | \$200,913.00 | 100.00% | \$263,863 | (Includes cost of New Beginnings paras) |
| 10 | 1200 | 114 | 200 | * WAGES RELATED SERVICES - CMS | \$54,584.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1200 | 115 | 200 | WAGES SPED SECRETARY - CMS | \$0.00 | \$9,515.00 | 1 | \$9,515.00 | 100.00% | \$9,753 | |
| 10 | 1200 | 120 | 200 | WAGES SPED SUB TEACHER - CMS | \$2,500.00 | \$1,500.00 | 1 | \$1,500.00 | 100.00% | \$1,538 | |
| 10 | 1200 | 121 | 200 | WAGES SPED SUB AIDE - CMS | \$1,600.00 | \$2,500.00 | 1 | \$2,500.00 | 100.00% | \$2,563 | |
| 10 | 1200 | 122 | 200 | SUB SECRETARY WAGES - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1200 | 211 | 200 | HEALTH INS SPED - CMS | \$18,495.00 | \$21,602.00 | 1 | \$21,602.00 | 100.00% | \$24,302 | |
| 10 | 1200 | 212 | 200 | DENTAL INS SPED - CMS | \$2,900.00 | \$3,256.00 | 1 | \$3,256.00 | 100.00% | \$3,663 | |
| 10 | 1200 | 214 | 200 | DISABILITY INS SPED - CMS | \$687.00 | \$793.00 | 1 | \$793.00 | 100.00% | \$813 | |
| 10 | 1200 | 215 | 200 | HEALTH INS OPT OUT SPED - CMS | \$20,000.00 | \$15,000.00 | 1 | \$15,000.00 | 100.00% | \$15,375 | |
| 10 | 1200 | 221 | 200 | SOC SEC SPED - CMS | \$21,547.00 | \$24,833.00 | 1 | \$24,833.00 | 100.00% | \$25,454 | |
| 10 | 1200 | 222 | 200 | MEDICARE SPED - CMS | \$5,039.00 | \$5,807.00 | 1 | \$5,807.00 | 100.00% | \$5,952 | |
| 10 | 1200 | 231 | 200 | NHRS EMPLOYEE - SPED - CMS | \$7,020.00 | \$1,081.00 | 1 | \$1,081.00 | 100.00% | \$1,108 | |
| 10 | 1200 | 232 | 200 | NHRS TEACHER - SPED - CMS | \$21,801.00 | \$30,681.00 | 1 | \$30,681.00 | 100.00% | \$31,448 | |
| 10 | 1200 | 233 | 200 | 403B EMPLOYER MATCH - CMS | \$1,050.00 | \$1,050.00 | 1 | \$1,050.00 | 100.00% | \$1,076 | |
| 10 | 1200 | 260 | 200 | WORKERS COMP SPED - CMS | \$1,890.00 | \$2,321.00 | 1 | \$2,321.00 | 100.00% | \$2,379 | |
| 10 | 1200 | 321 | 200 | Contracted Services - SPED support - New Beginnings | | | 1 | | 100.00% | \$81,915 | |
| 10 | 1200 | 534 | 200 | SPED POSTAGE - CMS | \$231.00 | \$230.00 | 1 | \$230.00 | 100.00% | \$236 | |
| 10 | 1200 | 561 | 200 | TUITION NH LEA | \$86,544.00 | \$17,283.00 | 0.454 | \$7,846.48 | | \$60,000 | 2 student NB, 1 Leap |
| 10 | 1200 | 580 | 200 | SPED TRAVEL - CMS | \$528.00 | \$528.00 | 1 | \$528.00 | 100.00% | \$541 | |
| 10 | 1200 | 610 | 200 | SPED SUPPLIES - CMS | \$666.00 | \$630.00 | 1 | \$630.00 | 100.00% | \$646 | |
| 10 | 1200 | 640 | 200 | TEXTBOOKS SPED - CMS | \$569.00 | \$230.00 | 1 | \$230.00 | 100.00% | \$236 | |
| 10 | 1200 | 730 | 200 | SPED EQUIP - CMS | \$2,680.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1210 | 114 | 200 | WAGES RELATED SERVICES - CMS | \$0.00 | \$56,785.00 | 1 | \$56,785.00 | 100.00% | \$58,205 | |
| 10 | 1210 | 211 | 200 | HEALTH INS RELATED SERVICES - CMS | \$0.00 | \$4,255.00 | 1 | \$4,255.00 | 100.00% | \$4,787 | |
| 10 | 1210 | 212 | 200 | DENTAL INS RELATED SERVICES - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1210 | 214 | 200 | DISABILITY INS RELATED SERV - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1210 | 215 | 200 | HEALTH INS OPT OUT RELATED SEERV - C | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |

SAU 60 Charlestown School District Proposed Draft Budget for FY2021

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|----|------|-----|-----|--|--------|--------|---|-----------|---------|-----------|
| 10 | 1210 | 221 | 200 | SOC SEC RELATED SERV - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 1210 | 222 | 200 | MEDICARE RELATED SERV - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 1210 | 232 | 200 | NHRS TEACHER RELATED SERV - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 1210 | 233 | 200 | 403B EMPLOYER MATCH RELATED SERV - | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 1210 | 260 | 200 | WORKERS COMP RELATED SERV - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 1210 | 321 | 200 | Contracted Services - Related Services | | | | | 100.00% | \$120,810 |
| | | | | | | | | \$519,008 | | \$847,505 |

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|----|------|-----|-----|-------------------------------|-------------|-------------|---|-------------|---------|-------------|
| 10 | 1400 | 112 | 200 | WAGES COACHES - CMS | \$13,986.00 | \$13,986.00 | 1 | \$13,986.00 | 100.00% | \$14,336 |
| 10 | 1400 | 113 | 200 | WAGES GAME OFFICIALS - CMS | \$2,000.00 | \$4,000.00 | 1 | \$4,000.00 | 100.00% | \$6,663 |
| 10 | 1400 | 114 | 200 | WAGES NON-ATHLETIC - CMS | \$6,215.00 | \$6,215.00 | 1 | \$6,215.00 | 100.00% | \$6,370 |
| 10 | 1400 | 211 | 200 | HEALTH INSURANCE | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 1400 | 212 | 200 | DENTAL INSURANCE | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 1400 | 214 | 200 | DISABILITY INS CO-CURR - CMS | \$6.00 | \$48.00 | 1 | \$48.00 | 100.00% | \$85 |
| 10 | 1400 | 221 | 200 | SOC SEC CO-CURR - CMS | \$1,377.00 | \$1,501.00 | 1 | \$1,501.00 | 100.00% | \$1,667 |
| 10 | 1400 | 222 | 200 | MEDICARE - CMS | \$322.00 | \$351.00 | 1 | \$351.00 | 100.00% | \$411 |
| 10 | 1400 | 231 | 200 | NHRS EMPLOYEE - CO-CURR - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 1400 | 232 | 200 | NHRS TEACHER - CO-CURR - CMS | \$2,650.00 | \$350.00 | 1 | \$350.00 | 100.00% | \$359 |
| 10 | 1400 | 233 | 200 | 403B EMPLOYER MATCH - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 1400 | 260 | 200 | WORKER COMP - CMS | \$133.00 | \$138.00 | 1 | \$138.00 | 100.00% | \$141 |
| 10 | 1400 | 390 | 200 | GAME OFFICIALS- CMS | \$2,348.00 | \$3,000.00 | 1 | \$3,000.00 | 100.00% | \$4,100 |
| 10 | 1400 | 610 | 200 | SUPPLIES/CO CURR - CMS | \$3,000.00 | \$3,816.00 | 1 | \$3,816.00 | 100.00% | \$5,449 |
| 10 | 1400 | 651 | 200 | SOFTWARE LIC - CO-CURR - CMS | \$0.00 | \$360.00 | 1 | \$360.00 | | \$0 |
| 10 | 1400 | 730 | 200 | EQUIP/CO CURR - CMS | \$4,500.00 | \$5,120.00 | 1 | \$5,120.00 | 100.00% | \$6,786 |
| | | | | | | | | \$38,885.00 | | \$46,365.88 |

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|----|------|-----|-----|-----------------------------------|-------------|-------------|---|-------------|---------|-------------|
| 10 | 2120 | 112 | 200 | WAGES GUIDANCE - CMS | \$50,159.00 | \$44,364.00 | 1 | \$44,364.00 | 100.00% | \$45,473 |
| 10 | 2120 | 113 | 200 | WAGES GUIDANCE SEC - CMS | \$9,647.00 | \$8,515.00 | 1 | \$8,515.00 | 100.00% | \$8,728 |
| 10 | 2120 | 211 | 200 | HEALTH INS GUIDANCE - CMS | \$13,542.00 | \$14,140.00 | 1 | \$14,140.00 | 100.00% | \$15,908 |
| 10 | 2120 | 212 | 200 | DENTAL INS GUIDANCE - CMS | \$1,020.00 | \$1,020.00 | 1 | \$1,020.00 | 100.00% | \$1,148 |
| 10 | 2120 | 214 | 200 | DISABILITY INS GUIDANCE - CMS | \$121.00 | \$89.00 | 1 | \$89.00 | 100.00% | \$91 |
| 10 | 2120 | 215 | 200 | HEALTH INS OPT OUT GUIDANCE - CMS | \$1,252.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2120 | 221 | 200 | SOC SEC GUIDANCE - CMS | \$3,725.00 | \$2,751.00 | 1 | \$2,751.00 | 100.00% | \$2,820 |
| 10 | 2120 | 222 | 200 | MEDICARE - CMS | \$871.00 | \$644.00 | 1 | \$644.00 | 100.00% | \$660 |
| 10 | 2120 | 231 | 200 | NHRS/NON-TEACHERS - CMS | \$1,241.00 | \$1,244.00 | 1 | \$1,244.00 | 100.00% | \$1,275 |
| 10 | 2120 | 232 | 200 | NHRS/TEACHERS - CMS | \$8,537.00 | \$7,702.00 | 1 | \$7,702.00 | 100.00% | \$7,895 |
| 10 | 2120 | 233 | 200 | 403B EMPLOYER MATCH - CMS | \$144.00 | \$144.00 | 1 | \$144.00 | 100.00% | \$148 |
| 10 | 2120 | 260 | 200 | WORKERS' COMP - CMS | \$325.00 | \$315.00 | 1 | \$315.00 | 100.00% | \$323 |
| 10 | 2120 | 534 | 200 | GUIDANCE/POSTAGE - CMS | \$50.00 | \$50.00 | 1 | \$50.00 | 100.00% | \$51 |
| 10 | 2120 | 580 | 200 | GUIDANCE TRAVEL - CMS | \$550.00 | \$450.00 | 1 | \$450.00 | 100.00% | \$461 |
| 10 | 2120 | 610 | 200 | GUIDANCE SUPPLIES - CMS | \$425.00 | \$450.00 | 1 | \$450.00 | 100.00% | \$461 |
| 10 | 2120 | 640 | 200 | TEXTBOOKS - GUIDANCE CMS | \$268.00 | \$300.00 | 1 | \$300.00 | 100.00% | \$308 |
| 10 | 2120 | 642 | 200 | ELECTRONIC MEDIA GUIDANCE CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2120 | 651 | 200 | SOFTWARE LIC - GUIDANCE - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2120 | 730 | 200 | GUIDANCE EQUIP - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| | | | | | | | | \$82,178.00 | | \$85,748.45 |

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|----|------|-----|-----|---------------------------------|-------------|-------------|---|-------------|---------|----------|
| 10 | 2130 | 112 | 200 | WAGES NURSE - CMS | \$40,344.00 | \$45,970.00 | 1 | \$45,970.00 | 100.00% | \$47,119 |
| 10 | 2130 | 120 | 200 | WAGES SUB NURSE - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2130 | 211 | 200 | HEALTH INS NURSES - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2130 | 212 | 200 | DENTAL INS NURSE - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2130 | 214 | 200 | DISABILITY INS NURSE - CMS | \$85.00 | \$99.00 | 1 | \$99.00 | 100.00% | \$101 |
| 10 | 2130 | 215 | 200 | HEALTH INS OPT OUT NURSE - CMS | \$2,800.00 | \$3,200.00 | 1 | \$3,200.00 | 100.00% | \$3,280 |
| 10 | 2130 | 221 | 200 | SOC SEC NURSE - CMS | \$2,655.00 | \$3,049.00 | 1 | \$3,049.00 | 100.00% | \$3,125 |
| 10 | 2130 | 222 | 200 | MEDICARE - CMS | \$621.00 | \$713.00 | 1 | \$713.00 | 100.00% | \$731 |
| 10 | 2130 | 231 | 200 | NHRS EMPLOYEE HEALTH SERV - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2130 | 232 | 200 | NHRS TEACHERS - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |

SAU 60 Charlestown School District Proposed Draft Budget for FY2021

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|----|------|-----|-----|-----------------------------------|-------------|-------------|---|-------------|---------|--------------|
| 10 | 2130 | 233 | 200 | 403B EMPLOYER MATCH - CMS | \$300.00 | \$300.00 | 1 | \$300.00 | 100.00% | \$308 |
| 10 | 2130 | 260 | 200 | WORKERS' COMP - CMS | \$231.00 | \$280.00 | 1 | \$280.00 | 100.00% | \$287 |
| 10 | 2130 | 580 | 200 | TRAVEL - NURSES - CMS | \$60.00 | \$60.00 | 1 | \$60.00 | 100.00% | \$62 |
| 10 | 2130 | 610 | 200 | SUPPLIES - NURSE - CMS | \$1,167.00 | \$2,691.00 | 1 | \$2,691.00 | 100.00% | \$2,758 |
| 10 | 2130 | 640 | 200 | TEXTBOOKS - NURSE - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2130 | 651 | 200 | SOFTWARE LIC RENEW - NURSE - CMS | \$900.00 | \$900.00 | 1 | \$900.00 | 100.00% | \$923 |
| 10 | 2130 | 730 | 200 | EQUIP - NURSE - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2130 | 810 | 200 | DUES & FEES - NURSE - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| | | | | | | | | \$57,262.00 | | \$58,693.55 |
| 10 | 2210 | 113 | 200 | WAGES LEADERSHIP - CMS | \$6,604.00 | \$6,604.00 | 1 | \$6,604.00 | 100.00% | \$6,769 |
| 10 | 2210 | 214 | 200 | DISABILITY INS. - CMS | \$13.00 | \$13.00 | 1 | \$13.00 | 100.00% | \$13 |
| 10 | 2210 | 221 | 200 | SOC SEC CURR & INST - CMS | \$410.00 | \$410.00 | 1 | \$410.00 | 100.00% | \$420 |
| 10 | 2210 | 222 | 200 | MEDICARE - CMS | \$96.00 | \$96.00 | 1 | \$96.00 | 100.00% | \$98 |
| 10 | 2210 | 232 | 200 | NHRS/TEACHERS - CMS | \$1,147.00 | \$1,147.00 | 1 | \$1,147.00 | 100.00% | \$1,176 |
| 10 | 2210 | 260 | 200 | WORKERS COMP - CMS | \$36.00 | \$38.00 | 1 | \$38.00 | 100.00% | \$39 |
| 10 | 2210 | 892 | 200 | IDEA AWARD - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| | | | | | | | | \$8,308.00 | | \$8,515.70 |
| 10 | 2220 | 112 | 200 | WAGES MEDIA GENERALIST - CMS | \$28,158.00 | \$28,165.00 | 1 | \$28,165.00 | 100.00% | \$28,869 |
| 10 | 2220 | 113 | 200 | WAGES MEDIA ASST - CMS | \$30,287.00 | \$30,884.00 | 1 | \$30,884.00 | 100.00% | \$31,656 |
| 10 | 2220 | 211 | 200 | HEALTH INS MEDIA - CMS | \$20,740.00 | \$20,869.00 | 1 | \$20,869.00 | 100.00% | \$23,478 |
| 10 | 2220 | 212 | 200 | DENTAL INS MEDIA - CMS | \$1,311.00 | \$1,351.00 | 1 | \$1,351.00 | 100.00% | \$1,520 |
| 10 | 2220 | 214 | 200 | DISABILITY INS MEDIA - CMS | \$114.00 | \$117.00 | 1 | \$117.00 | 100.00% | \$120 |
| 10 | 2220 | 215 | 200 | HEALTH INS OPT OUT MEDIA - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2220 | 221 | 200 | SOC SEC MEDIA - CMS | \$3,518.00 | \$3,630.00 | 1 | \$3,630.00 | 100.00% | \$3,721 |
| 10 | 2220 | 222 | 200 | MEDICARE - CMS | \$823.00 | \$849.00 | 1 | \$849.00 | 100.00% | \$870 |
| 10 | 2220 | 231 | 200 | NHRS/NON TEACHER - CMS | \$3,447.00 | \$3,394.00 | 1 | \$3,394.00 | 100.00% | \$3,479 |
| 10 | 2220 | 232 | 200 | NHRS/TEACHER - CMS | \$4,594.00 | \$4,890.00 | 1 | \$4,890.00 | 100.00% | \$5,012 |
| 10 | 2220 | 233 | 200 | 403B EMPLOYER MATCH - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2220 | 260 | 200 | WORKERS COMP - CMS | \$231.00 | \$351.00 | 1 | \$351.00 | 100.00% | \$360 |
| 10 | 2220 | 610 | 200 | SUPPLIES DIST LIBR - CMS | | | | \$0.00 | 100.00% | \$500 |
| 10 | 2220 | 640 | 200 | LIBRARY BOOKS - CMS | | | | \$0.00 | 100.00% | \$7,500 |
| 10 | 2220 | 642 | 200 | ELECTRONIC MEDIA - CMS | | | | \$0.00 | 100.00% | \$2,500 |
| 10 | 2220 | 650 | 200 | ED SOFTWARE & LIC MEDIA - CMS | | | | \$0.00 | 100.00% | \$3,000 |
| 10 | 2220 | 730 | 200 | EQUIP MEDIA - CMS | | | | \$0.00 | 100.00% | \$1,000 |
| | | | | | | | | \$94,500.00 | | \$113,584.50 |
| 10 | 2410 | 112 | 200 | WAGES PRINCIPAL - CMS | \$73,500.00 | \$75,337.00 | 1 | \$75,337.00 | 100.00% | \$77,220 |
| 10 | 2410 | 114 | 200 | WAGES PRIN SECRETARY - CMS | \$59,234.00 | \$53,690.00 | 1 | \$53,690.00 | 100.00% | \$55,032 |
| 10 | 2410 | 120 | 200 | WAGES SUB SECRETARY - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2410 | 145 | 200 | RETIREMENT WAGES PRINC - CMS | \$12,889.00 | \$12,889.00 | 1 | \$12,889.00 | 100.00% | \$13,211 |
| 10 | 2410 | 211 | 200 | HEALTH INS PRIN OFF - CMS | \$26,081.00 | \$27,232.00 | 1 | \$27,232.00 | 100.00% | \$30,636 |
| 10 | 2410 | 212 | 200 | DENTAL INS PRIN OFF - CMS | \$1,770.00 | \$1,770.00 | 1 | \$1,770.00 | 100.00% | \$1,991 |
| 10 | 2410 | 213 | 200 | LIFE INS PRIN OFFICE - CMS | \$144.00 | \$144.00 | 1 | \$144.00 | 100.00% | \$148 |
| 10 | 2410 | 214 | 200 | DISABILITY INS PRIN OFF - CMS | \$269.00 | \$273.00 | 1 | \$273.00 | 100.00% | \$280 |
| 10 | 2410 | 215 | 200 | HEALTH INS OPT OUT PRIN OFF - CMS | \$2,000.00 | \$2,000.00 | 1 | \$2,000.00 | 100.00% | \$2,050 |
| 10 | 2410 | 221 | 200 | SOC SEC PRINC OFF - CMS | \$9,142.00 | \$9,276.00 | 1 | \$9,276.00 | 100.00% | \$9,508 |
| 10 | 2410 | 222 | 200 | MEDICARE - CMS | \$2,138.00 | \$2,169.00 | 1 | \$2,169.00 | 100.00% | \$2,223 |
| 10 | 2410 | 231 | 200 | NHRS EMPLOYEE - CMS | \$6,969.00 | \$6,986.00 | 1 | \$6,986.00 | 100.00% | \$7,161 |
| 10 | 2410 | 232 | 200 | NHRS TEACHER - CMS | \$12,728.00 | \$13,079.00 | 1 | \$13,079.00 | 100.00% | \$13,406 |
| 10 | 2410 | 233 | 200 | 403B EMPLOYER MATCH - CMS | \$300.00 | \$300.00 | 1 | \$300.00 | 100.00% | \$308 |
| 10 | 2410 | 235 | 200 | EARLY RETIRE PMT PRINC - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2410 | 260 | 200 | WORKERS' COMP - CMS | \$727.00 | \$779.00 | 1 | \$779.00 | 100.00% | \$798 |
| 10 | 2410 | 340 | 200 | Equip Service Contract - CMS | \$1,275.00 | \$1,650.00 | 1 | \$1,650.00 | 100.00% | \$1,691 |
| 10 | 2410 | 430 | 200 | PRIN OFF - REP&MAINT - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2410 | 442 | 200 | Equip rental/lease - CMS | \$3,640.00 | \$3,640.00 | 1 | \$3,640.00 | 100.00% | \$3,731 |

SAU 60 Charlestown School District Proposed Draft Budget for FY2021

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|----|------|-----|-----|-----------------|------------|------------|---|--------------|---------|--------------|
| 10 | 2410 | 534 | 200 | POSTAGE - CMS | \$335.00 | \$335.00 | 1 | \$335.00 | 100.00% | \$343 |
| 10 | 2410 | 550 | 200 | PRINTING - CMS | \$469.00 | \$600.00 | 1 | \$600.00 | 100.00% | \$615 |
| 10 | 2410 | 580 | 200 | TRAVEL - CMS | \$1,500.00 | \$1,000.00 | 1 | \$1,000.00 | 100.00% | \$1,025 |
| 10 | 2410 | 610 | 200 | SUPPLIES - CMS | \$1,400.00 | \$1,000.00 | 1 | \$1,000.00 | 100.00% | \$1,025 |
| 10 | 2410 | 730 | 200 | EQUIPMENT - CMS | \$1,789.00 | \$250.00 | 1 | \$250.00 | 100.00% | \$256 |
| 10 | 2410 | 810 | 200 | DUES - CMS | \$1,400.00 | \$1,000.00 | 1 | \$1,000.00 | 100.00% | \$1,025 |
| | | | | | | | | \$215,399.00 | | \$223,684.18 |

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|----|------|-----|-----|------------------------------------|-------------|-------------|-------|--------------|---------|--------------|
| 10 | 2600 | 112 | 200 | WAGES CUSTODIAL - CMS | \$65,584.00 | \$67,582.00 | 1 | \$67,582.00 | 100.00% | \$69,272 |
| 10 | 2600 | 120 | 200 | WAGES SUB CUSTODIAN - CMS | \$2,000.00 | \$1,500.00 | 1 | \$1,500.00 | 100.00% | \$1,538 |
| 10 | 2600 | 130 | 200 | CUSTODIAL OT WAGES - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2600 | 211 | 200 | HEALTH INS CUSTODIAL - CMS | \$18,324.00 | \$13,910.00 | 1 | \$13,910.00 | 100.00% | \$15,649 |
| 10 | 2600 | 212 | 200 | DENTAL INS CUSTODIAL - CMS | \$751.00 | \$879.00 | 1 | \$879.00 | 100.00% | \$989 |
| 10 | 2600 | 214 | 200 | DISABILITY INS CUSTODIAL - CMS | \$123.00 | \$132.00 | 1 | \$132.00 | 100.00% | \$135 |
| 10 | 2600 | 215 | 200 | HEALTH INS OPT OUT CUSTODIAL - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2600 | 221 | 200 | SOC SEC CUSTODIAL - CMS | \$4,163.00 | \$4,189.00 | 1 | \$4,189.00 | 100.00% | \$4,294 |
| 10 | 1100 | 614 | 200 | SUPPLIES - MS HEALTH CLASS | \$500.00 | \$1,335.00 | 0.454 | \$606.09 | | \$0 |
| 10 | 1100 | 616 | 200 | SUPPLIES - MS INDUSTRIAL ARTS | \$800.00 | \$2,600.00 | 0.454 | \$1,180.40 | | \$0 |
| 10 | 1100 | 617 | 200 | SUPPLIES MS CULTURAL STUDIES | \$950.00 | \$1,000.00 | 0.454 | \$454.00 | | \$0 |
| 10 | 2600 | 222 | 200 | MEDICARE - CMS | \$974.00 | \$980.00 | 1 | \$980.00 | 100.00% | \$1,005 |
| 10 | 2600 | 231 | 200 | NHRS/NON-TEACHERS - CMS | \$7,413.00 | \$7,517.00 | 1 | \$7,517.00 | 100.00% | \$7,705 |
| 10 | 2600 | 233 | 200 | 4038 EMPLOYER MATCH - CMS | \$79.00 | \$79.00 | 1 | \$79.00 | 100.00% | \$81 |
| 10 | 2600 | 260 | 200 | WORKERS' COMP - CMS | \$2,615.00 | \$2,790.00 | 1 | \$2,790.00 | 100.00% | \$2,860 |
| 10 | 2600 | 411 | 200 | WATER & SEWER - CMS | \$2,000.00 | \$2,500.00 | 1 | \$2,500.00 | 100.00% | \$2,563 |
| 10 | 2600 | 421 | 200 | DISPOSAL SERVICES - CMS | \$3,500.00 | \$3,600.00 | 1 | \$3,600.00 | 100.00% | \$3,690 |
| 10 | 2600 | 422 | 200 | SNOW PLOWING - CMS | \$5,500.00 | \$5,500.00 | 1 | \$5,500.00 | 100.00% | \$5,638 |
| 10 | 2600 | 425 | 200 | SWEEPING SERVICE - CMS | \$300.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2600 | 430 | 200 | REPAIRS & MAINT - CMS | \$1,000.00 | \$3,500.00 | 1 | \$3,500.00 | 100.00% | \$3,588 |
| 10 | 2600 | 442 | 200 | ENERGY EQUIP LEASE - CMS | \$36,840.00 | \$37,950.00 | 1 | \$37,950.00 | 100.00% | \$38,899 |
| 10 | 2600 | 531 | 200 | VOICE COMM - CMS | \$8,500.00 | \$10,500.00 | 1 | \$10,500.00 | 100.00% | \$10,763 |
| 10 | 2600 | 580 | 200 | CUSTODIAL TRAVEL - CMS | \$325.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2600 | 610 | 200 | CUSTODIAL SUPPLIES - CMS | \$6,100.00 | \$4,500.00 | 1 | \$4,500.00 | 100.00% | \$4,613 |
| 10 | 2600 | 611 | 200 | **CUSTODIAL SUPPLIES - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2600 | 622 | 200 | ELECTRICITY - CMS | \$21,500.00 | \$19,500.00 | 1 | \$19,500.00 | 100.00% | \$19,988 |
| 10 | 2600 | 623 | 200 | PROPANE - CMS | \$5,250.00 | \$5,250.00 | 1 | \$5,250.00 | 100.00% | \$5,381 |
| 10 | 2600 | 624 | 200 | HEATING OIL - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2600 | 625 | 200 | WOOD PELLETS - CMS | \$18,500.00 | \$13,500.00 | 1 | \$13,500.00 | 100.00% | \$13,838 |
| 10 | 2600 | 730 | 200 | EQUIPMENT - CMS | \$5,500.00 | \$5,500.00 | 1 | \$5,500.00 | 100.00% | \$5,638 |
| | | | | | | | | \$213,598.49 | | \$218,120.85 |

| | | | | | | | | | | |
|----|------|-----|-----|--------------------------------|-------------|-------------|---|--------------|---------|--------|
| 10 | 2700 | 113 | 200 | WAGES BUS ATHLETIC TRIP - CMS | \$3,250.00 | \$4,500.00 | 1 | \$4,500.00 | 0.00% | N/A |
| 10 | 2700 | 114 | 200 | WAGES FIELD TRIP DRIVER - CMS | \$3,500.00 | \$2,500.00 | 1 | \$2,500.00 | 0.00% | N/A |
| 10 | 2700 | 117 | 200 | WAGES REG DRIVER - CMS | \$59,972.00 | \$65,155.00 | 1 | \$65,155.00 | 0.00% | N/A |
| 10 | 2700 | 118 | 200 | WAGES SPED DRIVER - CMS | \$21,832.00 | \$22,720.00 | 1 | \$22,720.00 | 0.00% | N/A |
| 10 | 2700 | 211 | 200 | HEALTH INS TRANS - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 0.00% | N/A |
| 10 | 2700 | 212 | 200 | DENTAL INS TRANS - CMS | \$454.00 | \$454.00 | 1 | \$454.00 | 0.00% | N/A |
| 10 | 2700 | 214 | 200 | DISABILITY INS TRANS - CMS | \$186.00 | \$190.00 | 1 | \$190.00 | 0.00% | N/A |
| 10 | 2700 | 215 | 200 | HEALTH INS OPT OUT TRANS - CMS | \$9,000.00 | \$7,500.00 | 1 | \$7,500.00 | 0.00% | N/A |
| 10 | 2700 | 221 | 200 | SOC SEC TRANS - CMS | \$5,754.00 | \$5,882.00 | 1 | \$5,882.00 | 0.00% | N/A |
| 10 | 2700 | 222 | 200 | MEDICARE - CMS | \$1,346.00 | \$1,376.00 | 1 | \$1,376.00 | 0.00% | N/A |
| 10 | 2700 | 231 | 200 | NHRS/NON-TEACHERS - CMS | \$5,797.00 | \$5,916.00 | 1 | \$5,916.00 | 0.00% | N/A |
| 10 | 2700 | 233 | 200 | 4038 EMPLOYER MATCH - CMS | \$0.00 | \$1,079.00 | 1 | \$1,079.00 | 0.00% | N/A |
| 10 | 2700 | 260 | 200 | WORKER'S COMP - CMS | \$4,500.00 | \$5,778.00 | 1 | \$5,778.00 | 0.00% | N/A |
| 10 | 2700 | 443 | 200 | BUS LEASE/EQUIP - CMS | \$84,750.00 | \$0.00 | 1 | \$0.00 | 0.00% | N/A |
| 10 | 2700 | 520 | 200 | INSURANCE - CMS | \$0.00 | \$0.00 | 1 | \$0.00 | 0.00% | N/A |
| 10 | 2700 | 627 | 200 | DIESEL FUEL - CMS | \$23,500.00 | \$28,500.00 | 1 | \$28,500.00 | 0.00% | N/A |
| 10 | 4000 | 450 | 200 | CONST SERVICES - CMS | \$43,000.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| | | | | | | | | \$151,550.00 | | \$0.00 |

SAU 60 Charlestown School District Proposed Draft Budget for FY2021

Total CMS Proposed Budget \$2,467,097.12 \$2,730,171.06

Charlestown Primary School

| | | | | | | | | | | | |
|----|------|-----|-----|---|--------------|--------------|-------|----------------|---------|----------------|---|
| 10 | 1100 | 112 | 201 | WAGES TEACHER - CPS | \$960,141.00 | \$970,931.00 | 1 | \$970,931.00 | 100.00% | \$995,204 | |
| 10 | 1100 | 113 | 201 | WAGES REG ED AIDE - CPS | \$39,156.00 | \$21,759.00 | 1 | \$21,759.00 | 100.00% | \$22,303 | |
| 10 | 1100 | 120 | 201 | WAGES SUB TEACHER - CPS | \$14,650.00 | \$20,461.00 | 1 | \$20,461.00 | 100.00% | \$20,973 | |
| 10 | 1100 | 146 | 201 | TEACHER SICK LEAVE BUYOUT - CPS | \$0.00 | \$26,645.00 | 1 | \$26,645.00 | 100.00% | \$27,311 | |
| 10 | 1100 | 211 | 201 | HEALTH INS - CPS | \$169,926.00 | \$169,926.00 | 1 | \$169,926.00 | 100.00% | \$174,174 | |
| 10 | 1100 | 212 | 201 | DENTAL INS - CPS | \$13,800.00 | \$13,801.00 | 1 | \$13,801.00 | 100.00% | \$14,146 | |
| 10 | 1100 | 214 | 201 | DISABILITY INS - CPS | \$1,994.00 | \$2,052.00 | 1 | \$2,052.00 | 100.00% | \$2,103 | |
| 10 | 1100 | 215 | 201 | HEALTH INS OPT OUT - CPS | \$15,920.00 | \$13,000.00 | 1 | \$13,000.00 | 100.00% | \$13,325 | |
| 10 | 1100 | 221 | 201 | SOC SEC - CPS | \$63,041.00 | \$65,224.00 | 1 | \$65,224.00 | 100.00% | \$66,855 | |
| 10 | 1100 | 222 | 201 | MEDICARE - CPS | \$14,744.00 | \$15,254.00 | 1 | \$15,254.00 | 100.00% | \$15,635 | |
| 10 | 1100 | 232 | 201 | NHRS TEACHER - CPS | \$161,468.00 | \$170,514.00 | 1 | \$170,514.00 | 100.00% | \$174,777 | |
| 10 | 1100 | 233 | 201 | 403B EMPLOYER MATCH - CPS | \$5,550.00 | \$5,550.00 | 1 | \$5,550.00 | 100.00% | \$5,689 | |
| 10 | 1100 | 260 | 201 | WORKERS COMP - CPS | \$5,005.00 | \$6,110.00 | 1 | \$6,110.00 | 100.00% | \$6,263 | |
| 10 | 1100 | 580 | 201 | TRAVEL - CPS | \$1,134.00 | \$1,216.00 | 1 | \$1,216.00 | 100.00% | \$1,246 | |
| 10 | 1100 | 610 | 201 | INSTR SUPPLIES - CPS | \$15,644.00 | \$15,585.00 | 1 | \$15,585.00 | 100.00% | \$15,975 | |
| 10 | 1100 | 640 | 201 | INSTR TEXTBOOK - CPS | \$2,040.00 | \$1,375.00 | 1 | \$1,375.00 | 100.00% | \$1,409 | |
| 10 | 1100 | 641 | 201 | OTHER PRINT MEDIA - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1100 | 650 | 201 | ED SOFTWARE & LIC - CPS | \$8,970.00 | \$2,795.00 | 1 | \$2,795.00 | 100.00% | \$2,865 | |
| 10 | 1100 | 730 | 201 | EQUIPMENT - CPS | \$6,543.00 | \$3,875.00 | 1 | \$3,875.00 | 100.00% | \$3,972 | |
| 10 | 1100 | 733 | 201 | FURN & FIXTURES - CPS | \$3,990.00 | \$2,066.00 | 1 | \$2,066.00 | 100.00% | \$2,118 | |
| 10 | 1100 | 734 | 201 | COMP & COMM EQUIP - CPS | \$14,270.00 | \$14,530.00 | 1 | \$14,530.00 | 100.00% | \$14,893 | |
| | | | | | | | | \$1,542,669.00 | | \$1,581,235.73 | |
| 10 | 1200 | 112 | 201 | WAGES SPED TEACHER - CPS | \$156,904.00 | \$160,348.00 | 1 | \$160,348.00 | 100.00% | \$164,357 | |
| 10 | 1200 | 113 | 201 | WAGES SPED AIDE - CPS | \$314,898.00 | \$365,234.00 | 1 | \$365,234.00 | 100.00% | \$439,365 | (Includes cost of LEAP paras & 2 ELC paras) |
| 10 | 1200 | 114 | 201 | * WAGES RELATED SERVICES - CPS | \$65,629.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1200 | 120 | 201 | WAGES SPED SUB TEACHER - CPS | \$2,000.00 | \$2,000.00 | 1 | \$2,000.00 | 100.00% | \$2,050 | |
| 10 | 1200 | 121 | 201 | WAGES SPED SUB AIDES - CPS | \$4,500.00 | \$9,500.00 | 1 | \$9,500.00 | 100.00% | \$9,738 | |
| 10 | 1200 | 211 | 201 | HEALTH INS SPED - CPS | \$59,406.00 | \$50,731.00 | 1 | \$50,731.00 | 100.00% | \$51,999 | |
| 10 | 1200 | 212 | 201 | DENTAL INS SPED - CPS | \$4,906.00 | \$4,906.00 | 1 | \$4,906.00 | 100.00% | \$5,029 | |
| 10 | 1200 | 214 | 201 | DISABILITY INS SPED - CPS | \$1,130.00 | \$1,184.00 | 1 | \$1,184.00 | 100.00% | \$1,214 | |
| 10 | 1200 | 215 | 201 | HEALTH INS OPT OUT SPED - CPS | \$12,100.00 | \$12,000.00 | 1 | \$12,000.00 | 100.00% | \$12,300 | |
| 10 | 1200 | 221 | 201 | SOC SEC SPED - CPS | \$35,473.00 | \$36,042.00 | 1 | \$36,042.00 | 100.00% | \$36,943 | |
| 10 | 1200 | 222 | 201 | MEDICARE SPED - CPS | \$8,267.00 | \$8,429.00 | 1 | \$8,429.00 | 100.00% | \$8,640 | |
| 10 | 1200 | 231 | 201 | NHRS EMPLOYEE - SPED - CPS | \$7,358.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1200 | 232 | 201 | NHRS TEACHER - SPED - CPS | \$26,681.00 | \$36,043.00 | 1 | \$36,043.00 | 100.00% | \$36,944 | |
| 10 | 1200 | 233 | 201 | 403B EMPLOYER MATCH - CPS | \$382.00 | \$382.00 | 1 | \$382.00 | 100.00% | \$392 | |
| 10 | 1200 | 260 | 201 | WORKERS COMP SPED - CPS | \$2,836.00 | \$3,439.00 | 1 | \$3,439.00 | 100.00% | \$3,525 | |
| 10 | 1200 | 321 | 201 | Contracted Services - SPED support - ELC | | | 1 | | 100.00% | \$68,050 | |
| 10 | 1200 | 321 | 201 | Contracted Services - SPED support - LEAP | | | 1 | | 100.00% | \$54,368 | |
| 10 | 1200 | 534 | 201 | SPED POSTAGE - CPS | \$100.00 | \$200.00 | 1 | \$200.00 | 100.00% | \$205 | |
| 10 | 1200 | 561 | 201 | TUITION NH LEA | \$86,544.00 | \$17,283.00 | 0.454 | \$7,846.48 | | \$140,000 | 2 LEAP, 5 ELC |
| 10 | 1200 | 610 | 201 | SPED SUPPLIES - CPS | \$1,293.00 | \$884.00 | 1 | \$884.00 | 100.00% | \$906 | |
| 10 | 1200 | 640 | 201 | TEXTBOOKS SPED - CPS | \$260.00 | \$650.00 | 1 | \$650.00 | 100.00% | \$666 | |
| 10 | 1200 | 650 | 201 | SOFTWARE & LICENSING - SPED CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1200 | 730 | 201 | SPED EQUIP - CPS | \$600.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1201 | 112 | 201 | WAGES SPED TEACHER - Preschool | | | | \$0.00 | 100.00% | \$71,067 | Add new preschool program at CPS |
| 10 | 1201 | 113 | 201 | WAGES SPED AIDE - Preschool | | | | \$0.00 | 100.00% | \$54,195 | Add new preschool program at CPS |
| 10 | 1201 | 120 | 201 | WAGES SPED SUB TEACHER - Preschool | | | | \$0.00 | 100.00% | \$1,500 | Add new preschool program at CPS |
| 10 | 1201 | 121 | 201 | WAGES SPED SUB AIDES - Preschool | | | | \$0.00 | 100.00% | \$2,500 | Add new preschool program at CPS |
| 10 | 1201 | 211 | 201 | HEALTH INS SPED - Preschool | | | | \$0.00 | 100.00% | \$13,092 | Add new preschool program at CPS |
| 10 | 1201 | 212 | 201 | DENTAL INS SPED - Preschool | | | | \$0.00 | 100.00% | \$2,319 | Add new preschool program at CPS |
| 10 | 1201 | 214 | 201 | DISABILITY INS SPED - Preschool | | | | \$0.00 | 100.00% | \$292 | Add new preschool program at CPS |
| 10 | 1201 | 215 | 201 | HEALTH INS OPT OUT SPED - Preschool | | | | \$0.00 | 100.00% | \$6,000 | Add new preschool program at CPS |
| 10 | 1201 | 221 | 201 | SOC SEC SPED - Preschool | | | | \$0.00 | 100.00% | \$8,139 | Add new preschool program at CPS |
| 10 | 1201 | 222 | 201 | MEDICARE SPED - Preschool | | | | \$0.00 | 100.00% | \$1,904 | Add new preschool program at CPS |

SAU 60 Charlestown School District Proposed Draft Budget for FY2021

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|----|------|-----|-----|--|--------|-------------|---|--------------|---------|----------------|----------------------------------|
| 10 | 1201 | 231 | 201 | NHRS EMPLOYEE - SPED - Preschool | | | | \$0.00 | 100.00% | \$0 | Add new preschool program at CPS |
| 10 | 1201 | 232 | 201 | NHRS TEACHER - SPED - Preschool | | | | \$0.00 | 100.00% | \$13,362 | Add new preschool program at CPS |
| 10 | 1201 | 233 | 201 | 403B EMPLOYER MATCH - Preschool | | | | \$0.00 | 100.00% | \$6,650 | Add new preschool program at CPS |
| 10 | 1201 | 260 | 201 | WORKERS COMP SPED - Preschool | | | | \$0.00 | 100.00% | \$788 | Add new preschool program at CPS |
| 10 | 1201 | 534 | 201 | SPED POSTAGE - Preschool | | | | \$0.00 | 100.00% | \$50 | Add new preschool program at CPS |
| 10 | 1201 | 610 | 201 | SPED SUPPLIES - Preschool | | | | \$0.00 | 100.00% | \$2,500 | Add new preschool program at CPS |
| 10 | 1201 | 640 | 201 | TEXTBOOKS SPED - Preschool | | | | \$0.00 | 100.00% | \$1,500 | Add new preschool program at CPS |
| 10 | 1201 | 650 | 201 | SOFTWARE & LICENSING - SPED Preschool | | | | \$0.00 | 100.00% | \$4,500 | Add new preschool program at CPS |
| 10 | 1201 | 730 | 201 | SPED EQUIP - Preschool | | | | \$0.00 | 100.00% | \$1,500 | Add new preschool program at CPS |
| 10 | 1210 | 114 | 201 | WAGES RELATED SERVICES - CPS | \$0.00 | \$67,523.00 | 1 | \$67,523.00 | 100.00% | \$0 | |
| 10 | 1210 | 211 | 201 | HEALTH INS RELATED SERVICES - CPS | \$0.00 | \$13,092.00 | 1 | \$13,092.00 | 100.00% | \$0 | |
| 10 | 1210 | 212 | 201 | DENTAL INS RELATED SERVICES - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1210 | 214 | 201 | DISABILITY INS RELATED SERV - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1210 | 215 | 201 | HEALTH INS OPT OUT RELATED SEERV - C | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1210 | 221 | 201 | SOC SEC RELATED SERV - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1210 | 222 | 201 | MEDICARE RELATED SERV - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1210 | 232 | 201 | NHRS TEACHER RELATED SERV - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1210 | 233 | 201 | 403B EMPLOYER MATCH RELATED SERV - | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1210 | 260 | 201 | WORKERS COMP RELATED SERV - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1210 | 321 | 201 | Contracted Services - Related Services | | | | \$0.00 | 100.00% | \$226,005 | |
| | | | | | | | | \$780,433.48 | | \$1,454,552.30 | |

| | | | | | | | | | | | |
|----|------|-----|-----|-----------------------------------|-------------|-------------|---|--------------|---------|--------------|--|
| 10 | 2120 | 112 | 201 | WAGES GUIDANCE - CPS | \$66,496.00 | \$66,412.00 | 1 | \$66,412.00 | 100.00% | \$68,072 | |
| 10 | 2120 | 211 | 201 | HEALTH INS GUIDANCE - CPS | \$12,539.00 | \$13,092.00 | 1 | \$13,092.00 | 100.00% | \$13,419 | |
| 10 | 2120 | 212 | 201 | DENTAL INS GUIDANCE - CPS | \$751.00 | \$751.00 | 1 | \$751.00 | 100.00% | \$770 | |
| 10 | 2120 | 214 | 201 | DISABILITY INS GUIDANCE - CPS | \$131.00 | \$133.00 | 1 | \$133.00 | 100.00% | \$136 | |
| 10 | 2120 | 215 | 201 | HEALTH INS OPT OUT GUIDANCE - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 2120 | 221 | 201 | SOC SEC GUIDANCE - CPS | \$4,045.00 | \$4,118.00 | 1 | \$4,118.00 | 100.00% | \$4,221 | |
| 10 | 2120 | 222 | 201 | MEDICARE - CTOWN | \$946.00 | \$963.00 | 1 | \$963.00 | 100.00% | \$987 | |
| 10 | 2120 | 231 | 201 | NHRS/NON-TEACHERS - CTOWN | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 2120 | 232 | 201 | NHRS/TEACHERS - CTOWN | \$11,325.00 | \$11,529.00 | 1 | \$11,529.00 | 100.00% | \$11,817 | |
| 10 | 2120 | 233 | 201 | 403B EMPLOYER MATCH - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 2120 | 260 | 201 | WORKERS' COMP - CTOWN | \$352.00 | \$379.00 | 1 | \$379.00 | 100.00% | \$388 | |
| 10 | 2120 | 534 | 201 | GUIDANCE/POSTAGE - CTOWN | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 2120 | 580 | 201 | GUIDANCE TRAVEL - CHARLESTOWN | \$100.00 | \$40.00 | 1 | \$40.00 | 100.00% | \$41 | |
| 10 | 2120 | 610 | 201 | GUIDANCE SUPPLIES - CTOWN | \$661.00 | \$134.00 | 1 | \$134.00 | 100.00% | \$137 | |
| 10 | 2120 | 640 | 201 | TEXTBOOKS - GUIDANCE CPS | \$86.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 2120 | 730 | 201 | GUIDANCE EQUIP - CHARLESTOWN | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 2130 | 112 | 201 | WAGES NURSE - CPS | \$48,989.00 | \$48,843.00 | 1 | \$48,843.00 | 100.00% | \$50,064 | |
| 10 | 2130 | 120 | 201 | WAGES SUB NURSE - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 2130 | 211 | 201 | HEALTH INS NURSES - CPS | \$14,389.00 | \$15,023.00 | 1 | \$15,023.00 | 100.00% | \$15,399 | |
| 10 | 2130 | 212 | 201 | DENTAL INS NURSE - CPS | \$1,083.00 | \$1,083.00 | 1 | \$1,083.00 | 100.00% | \$1,110 | |
| 10 | 2130 | 214 | 201 | DISABILITY INS NURSE - CPS | \$96.00 | \$98.00 | 1 | \$98.00 | 100.00% | \$100 | |
| 10 | 2130 | 215 | 201 | HEALTH INS OPT OUT NURSE - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 2130 | 221 | 201 | SOC SEC NURSE - CPS | \$2,997.00 | \$3,028.00 | 1 | \$3,028.00 | 100.00% | \$3,104 | |
| 10 | 2130 | 222 | 201 | MEDICARE - CPS | \$701.00 | \$708.00 | 1 | \$708.00 | 100.00% | \$726 | |
| 10 | 2130 | 231 | 201 | NHRS NON-TEACHERS - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 2130 | 232 | 201 | NHRS TEACHERS - CPS | \$8,330.00 | \$8,479.00 | 1 | \$8,479.00 | 100.00% | \$8,691 | |
| 10 | 2130 | 233 | 201 | 403B EMPLOYER MATCH - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 2130 | 260 | 201 | WORKERS' COMP - CPS | \$261.00 | \$279.00 | 1 | \$279.00 | 100.00% | \$286 | |
| 10 | 2130 | 580 | 201 | TRAVEL - NURSES - CPS | \$320.00 | \$264.00 | 1 | \$264.00 | 100.00% | \$271 | |
| 10 | 2130 | 610 | 201 | SUPPLIES - NURSE - CPS | \$1,352.00 | \$845.00 | 1 | \$845.00 | 100.00% | \$866 | |
| 10 | 2130 | 640 | 201 | TEXTBOOKS - NURSE - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 2130 | 651 | 201 | SOFTWARE LIC RENEW - NURSE - CPS | \$900.00 | \$900.00 | 1 | \$900.00 | 100.00% | \$923 | |
| 10 | 2130 | 730 | 201 | EQUIP - NURSE - CPS | \$600.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 2130 | 810 | 201 | DUES & FEES - NURSE - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| | | | | | | | | \$177,101.00 | | \$181,528.53 | |

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|----|------|-----|-----|------------------------|------------|------------|---|------------|---------|---------|--|
| 10 | 2210 | 113 | 201 | WAGES LEADERSHIP - CPS | \$3,496.00 | \$3,496.00 | 1 | \$3,496.00 | 100.00% | \$3,583 | |
|----|------|-----|-----|------------------------|------------|------------|---|------------|---------|---------|--|

SAU 60 Charlestown School District Proposed Draft Budget for FY2021

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|----|------|-----|-----|--------------------------------|-------------|-------------|-------------|-------------|-------------|----------|
| 10 | 2210 | 214 | 201 | DISABILITY INS. - CPS | \$10.00 | \$7.00 | 1 | \$7.00 | 100.00% | \$7 |
| 10 | 2210 | 221 | 201 | SOC SEC CURR & INST - CPS | \$217.00 | \$217.00 | 1 | \$217.00 | 100.00% | \$222 |
| 10 | 2210 | 222 | 201 | MEDICARE - CPS | \$51.00 | \$51.00 | 1 | \$51.00 | 100.00% | \$52 |
| 10 | 2210 | 232 | 201 | NHRS/TEACHERS - CPS | \$607.00 | \$607.00 | 1 | \$607.00 | 100.00% | \$622 |
| 10 | 2210 | 260 | 201 | WORKERS COMP - CPS | \$19.00 | \$20.00 | 1 | \$20.00 | 100.00% | \$21 |
| 10 | 2210 | 892 | 201 | IDEA AWARD - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2220 | 113 | 201 | WAGES MEDIA ASST - CPS | \$11,967.00 | \$12,933.00 | 1 | \$12,933.00 | 100.00% | \$13,256 |
| 10 | 2220 | 211 | 201 | HEALTH INS MEDIA - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2220 | 212 | 201 | DENTAL INS MEDIA - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2220 | 214 | 201 | DISABILITY INS MEDIA - CPS | \$34.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2220 | 215 | 201 | HEALTH INS OPT OUT MEDIA - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2220 | 221 | 201 | SOC SEC MEDIA - CPS | \$728.00 | \$773.00 | 1 | \$773.00 | 100.00% | \$792 |
| 10 | 2220 | 222 | 201 | MEDICARE - CTOWN | \$171.00 | \$181.00 | 1 | \$181.00 | 100.00% | \$186 |
| 10 | 2220 | 231 | 201 | NHRS/NON TEACHER - CTOWN | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2220 | 232 | 201 | NHRS/TEACHER - CTOWN | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2220 | 233 | 201 | 403B EMPLOYER MATCH - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2220 | 260 | 201 | WORKERS COMP - CTOWN | \$63.00 | \$75.00 | 1 | \$75.00 | 100.00% | \$77 |
| | | | | | | | \$18,360.00 | | \$18,819.00 | |

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|----|------|-----|-----|-----------------------------------|-------------|-------------|--------------|-------------|--------------|----------|
| 10 | 2410 | 112 | 201 | WAGES PRINCIPAL - CPS | \$88,024.00 | \$90,225.00 | 1 | \$90,225.00 | 100.00% | \$92,481 |
| 10 | 2410 | 114 | 201 | WAGES PRIN SECRETARY - CPS | \$42,122.00 | \$43,538.00 | 1 | \$43,538.00 | 100.00% | \$44,626 |
| 10 | 2410 | 120 | 201 | WAGES SUB SECRETARY - CPS | \$700.00 | \$700.00 | 1 | \$700.00 | 100.00% | \$718 |
| 10 | 2410 | 211 | 201 | HEALTH INS PRIN OFF - CPS | \$33,856.00 | \$35,349.00 | 1 | \$35,349.00 | 100.00% | \$36,233 |
| 10 | 2410 | 212 | 201 | DENTAL INS PRIN OFF - CPS | \$2,549.00 | \$2,549.00 | 1 | \$2,549.00 | 100.00% | \$2,613 |
| 10 | 2410 | 213 | 201 | LIFE INS PRINC OFFICE - CPS | \$180.00 | \$181.00 | 1 | \$181.00 | 100.00% | \$186 |
| 10 | 2410 | 214 | 201 | DISABILITY INS PRIN OFF - CPS | \$260.00 | \$267.00 | 1 | \$267.00 | 100.00% | \$274 |
| 10 | 2410 | 215 | 201 | HEALTH INS OPT OUT PRIN OFF - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2410 | 221 | 201 | SOC SEC PRINC OFF - CPS | \$8,099.00 | \$8,311.00 | 1 | \$8,311.00 | 100.00% | \$8,519 |
| 10 | 2410 | 222 | 201 | MEDICARE - CTOWN | \$1,894.00 | \$1,944.00 | 1 | \$1,944.00 | 100.00% | \$1,993 |
| 10 | 2410 | 231 | 201 | NHRS EMPLOYEE - CPS | \$4,794.00 | \$4,907.00 | 1 | \$4,907.00 | 100.00% | \$5,030 |
| 10 | 2410 | 232 | 201 | NHRS TEACHER - CPS | \$15,244.00 | \$15,663.00 | 1 | \$15,663.00 | 100.00% | \$16,055 |
| 10 | 2410 | 233 | 201 | 403B EMPLOYER MATCH - CPS | \$600.00 | \$600.00 | 1 | \$600.00 | 100.00% | \$615 |
| 10 | 2410 | 260 | 201 | WORKERS' COMP - CPS | \$702.00 | \$764.00 | 1 | \$764.00 | 100.00% | \$783 |
| 10 | 2410 | 340 | 201 | Equip Service Contracts - CPS | \$1,925.00 | \$3,650.00 | 1 | \$3,650.00 | 100.00% | \$3,741 |
| 10 | 2410 | 430 | 201 | PRIN OFF/REP&MAINT - CTOWN | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2410 | 442 | 201 | Equip rental/lease - CPS | \$6,140.00 | \$7,308.00 | 1 | \$7,308.00 | 100.00% | \$7,491 |
| 10 | 2410 | 534 | 201 | PRIN OFF/POSTAGE - CPS | \$557.00 | \$490.00 | 1 | \$490.00 | 100.00% | \$502 |
| 10 | 2410 | 580 | 201 | TRAVEL - CPS | \$900.00 | \$550.00 | 1 | \$550.00 | 100.00% | \$564 |
| 10 | 2410 | 610 | 201 | SUPPLIES - CPS | \$275.00 | \$250.00 | 1 | \$250.00 | 100.00% | \$256 |
| 10 | 2410 | 730 | 201 | EQUIPMENT - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2410 | 734 | 201 | COMPUTER & COMM EQUIP - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2410 | 810 | 201 | DUES - CPS | \$600.00 | \$600.00 | 1 | \$600.00 | 100.00% | \$615 |
| | | | | | | | \$217,846.00 | | \$223,292.15 | |

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|----|------|-----|-----|------------------------------------|-------------|-------------|---|-------------|---------|----------|
| 10 | 2600 | 112 | 201 | WAGES CUSTODIAL - CPS | \$95,138.00 | \$96,672.00 | 1 | \$96,672.00 | 100.00% | \$99,089 |
| 10 | 2600 | 120 | 201 | WAGES SUB CUSTODIAN - CPS | \$2,500.00 | \$2,800.00 | 1 | \$2,800.00 | 100.00% | \$2,870 |
| 10 | 2600 | 211 | 201 | HEALTH INS CUSTODIAL - CPS | \$33,856.00 | \$35,349.00 | 1 | \$35,349.00 | 100.00% | \$36,233 |
| 10 | 2600 | 212 | 201 | DENTAL INS CUSTODIAL - CPS | \$2,549.00 | \$2,549.00 | 1 | \$2,549.00 | 100.00% | \$2,613 |
| 10 | 2600 | 214 | 201 | DISABILITY INS CUSTODIAL - CPS | \$191.00 | \$191.00 | 1 | \$191.00 | 100.00% | \$196 |
| 10 | 2600 | 215 | 201 | HEALTH INS OPT OUT CUSTODIAL - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2600 | 221 | 201 | SOC SEC CUSTODIAL - CPS | \$6,073.00 | \$6,091.00 | 1 | \$6,091.00 | 100.00% | \$6,243 |
| 10 | 2600 | 222 | 201 | MEDICARE | \$1,421.00 | \$1,435.00 | 1 | \$1,435.00 | 100.00% | \$1,471 |
| 10 | 2600 | 231 | 201 | RETIREMENT NON-TEACHERS | \$8,234.00 | \$8,267.00 | 1 | \$8,267.00 | 100.00% | \$8,474 |
| 10 | 2600 | 233 | 201 | 403B EMPLOYER MATCH - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2600 | 260 | 201 | WORKERS COMPENSATION | \$3,820.00 | \$4,034.00 | 1 | \$4,034.00 | 100.00% | \$4,135 |
| 10 | 2600 | 411 | 201 | WATER & SEWER - CPS | \$3,050.00 | \$4,700.00 | 1 | \$4,700.00 | 100.00% | \$4,818 |
| 10 | 2600 | 421 | 201 | DISPOSAL SERVICES - CPS | \$3,200.00 | \$3,200.00 | 1 | \$3,200.00 | 100.00% | \$3,280 |
| 10 | 2600 | 422 | 201 | SNOW PLOWING - CPS | \$6,500.00 | \$10,500.00 | 1 | \$10,500.00 | 100.00% | \$10,763 |
| 10 | 2600 | 425 | 201 | SWEEPING SERVICE - CPS | \$350.00 | \$300.00 | 1 | \$300.00 | 100.00% | \$308 |

SAU 60 Charlestown School District Proposed Draft Budget for FY2021

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|----|------|-----|-----|----------------------------|-------------|-------------|---|--------------|---------|--------------|
| 10 | 2600 | 430 | 201 | REPAIRS & MAINT - CPS | \$1,000.00 | \$3,500.00 | 1 | \$3,500.00 | 100.00% | \$3,588 |
| 10 | 2600 | 531 | 201 | VOICE COMM - CPS | \$8,200.00 | \$10,500.00 | 1 | \$10,500.00 | 100.00% | \$15,680 |
| 10 | 2600 | 580 | 201 | TRAVEL | \$50.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2600 | 610 | 201 | CUSTODIAL SUPPLIES - CPS | \$7,750.00 | \$9,500.00 | 1 | \$9,500.00 | 100.00% | \$9,738 |
| 10 | 2600 | 611 | 201 | **CUSTODIAL SUPPLIES - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2600 | 622 | 201 | ELECTRICITY - CPS | \$17,500.00 | \$16,500.00 | 1 | \$16,500.00 | 100.00% | \$16,913 |
| 10 | 2600 | 623 | 201 | PROPANE - CPS | \$22,500.00 | \$20,000.00 | 1 | \$20,000.00 | 100.00% | \$20,500 |
| 10 | 2600 | 624 | 201 | **HEATING OIL - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2600 | 730 | 201 | EQUIPMENT - CPS | \$1,500.00 | \$1,500.00 | 1 | \$1,500.00 | 100.00% | \$1,538 |
| | | | | | | | | \$237,588.00 | | \$248,445.20 |

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|----|------|-----|-----|-------------------------------|----------|----------|---|----------|-------|--------|
| 10 | 2700 | 114 | 201 | WAGES FIELD TRIP DRIVER - CPS | \$320.00 | \$320.00 | 1 | \$320.00 | 0.00% | N/A |
| 10 | 2700 | 212 | 201 | DENTAL INS TRANS - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 0.00% | N/A |
| 10 | 2700 | 221 | 201 | SOC SEC TRANS - CPS | \$0.00 | \$22.00 | 1 | \$22.00 | 0.00% | N/A |
| 10 | 2700 | 222 | 201 | MEDICARE TRANS - CPS | \$0.00 | \$6.00 | 1 | \$6.00 | 0.00% | N/A |
| 10 | 2700 | 231 | 201 | NHRS/NON-TEACHERS - CTOWN | \$0.00 | \$0.00 | 1 | \$0.00 | 0.00% | N/A |
| 10 | 2700 | 233 | 201 | 403B EMPLOYER MATCH - CPS | \$0.00 | \$0.00 | 1 | \$0.00 | 0.00% | N/A |
| 10 | 2700 | 260 | 201 | WORKER'S COMP - CHARLESTOWN | \$0.00 | \$0.00 | 1 | \$0.00 | 0.00% | N/A |
| 10 | 2700 | 520 | 201 | INSURANCE - CTOWN | \$0.00 | \$0.00 | 1 | \$0.00 | 0.00% | N/A |
| 10 | 2700 | 627 | 201 | DIESEL FUEL - CHARLESTOWN | \$0.00 | \$0.00 | 1 | \$0.00 | 0.00% | N/A |
| | | | | | | | | \$348.00 | | \$0.00 |

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|----|------|-----|-----|----------------------|--------------|-------------|---|-------------|---------|-------------|
| 10 | 4000 | 450 | 201 | CONST SERVICES - CPS | \$115,000.00 | \$72,000.00 | 1 | \$72,000.00 | 100.00% | \$73,800 |
| | | | | | | | | \$72,000.00 | | \$73,800.00 |

Total CPS Proposed Budget \$3,046,345.48 \$3,781,672.90

North Charlestown School

| | | | | | | | | | | |
|----|------|-----|-----|----------------------------|--------------|--------------|---|--------------|---------|--------------|
| 10 | 1100 | 112 | 202 | WAGES TEACHER - NCS | \$330,323.00 | \$394,961.00 | 1 | \$394,961.00 | 100.00% | \$343,335 |
| 10 | 1100 | 120 | 202 | WAGES SUB TEACHER - NCS | \$6,500.00 | \$5,500.00 | 1 | \$5,500.00 | 100.00% | \$5,638 |
| 10 | 1100 | 211 | 202 | HEALTH INS - NCS | \$54,986.00 | \$57,409.00 | 1 | \$57,409.00 | 100.00% | \$58,844 |
| 10 | 1100 | 212 | 202 | DENTAL INS - NCS | \$4,026.00 | \$4,026.00 | 1 | \$4,026.00 | 100.00% | \$4,127 |
| 10 | 1100 | 214 | 202 | DISABILITY INS - NCS | \$657.00 | \$673.00 | 1 | \$673.00 | 100.00% | \$690 |
| 10 | 1100 | 215 | 202 | HEALTH INS OPT OUT - NCS | \$1,680.00 | \$1,680.00 | 1 | \$1,680.00 | 100.00% | \$1,722 |
| 10 | 1100 | 221 | 202 | SOC SEC - NCS | \$20,718.00 | \$21,213.00 | 1 | \$21,213.00 | 100.00% | \$21,743 |
| 10 | 1100 | 222 | 202 | MEDICARE - NCS | \$4,845.00 | \$4,961.00 | 1 | \$4,961.00 | 100.00% | \$5,085 |
| 10 | 1100 | 232 | 202 | NHRS TEACHER - NCS | \$54,034.00 | \$55,327.00 | 1 | \$55,327.00 | 100.00% | \$56,710 |
| 10 | 1100 | 233 | 202 | 403B EMPLOYER MATCH - NCS | \$1,440.00 | \$1,440.00 | 1 | \$1,440.00 | 100.00% | \$1,476 |
| 10 | 1100 | 260 | 202 | WORKERS COMP - NCS | \$1,809.00 | \$1,950.00 | 1 | \$1,950.00 | 100.00% | \$1,999 |
| 10 | 1100 | 320 | 202 | PROF ED SERVICE - NCS | \$0.00 | \$2,000.00 | 1 | \$2,000.00 | 100.00% | \$2,050 |
| 10 | 1100 | 430 | 202 | REPAIRS CLSSRM EQUIP - NCS | \$680.00 | \$500.00 | 1 | \$500.00 | 100.00% | \$513 |
| 10 | 1100 | 580 | 202 | TRAVEL - NCS | \$1,462.00 | \$1,462.00 | 1 | \$1,462.00 | 100.00% | \$1,499 |
| 10 | 1100 | 610 | 202 | SUPPLIES - NCS | \$6,333.00 | \$6,260.00 | 1 | \$6,260.00 | 100.00% | \$6,417 |
| 10 | 1100 | 640 | 202 | INSTR TEXTBOOK - NCS | \$4,000.00 | \$2,864.00 | 1 | \$2,864.00 | 100.00% | \$2,936 |
| 10 | 1100 | 641 | 202 | OTHER PRINT MEDIA - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 1100 | 650 | 202 | ED SOFTWARE & LIC - NCS | \$0.00 | \$5,299.00 | 1 | \$5,299.00 | 100.00% | \$5,431 |
| 10 | 1100 | 730 | 202 | EQUIPMENT - NCS | \$7,140.00 | \$810.00 | 1 | \$810.00 | 100.00% | \$830 |
| | | | | | | | | \$508,335.00 | | \$521,043.38 |

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|----|------|-----|-----|--------------------------------|-------------|--------------|---|--------------|---------|-----------|
| 10 | 1200 | 112 | 202 | WAGES SPED TEACHER - NCS | \$57,012.00 | \$58,261.00 | 1 | \$58,261.00 | 100.00% | \$59,718 |
| 10 | 1200 | 113 | 202 | WAGES SPED AIDE - NCS | \$87,481.00 | \$113,874.00 | 1 | \$113,874.00 | 100.00% | \$116,721 |
| 10 | 1200 | 114 | 202 | * WAGES RELATED SERVICES - NCS | \$20,621.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 1200 | 120 | 202 | WAGES SPED SUB TEACHER - NCS | \$350.00 | \$350.00 | 1 | \$350.00 | 100.00% | \$359 |
| 10 | 1200 | 121 | 202 | WAGES SPED SUB AIDE - NCS | \$2,000.00 | \$2,000.00 | 1 | \$2,000.00 | 100.00% | \$2,050 |
| 10 | 1200 | 211 | 202 | HEALTH INS SPED - NCS | \$13,480.00 | \$27,494.00 | 1 | \$27,494.00 | 100.00% | \$28,181 |

SAU 60 Charlestown School District Proposed Draft Budget for FY2021

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|----|------|-----|-----|--|-------------|-------------|--------------|-------------|---------|--------------|--------|
| 10 | 1200 | 212 | 202 | DENTAL INS SPED - NCS | \$3,312.00 | \$3,418.00 | 1 | \$3,418.00 | 100.00% | \$3,503 | |
| 10 | 1200 | 214 | 202 | DISABILITY INS SPED - NCS | \$352.00 | \$426.00 | 1 | \$426.00 | 100.00% | \$437 | |
| 10 | 1200 | 215 | 202 | HEALTH INS OPT OUT SPED - NCS | \$11,000.00 | \$4,727.00 | 1 | \$4,727.00 | 100.00% | \$4,845 | |
| 10 | 1200 | 221 | 202 | SOC SEC SPED - NCS | \$11,065.00 | \$13,357.00 | 1 | \$13,357.00 | 100.00% | \$13,691 | |
| 10 | 1200 | 222 | 202 | MEDICARE SPED - CPS | \$2,588.00 | \$3,124.00 | 1 | \$3,124.00 | 100.00% | \$3,202 | |
| 10 | 1200 | 231 | 202 | NHRS EMPLOYEE - SPED - NCS | \$760.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1200 | 232 | 202 | NHRS TEACHER - SPED - NCS | \$9,897.00 | \$11,583.00 | 1 | \$11,583.00 | 100.00% | \$11,873 | |
| 10 | 1200 | 233 | 202 | 403B EMPLOYER MATCH - NCS | \$150.00 | \$150.00 | 1 | \$150.00 | 100.00% | \$154 | |
| 10 | 1200 | 260 | 202 | WORKERS COMP SPED - NCS | \$964.00 | \$1,247.00 | 1 | \$1,247.00 | 100.00% | \$1,278 | |
| 10 | 1200 | 534 | 202 | SPED POSTAGE - CTOWN | \$119.00 | \$119.00 | 1 | \$119.00 | 100.00% | \$122 | |
| 10 | 1200 | 561 | 202 | TUITION NH LEA | \$86,544.00 | \$17,283.00 | 0.454 | \$7,846.48 | | \$20,000 | 1 LEAP |
| 10 | 1200 | 580 | 202 | SPED TRAVEL - CTOWN | \$272.00 | \$270.00 | 1 | \$270.00 | 100.00% | \$277 | |
| 10 | 1200 | 610 | 202 | SPED SUPPLIES - CTOWN | \$334.00 | \$350.00 | 1 | \$350.00 | 100.00% | \$359 | |
| 10 | 1200 | 640 | 202 | TEXTBOOKS SPED - NCS | \$281.00 | \$310.00 | 1 | \$310.00 | 100.00% | \$318 | |
| 10 | 1200 | 730 | 202 | SPED EQUIP - CTOWN | \$1,320.00 | \$1,021.00 | 1 | \$1,021.00 | 100.00% | \$1,047 | |
| 10 | 1210 | 114 | 202 | WAGES RELATED SERVICES - NCS | \$0.00 | \$21,487.00 | 1 | \$21,487.00 | 100.00% | \$22,024 | |
| 10 | 1210 | 211 | 202 | HEALTH INS RELATED SERVICES - NCS | \$0.00 | \$1,309.00 | 1 | \$1,309.00 | 100.00% | \$1,342 | |
| 10 | 1210 | 212 | 202 | DENTAL INS RELATED SERVICES - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1210 | 214 | 202 | DISABILITY INS RELATED SERV - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1210 | 215 | 202 | HEALTH INS OPT OUT RELATED SEERV - N | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1210 | 221 | 202 | SOC SEC RELATED SERV - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1210 | 222 | 202 | MEDICARE RELATED SERV - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1210 | 232 | 202 | NHRS TEACHER RELATED SERV - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1210 | 233 | 202 | 403B EMPLOYER MATCH RELATED SERV - | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1210 | 260 | 202 | WORKERS COMP RELATED SERV - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 1210 | 321 | 202 | Contracted Services - Related Services | | | | \$0.00 | 100.00% | \$64,105 | |
| | | | | | | | \$272,723.48 | | | \$355,603.93 | |

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|----|------|-----|-----|-----------------------------------|-------------|-------------|-------------|-------------|---------|-------------|--|
| 10 | 2120 | 112 | 202 | WAGES GUIDANCE - NCS | \$12,540.00 | \$11,091.00 | 1 | \$11,091.00 | 100.00% | \$11,368 | |
| 10 | 2120 | 211 | 202 | HEALTH INS GUIDANCE - NCS | \$3,386.00 | \$3,535.00 | 1 | \$3,535.00 | 100.00% | \$3,623 | |
| 10 | 2120 | 212 | 202 | DENTAL INS GUIDANCE - NCS | \$256.00 | \$355.00 | 1 | \$355.00 | 100.00% | \$364 | |
| 10 | 2120 | 214 | 202 | DISABILITY INS GUIDANCE - NCS | \$25.00 | \$22.00 | 1 | \$22.00 | 100.00% | \$23 | |
| 10 | 2120 | 215 | 202 | HEALTH INS OPT OUT GUIDANCE - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 2120 | 221 | 202 | SOC SEC GUIDANCE - NCS | \$762.00 | \$688.00 | 1 | \$688.00 | 100.00% | \$705 | |
| 10 | 2120 | 222 | 202 | MEDICARE - CTOWN | \$179.00 | \$161.00 | 1 | \$161.00 | 100.00% | \$165 | |
| 10 | 2120 | 231 | 202 | NHRS/NON-TEACHERS - CTOWN | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 2120 | 232 | 202 | NHRS/TEACHERS - CTOWN | \$2,135.00 | \$1,926.00 | 1 | \$1,926.00 | 100.00% | \$1,974 | |
| 10 | 2120 | 233 | 202 | 403B EMPLOYER MATCH - NCS | \$36.00 | \$36.00 | 1 | \$36.00 | 100.00% | \$37 | |
| 10 | 2120 | 260 | 202 | WORKERS' COMP - CTOWN | \$66.00 | \$63.00 | 1 | \$63.00 | 100.00% | \$65 | |
| 10 | 2120 | 534 | 202 | GUIDANCE/POSTAGE - CTOWN | \$25.00 | \$25.00 | 1 | \$25.00 | 100.00% | \$26 | |
| 10 | 2120 | 580 | 202 | GUIDANCE TRAVEL - CHARLESTOWN | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 2120 | 610 | 202 | GUIDANCE SUPPLIES - CTOWN | \$205.00 | \$250.00 | 1 | \$250.00 | 100.00% | \$256 | |
| 10 | 2120 | 640 | 202 | TEXTBOOKS - GUIDANCE NCS | \$132.00 | \$150.00 | 1 | \$150.00 | 100.00% | \$154 | |
| 10 | 2120 | 730 | 202 | GUIDANCE EQUIP - CHARLESTOWN | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| | | | | | | | \$18,302.00 | | | \$18,759.55 | |

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|----|------|-----|-----|--------------------------------|------------|------------|---|------------|---------|---------|--|
| 10 | 2130 | 112 | 202 | WAGES NURSE - NCS | \$8,645.00 | \$8,619.00 | 1 | \$8,619.00 | 100.00% | \$8,834 | |
| 10 | 2130 | 211 | 202 | HEALTH INS NURSES - NCS | \$2,539.00 | \$2,651.00 | 1 | \$2,651.00 | 100.00% | \$2,717 | |
| 10 | 2130 | 212 | 202 | DENTAL INS NURSE - NCS | \$192.00 | \$191.00 | 1 | \$191.00 | 100.00% | \$196 | |
| 10 | 2130 | 214 | 202 | DISABILITY INS NURSE - NCS | \$17.00 | \$17.00 | 1 | \$17.00 | 100.00% | \$17 | |
| 10 | 2130 | 215 | 202 | HEALTH INS OPT OUT NURSE - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 2130 | 221 | 202 | SOC SEC NURSE - NCS | \$525.00 | \$535.00 | 1 | \$535.00 | 100.00% | \$548 | |
| 10 | 2130 | 222 | 202 | MEDICARE - NCS | \$123.00 | \$125.00 | 1 | \$125.00 | 100.00% | \$128 | |
| 10 | 2130 | 231 | 202 | NHRS NON-TEACHERS - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 2130 | 232 | 202 | NHRS TEACHERS - NCS | \$1,470.00 | \$1,496.00 | 1 | \$1,496.00 | 100.00% | \$1,533 | |
| 10 | 2130 | 233 | 202 | 403B EMPLOYER MATCH - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 | |
| 10 | 2130 | 260 | 202 | WORKERS' COMP - NCS | \$46.00 | \$49.00 | 1 | \$49.00 | 100.00% | \$50 | |
| 10 | 2130 | 580 | 202 | TRAVEL - NURSES - NCS | \$40.00 | \$40.00 | 1 | \$40.00 | 100.00% | \$41 | |
| 10 | 2130 | 610 | 202 | SUPPLIES - NURSE - NCS | \$583.00 | \$748.00 | 1 | \$748.00 | 100.00% | \$767 | |

SAU 60 Charlestown School District Proposed Draft Budget for FY2021

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|----|------|-----|-----|-----------------------------------|-------------|-------------|---|-------------|---------|-------------|
| 10 | 2130 | 640 | 202 | TEXTBOOKS - NURSE - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2130 | 651 | 202 | SOFTWARE LIC RENEW - NURSE - NCS | \$900.00 | \$900.00 | 1 | \$900.00 | 100.00% | \$923 |
| 10 | 2130 | 730 | 202 | EQUIP - NURSE - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2130 | 810 | 202 | DUES & FEES - NURSE - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| | | | | | | | | \$15,371.00 | | \$15,755.28 |
| 10 | 2210 | 113 | 202 | WAGES LEADERSHIP - NCS | \$2,331.00 | \$2,331.00 | 1 | \$2,331.00 | 100.00% | \$2,389 |
| 10 | 2210 | 214 | 202 | DISABILITY INS. - NCS | \$7.00 | \$5.00 | 1 | \$5.00 | 100.00% | \$5 |
| 10 | 2210 | 221 | 202 | SOC SEC CURR & INST - NCS | \$145.00 | \$145.00 | 1 | \$145.00 | 100.00% | \$149 |
| 10 | 2210 | 222 | 202 | MEDICARE - NCS | \$34.00 | \$34.00 | 1 | \$34.00 | 100.00% | \$35 |
| 10 | 2210 | 232 | 202 | NHRS/TEACHERS - NCS | \$405.00 | \$405.00 | 1 | \$405.00 | 100.00% | \$415 |
| 10 | 2210 | 260 | 202 | WORKERS COMP - NCS | \$15.00 | \$13.00 | 1 | \$13.00 | 100.00% | \$13 |
| 10 | 2210 | 892 | 202 | IDEA AWARD - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| | | | | | | | | \$2,933.00 | | \$3,006.33 |
| 10 | 2220 | 113 | 202 | WAGES MEDIA ASST - NCS | \$3,578.00 | \$3,640.00 | 1 | \$3,640.00 | 100.00% | \$3,731 |
| 10 | 2220 | 211 | 202 | HEALTH INS MEDIA - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2220 | 212 | 202 | DENTAL INS MEDIA - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2220 | 214 | 202 | DISABILITY INS MEDIA - NCS | \$10.00 | \$7.00 | 1 | \$7.00 | 100.00% | \$7 |
| 10 | 2220 | 215 | 202 | HEALTH INS OPT OUT MEDIA - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2220 | 221 | 202 | SOC SEC MEDIA - NCS | \$222.00 | \$222.00 | 1 | \$222.00 | 100.00% | \$228 |
| 10 | 2220 | 222 | 202 | MEDICARE - CTOWN | \$52.00 | \$52.00 | 1 | \$52.00 | 100.00% | \$53 |
| 10 | 2220 | 231 | 202 | NHRS/NON TEACHER - CTOWN | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2220 | 232 | 202 | NHRS/TEACHER - CTOWN | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2220 | 233 | 202 | 403B EMPLOYER MATCH - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2220 | 260 | 202 | WORKERS COMP - CTOWN | \$22.00 | \$22.00 | 1 | \$22.00 | 100.00% | \$23 |
| | | | | | | | | \$3,943.00 | | \$4,041.58 |
| 10 | 2410 | 112 | 202 | WAGES PRINCIPAL - NCS | \$18,375.00 | \$18,834.00 | 1 | \$18,834.00 | 100.00% | \$19,305 |
| 10 | 2410 | 114 | 202 | WAGES PRIN SECRETARY - NCS | \$27,934.00 | \$29,379.00 | 1 | \$29,379.00 | 100.00% | \$30,113 |
| 10 | 2410 | 120 | 202 | WAGES SUB SECRETARY - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2410 | 211 | 202 | HEALTH INS PRIN OFF - NCS | \$3,386.00 | \$3,535.00 | 1 | \$3,535.00 | 100.00% | \$3,623 |
| 10 | 2410 | 212 | 202 | DENTAL INS PRIN OFF - NCS | \$255.00 | \$255.00 | 1 | \$255.00 | 100.00% | \$261 |
| 10 | 2410 | 213 | 202 | LIFE INS PRIN OFFICE - NCS | \$36.00 | \$36.00 | 1 | \$36.00 | 100.00% | \$37 |
| 10 | 2410 | 214 | 202 | DISABILITY INS PRIN OFF - NCS | \$101.00 | \$102.00 | 1 | \$102.00 | 100.00% | \$105 |
| 10 | 2410 | 215 | 202 | HEALTH INS OPT OUT PRIN OFF - NCS | \$4,000.00 | \$4,000.00 | 1 | \$4,000.00 | 100.00% | \$4,100 |
| 10 | 2410 | 221 | 202 | SOC SEC PRIN OFF - NCS | \$3,117.00 | \$3,154.00 | 1 | \$3,154.00 | 100.00% | \$3,233 |
| 10 | 2410 | 222 | 202 | MEDICARE - CTOWN | \$729.00 | \$748.00 | 1 | \$748.00 | 100.00% | \$767 |
| 10 | 2410 | 231 | 202 | NHRS EMPLOYEE - NCS | \$3,634.00 | \$3,646.00 | 1 | \$3,646.00 | 100.00% | \$3,737 |
| 10 | 2410 | 232 | 202 | NHRS TEACHER - NCS | \$3,182.00 | \$3,270.00 | 1 | \$3,270.00 | 100.00% | \$3,352 |
| 10 | 2410 | 233 | 202 | 403B EMPLOYER MATCH - NCS | \$1,125.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2410 | 260 | 202 | WORKERS' COMP - NCS | \$271.00 | \$290.00 | 1 | \$290.00 | 100.00% | \$297 |
| 10 | 2410 | 340 | 202 | Equip Service Contract - NCS | \$325.00 | \$1,250.00 | 1 | \$1,250.00 | 100.00% | \$1,281 |
| 10 | 2410 | 430 | 202 | PRIN OFF/REP&MAINT - CTOWN | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2410 | 442 | 202 | Equip rental/lease - NCS | \$0.00 | \$2,200.00 | 1 | \$2,200.00 | 100.00% | \$2,255 |
| 10 | 2410 | 534 | 202 | PRIN OFF/POSTAGE - NCS | \$165.00 | \$165.00 | 1 | \$165.00 | 100.00% | \$169 |
| 10 | 2410 | 550 | 202 | PRINTING - NCS | \$231.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2410 | 580 | 202 | TRAVEL - NCS | \$0.00 | \$500.00 | 1 | \$500.00 | 100.00% | \$513 |
| 10 | 2410 | 610 | 202 | SUPPLIES - NCS | \$700.00 | \$500.00 | 1 | \$500.00 | 100.00% | \$513 |
| 10 | 2410 | 730 | 202 | EQUIPMENT - NCS | \$881.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2410 | 810 | 202 | DUES - NCS | \$0.00 | \$400.00 | 1 | \$400.00 | 100.00% | \$410 |
| | | | | | | | | \$72,264.00 | | \$74,070.60 |
| 10 | 2600 | 112 | 202 | WAGES CUSTODIAL - NCS | \$30,731.00 | \$31,305.00 | 1 | \$31,305.00 | 100.00% | \$32,088 |
| 10 | 2600 | 120 | 202 | WAGES SUB CUSTODIAN - NCS | \$1,000.00 | \$500.00 | 1 | \$500.00 | 100.00% | \$513 |

SAU 60 Charlestown School District Proposed Draft Budget for FY2021

| | | | | | | | | | | |
|----|------|-----|-----|------------------------------------|-------------|-------------|---|--------------|---------|--------------|
| 10 | 2600 | 211 | 202 | HEALTH INS CUSTODIAL - NCS | \$10,188.00 | \$10,638.00 | 1 | \$10,638.00 | 100.00% | \$10,904 |
| 10 | 2600 | 212 | 202 | DENTAL INS CUSTODIAL - NCS | \$609.00 | \$610.00 | 1 | \$610.00 | 100.00% | \$625 |
| 10 | 2600 | 214 | 202 | DISABILITY INS CUSTODIAL - NCS | \$62.00 | \$62.00 | 1 | \$62.00 | 100.00% | \$64 |
| 10 | 2600 | 215 | 202 | HEALTH INS OPT OUT CUSTODIAL - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2600 | 221 | 202 | SOC SEC CUSTODIAL - NCS | \$1,967.00 | \$1,952.00 | 1 | \$1,952.00 | 100.00% | \$2,001 |
| 10 | 2600 | 222 | 202 | MEDICARE | \$460.00 | \$457.00 | 1 | \$457.00 | 100.00% | \$468 |
| 10 | 2600 | 231 | 202 | RETIREMENT NON-TEACHERS | \$3,497.00 | \$3,509.00 | 1 | \$3,509.00 | 100.00% | \$3,597 |
| 10 | 2600 | 233 | 202 | 403B EMPLOYER MATCH - NCS | \$341.00 | \$3,250.00 | 1 | \$3,250.00 | 100.00% | \$3,331 |
| 10 | 2600 | 260 | 202 | WORKERS COMPENSATION | \$1,306.00 | \$1,302.00 | 1 | \$1,302.00 | 100.00% | \$1,335 |
| 10 | 2600 | 411 | 202 | WATER & SEWER - NCS | \$950.00 | \$950.00 | 1 | \$950.00 | 100.00% | \$974 |
| 10 | 2600 | 421 | 202 | DISPOSAL SERVICES - NCS | \$1,200.00 | \$1,300.00 | 1 | \$1,300.00 | 100.00% | \$1,333 |
| 10 | 2600 | 422 | 202 | SNOW PLOWING - NCS | \$3,200.00 | \$6,500.00 | 1 | \$6,500.00 | 100.00% | \$6,663 |
| 10 | 2600 | 425 | 202 | SWEEPING SERVICE - NCS | \$300.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2600 | 430 | 202 | REPAIRS & MAINT - NCS | \$500.00 | \$2,500.00 | 1 | \$2,500.00 | 100.00% | \$2,563 |
| 10 | 2600 | 531 | 202 | VOICE COMM - NCS | \$7,500.00 | \$10,500.00 | 1 | \$10,500.00 | 100.00% | \$8,820 |
| 10 | 2600 | 580 | 202 | TRAVEL | \$25.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2600 | 610 | 202 | CUSTODIAL SUPPLIES - NCS | \$3,000.00 | \$3,200.00 | 1 | \$3,200.00 | 100.00% | \$3,280 |
| 10 | 2600 | 611 | 202 | **CUSTODIAL SUPPLIES - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2600 | 622 | 202 | ELECTRICITY - NCS | \$15,500.00 | \$16,000.00 | 1 | \$16,000.00 | 100.00% | \$16,400 |
| 10 | 2600 | 623 | 202 | PROPANE - NCS | \$7,800.00 | \$8,750.00 | 1 | \$8,750.00 | 100.00% | \$8,969 |
| 10 | 2600 | 624 | 202 | **HEATING OIL - NCS | \$500.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| 10 | 2600 | 730 | 202 | EQUIPMENT - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 100.00% | \$0 |
| | | | | | | | | \$103,285.00 | | \$103,924.63 |

| | | | | | | | | | | |
|----|------|-----|-----|-------------------------------|----------|----------|---|----------|-------|--------|
| 10 | 2700 | 114 | 202 | WAGES FIELD TRIP DRIVER - NCS | \$320.00 | \$320.00 | 1 | \$320.00 | 0.00% | N/A |
| 10 | 2700 | 212 | 202 | DENTAL INS TRANS - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 0.00% | N/A |
| 10 | 2700 | 231 | 202 | NHRS/NON-TEACHERS - CTOWN | \$0.00 | \$0.00 | 1 | \$0.00 | 0.00% | N/A |
| 10 | 2700 | 233 | 202 | 403B EMPLOYER MATCH - NCS | \$0.00 | \$0.00 | 1 | \$0.00 | 0.00% | N/A |
| 10 | 2700 | 260 | 202 | WORKER'S COMP - CHARLESTOWN | \$0.00 | \$0.00 | 1 | \$0.00 | 0.00% | N/A |
| 10 | 2700 | 520 | 202 | INSURANCE - CTOWN | \$0.00 | \$0.00 | 1 | \$0.00 | 0.00% | N/A |
| 10 | 2700 | 627 | 202 | DIESEL FUEL - CHARLESTOWN | \$0.00 | \$0.00 | 1 | \$0.00 | 0.00% | N/A |
| | | | | | | | | \$320.00 | | \$0.00 |

| | | | | | | | | | | |
|----|------|-----|-----|----------------------------------|------------|-------------|---|-----------------------|---------|-----------------------|
| 10 | 4000 | 450 | 202 | CONST SERVICES - NCS | \$8,500.00 | \$12,000.00 | 1 | \$12,000.00 | 100.00% | \$12,300 |
| | | | | | | | | \$12,000.00 | | \$12,300.00 |
| | | | | Total NCS Proposed Budget | | | | \$1,009,476.48 | | \$1,108,505.25 |

High School

| | | | | | | | | | | |
|----|------|-----|-----|----------------------------------|----------------|----------------|---|----------------|-----|----------------|
| 10 | 1100 | 561 | 204 | Total High School costs | \$4,221,948.00 | \$4,385,092.00 | 1 | \$4,385,092.00 | | \$0.00 |
| 10 | 1100 | 561 | 204 | High School Tuition - Regular Ed | | | | \$0.00 | 205 | \$3,177,500.00 |
| | | | | | | | | \$4,385,092.00 | | \$3,177,500.00 |

| | | | | | | | | | | |
|----|------|-----|-----|--------------------------------|--|--|--|--------|--|-----------|
| 10 | 1200 | 113 | 204 | WAGES SPED AIDE - High School | | | | \$0.00 | | \$117,410 |
| 10 | 1200 | 116 | 204 | WAGES SPED SUMMER PROGRAM - HS | | | | \$0.00 | | \$18,000 |
| 10 | 1200 | 211 | 204 | HEALTH INS SPED - HS | | | | \$0.00 | | \$26,000 |
| 10 | 1200 | 212 | 204 | DENTAL INS SPED - HS | | | | \$0.00 | | \$3,874 |
| 10 | 1200 | 214 | 204 | DISABILITY INS SPED - HS | | | | \$0.00 | | \$469 |
| 10 | 1200 | 221 | 204 | SOC SEC SPED - HS | | | | \$0.00 | | \$7,279 |
| 10 | 1200 | 222 | 204 | MEDICARE SPED - HS | | | | \$0.00 | | \$1,702 |
| 10 | 1200 | 231 | 204 | NHRS EMPLOYEE - SPED - HS | | | | \$0.00 | | \$13,408 |
| 10 | 1200 | 232 | 204 | NHRS TEACHER - SPED - HS | | | | \$0.00 | | \$20,899 |
| 10 | 1200 | 260 | 204 | WORKERS COMP SPED - HS | | | | \$0.00 | | \$411 |
| 10 | 1200 | 323 | 204 | PROF SERV - STUDENTS - HS | | | | \$0.00 | | \$153,630 |
| 10 | 1200 | 561 | 204 | TUITION NH LEA - HS | | | | \$0.00 | | \$80,000 |

4 Alt-Ed

SAU 60 Charlestown School District Proposed Draft Budget for FY2021

| | | | | | | |
|----|------|-----|-----|---|------------------------|------------------------|
| 10 | 1200 | 564 | 204 | TUITION PRIVATE SCHOOLS - HS | \$0.00 | \$603,750 |
| 10 | 1200 | 569 | 204 | TUITION RESIDENTIAL COSTS - HS | \$0.00 | \$125,000 |
| 10 | 1200 | 583 | 204 | OUT OF DISTRICT TRAVEL SPED - HS | \$0.00 | \$1,500 |
| | | | | | \$0.00 | \$1,173,333.26 |
| | | | | | | |
| 10 | 2113 | 114 | 204 | Contract Serv - Social Worker Services - HS | \$0.00 | \$28,600 |
| 10 | 2140 | 114 | 204 | Contracted Serv - Psychological Services - HS | \$0.00 | \$3,840 |
| 10 | 2142 | 114 | 204 | Contracted Serv - Behavior Intervention - HS | \$0.00 | \$35,945 |
| 10 | 2150 | 114 | 204 | Contracted Serv - SLP Services - HS | \$0.00 | \$15,215 |
| 10 | 2162 | 114 | 204 | Contracted Serv - P/T Services - HS | \$0.00 | \$0 |
| 10 | 2163 | 114 | 204 | Contracted Serv - O/T Services - HS | \$0.00 | \$2,500 |
| 10 | 2164 | 114 | 204 | Contracted Serv - R/T Services - HS | \$0.00 | \$3,115 |
| | | | | | \$0.00 | \$89,215.00 |
| | | | | | | |
| 10 | 2700 | 320 | 204 | Contracted Services - HS transportation | \$0.00 | \$159,200 |
| 10 | 2722 | 519 | 204 | PURCH SERV - SPED TRANS - HS | \$0.00 | \$180,750 |
| | | | | | \$0.00 | \$339,950.00 |
| | | | | | | |
| | | | | Total High School Proposed Budget | \$4,385,092.00 | \$4,779,998.26 |
| | | | | | | |
| | | | | Total Proposed Budget FY21 - Charlestown | \$14,079,213.89 | \$15,514,160.06 |

Annual License Firewall, Antivirus, PowerSchool, School Messenger, Health Master, NWEA, SDPC, Print manager, Knowbe4, Google vault, school messenger ADA
 Purchase Firewall, Antivirus, PowerSchool, School Messenger, Health Master, NWEA, SDPC, Print manager, Knowbe4, Google vault, school messenger ADA
 Purchase Firewall, Antivirus, PowerSchool, School Messenger, Health Master, NWEA, SDPC, Print manager, Knowbe4, Google vault, school messenger ADA website, Mosaic



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OCT 15 2019

STATE DEPARTMENT
OF EDUCATION

OFFICE OF THE PRESIDENT
40 University Drive
Rindge, NH 03461
(603) 899-4128
franklinpierce.edu

October 8, 2019

Frank Edelblut, Commissioner
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Edelblut:

I am writing to seek the State Board of Education approval of providing Franklin Pierce University with a one-year extension of the program review for the School of Education Teacher Preparation Program which is scheduled for 2020-2021.

The University has undergone a full academic reorganization resulting in significant changes in the oversight and coordination of the Franklin Pierce Teacher Preparation Program. A review at this time would be premature.

The pertinent part of NH ED 602.12 (g) (1) provides:

(g) The state board shall consider the request for extension and shall grant the request if the state board determines that, without the extension, a review team visit would be premature because one or more of the following conditions exist:

(1) The institution has experienced significant changes in the oversight and coordination of PEPP(s) at the institution or in personnel involved in the PEPP(s) including, but not limited to, cuts in personnel or the existence of vacant positions;

To say the education program at Franklin Pierce has experienced significant changes in oversight would be an understatement. In addition to turnover among faculty and staff over the past several years, the leadership of the program, and Academic Affairs as a whole, underwent a major transition prior to the start of the 2019-2020 academic year. The University created three academic colleges organized under three new deans with the School of Education now falling under the College of Liberal Arts and Social Sciences. The end result of these changes is that the School of Education is now led by a new Director, the College overseeing the education program is led by a new Dean, and Academic Affairs itself is led by a new Interim Provost.

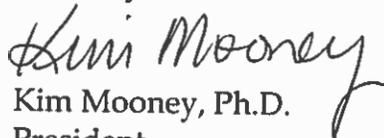
The new Director started August 1 and has made immediate improvements in our use of technology to enhance efficiency. She is developing collaborative relationships across the University to ensure that we are making the best use of our resources and eliminating duplicity for both graduate and undergraduate programs.

We remain very confident in the ability of our undergraduate and graduate students who are certified to meet the requirements of basic educators and to be successful educators in New Hampshire or in the state in which they desire to teach. They demonstrate their proficiencies through successful student teaching experiences after completing a rigorous course sequence and a final capstone seminar in which they provide evidence and reflection through an e-portfolio and the IHE-approved TCAP. Under new leadership, we expect the program to continue to thrive.

We have charged the Dean of the College of Liberal Arts and Sciences and Director of the School Education to improve the graduation rate for students who declare the major. They will undertake a full review of the program and determine appropriate means by which to increase the opportunity to succeed for all students. While this initial progress is promising, the new staff and administration need additional time to fully determine the needs of the program and implement their vision.

For the reasons outlined above, we think a review at this time would be premature and seek a one-year extension. I appreciate your support of this request.

Sincerely,

A handwritten signature in cursive script that reads "Kim Mooney".

Kim Mooney, Ph.D.
President



NORTHEAST WOODLAND CHARTERED PUBLIC SCHOOL
(Herein referred to as Northeast Woodland or NWCS)

SPONSORED BY NORTHEAST WALDORF EDUCATION FOUNDATION

Point of Contact: JESSE BADGER
Northeast Woodland Charter School
PO Box 1297
Intervale, NH 03845
Primary Phone: (207) 251-1621
Alternate Phone: Jason Gagnon
(603) 969-7949
EMAIL: Jesse@BadgerNautical.com

Projected Opening September 2020

Projected Location: North Conway, NH

| Projected Grade Level Enrollment | | | | | |
|----------------------------------|--------|--------|--------|--------|--------|
| Grade Level | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Kindergarten | 25 | 25 | 25 | 25 | 25 |
| Grades 1 – 7 | 15 | 20 | 25 | 25 | 25 |
| Grade 8 | - | 15 | 20 | 25 | 25 |

TABLE OF CONTENTS

SECTION 1 Requirements for Submitting Application..... 1

SECTION 2 Application Document Requirements 1

SECTION 3 Introduction 2

SECTION 4 Governance..... 7

SECTION 5 Education Plan 12

SECTION 6 School Operations Plans 16

SECTION 7 Meeting Student Needs..... 26

SECTION 8 Financial Management..... 29

SECTION 9 School Culture 35

SECTION 10 Stakeholder Engagement 36

SECTION 11 Facilities 37

SECTION 12 School Safety Management Plan 39

SECTION 13 Communications Plan..... 39

SECTION 14 Assurances, Provisions, Policies 41

SECTION 15 Letters of Support 45

SECTION 16 Charter School Opening Timeline 46

SECTION 17 Signed and Certified Application 47

SECTION 1 Requirements for Submitting Application

A. Letter of Intent Ed 318.08(a)

A letter of intent was submitted to and received by the New Hampshire Department of Education on May 28, 2019.

SECTION 2 Application Document Requirements

A. Application Cover Sheet

The Application Cover Sheet is located on the front page of this application and includes:

- (1) The name of the proposed charter school;
- (2) Name of organization sponsoring the charter school;
- (3) Name of contact person;
- (4) Mailing address;
- (5) Primary telephone;
- (6) Alternate telephone;
- (7) Email address;
- (8) Projected date of school opening;
- (9) Proposed school location; and
- (10) Total projected student enrollment broken out per year for 5 years listing the following:
 - a. School year;
 - b. Grade levels; and
 - c. Number of kindergarten students

B. Table of Contents, page numbers on each page, one-inch margins and at least 11-point font.

- A table of contents is provided;
- Each page has page numbers;
- The document has 1-inch margins; and
- The font is a minimum of 11-point in size.

C. Application not to exceed 50 pages, not including appendices, which may include letters of support, a five-year budget or both.

The total number of pages, not including appendices, is 45.

D. Submit an application comprising of an original, 3 paper copies and an electronic copy to the Charter School Office at the department of Education.

One (1) original, three (3) paper copies, and one (1) electronic copy are submitted.

- E. **The application shall be signed and certified by the sponsoring entity, including title, printed name and date stating, "I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application."**

The application includes the above statement, which has been initialed by those signing the application. The statement, initials, and signatures of the founding members are found on Page 45.

SECTION 3 Introduction

"Our highest endeavor must be to develop free human beings who are able, of themselves, to impart purpose and direction to their lives."

Rudolf Steiner (1861-1925)

A. General description and proposed or potential location

Mount Washington Valley has a rich history and vibrant out of doors culture which resonates strongly within our community. It is the reason people move to our locale and the backbone of our local economy. Northeast Woodland Charter School is an idea born of a desire to bring together our local natural resources with the growing trend towards student centric, holistic learning.

B. The name, address, telephone and fax numbers, and email address of a contact person

The direct point of contact for Northeast Waldorf Education Foundation is:

Jesse Badger
Chairman – Board of Trustees
Northeast Waldorf Education Foundation
PO Box 1297
Intervale, New Hampshire 03845
+1 (207) 251-1621
Jesse@BadgerNautical.com

C. An identification of the eligible person(s) or entity of the applicant from among those listed in RSA 194-B:3, V.

Northeast Woodland is sponsored by the Northeast Waldorf Education Foundation (NWEF), a New Hampshire nonprofit entity established for the purpose of promoting Waldorf Pedagogy by creating and sustaining a Waldorf Inspired Public Charter School in the Mount Washington Valley Region. Evidenced as Appendix A.

D. Education Vision and Mission Statement

Our mission at Northeast Woodland is to awaken children to the wonder and joy of learning through nature combined with the living arts, academics, and the role these elements play in the development of the whole child. Our school will nurture creativity, individuality, and independent thinking to inspire and prepare children to pursue educational excellence and enter their community and the world with confidence, competence and compassion. By addressing their heads, hands and hearts, the school will encourage students to be lifelong learners and contributors to their communities and society as a whole.

The vision of Northeast Woodland is to create an environment of nature-based learning focused on the teachings of Rudolph Steiner with the goal of making this education available to all who wish to attend. As a member of the Alliance for Public Waldorf Education and utilizing the curriculum set forth by this organization, we will bridge the gap between the structure and goals of the Waldorf program as enacted in Waldorf-Inspired Public Schools with the academic content and student goals identified in the Common Core Standards (CC).

E. A summary of the school's focus, including a description of the characteristics, methods and goals of the school.

Our goal is to bring forth in every child their unique potential in a way that encourages students to be positive contributors to their local communities and the world at large. Our curriculum, pedagogy, and teaching methods are designed to nurture this potential within every student. Specific aspects of our educational approach include full integration of the arts, immersion in the rich natural outdoor environment of the Mount Washington Valley, and a focus on contribution to and gratitude for the school community as we work toward developing a culture of community involvement and responsibility.

Northeast Woodland will target economically disadvantaged students from families with lower than State average median household income in the Mount Washington Valley region (see MHI data in Appendix B). Many of these families' incomes are dependent on the tourism economy of the region and therefore especially susceptible to decline during periods of economic downturn.

F. Measurable Goals and Objectives and a timeline for implementation and accountability.

| Goal | Timeline | Deliverable |
|--|-----------------------------|---|
| Complete and submit application for NH Public Charter School | September 2019 | Notice of receipt from State of NH Charter School Review Board |
| Receive approval for NH Public Charter School status | December 2019 | State of NH School Charter Approval |
| Ramp up grant and fundraising campaigns for school funding | August 2019 → | Receipt of sufficient funds to operate school for August 2020 opening |
| Begin marketing and outreach campaign; begin application period for student enrollment | Post Application Submission | Production of marketing materials; Finalize and implement outreach campaign; Production of formal application and implementation of application procedure |
| Locate suitable property for school campus | Post Application Approval | Purchase or obtain long-term lease for school campus |
| Hire School Administrative Leadership | By February 2020 | Secure contracts with Head of School, Business Administrator & Development/Enrollment Director(s) |
| Hire Operating Staff & Faculty | By May 2020 | Secure contracts with faculty, operating staff, and educational support staff |
| Faculty & Staff Onboarding | May 2020 – July 2020 | Identify training needs during hiring process; Coordinate and administer training to meet both opening day and long-term needs |
| Opening day of Northeast Woodland Charter School | August 2020 | Open the doors at 7 AM. Smiling teachers arrive ready to welcome children eager to learn. Joyful, hopeful children arrive and begin their new journey. |

The Northeast Waldorf Education Foundation seeks approval of our application by December of 2019 so as to facilitate the required fundraising and site acquisition needs of Northeast Woodland Charter School. We have already attained measurable goals in fundraising and acceptance to the Alliance of Public Waldorf Schools as an Initiative Member, goals which have expedited our ability to set up the 501(c)3 and develop our curriculum. Moving forward we look to employ and begin training faculty to the standards set forth by the Alliance for Public Waldorf Education as we prepare for a September 2020 opening.

NWEF has begun the initial outreach for Administration and Faculty positions and the response has been overwhelmingly positive. We are also working on community outreach to gauge the interest amongst parents with school age children not only at the younger grade levels, but also parents with older children whom might not be satisfied with their current educational options. Outreach and polling suggest that we are on target to meet the enrollment numbers posted in subsections (g) & (h) below. Post application submission, NWEF will ramp up its grant writing and fundraising efforts as well as continuing to engage the potential locations and determine their viability for our needs.

G. Projected student enrollment for each of the first 5 years of operation.

| Year of Operation | Projected Enrollment |
|--------------------------|-----------------------------|
| Year 1 (2020 – 2021) | 130 |
| Year 2 (2021 – 2022) | 180 |
| Year 3 (2022 – 2023) | 220 |
| Year 4 (2023 – 2024) | 225 |
| Year 5 (2024 – 2025) | 225 |

Following year 5, enrollment targets and capacity will be revisited to determine appropriate enrollment numbers moving forward.

H. Students to be served: grade/age levels, maximum number, other information about pupils to be served.

Initially Northeast Woodland will serve Kindergarten through seventh grade with a max cap of 15 students per grade and 25 in Kindergarten for a projected enrollment maximum of 130 students in year one (2020-2021).

After year one, we will raise the cap to 20 students per elementary grade (Kindergarten to remain at 25 students) and add eighth grade to accommodate the previous year’s seventh graders, which will bring our maximum capacity to 180 students. In year three, enrollment will again increase with grades K through seven having a maximum capacity of 25 (20 in eighth grade); In year four we will reach our maximum capacity for our initial 5 years and a total maximum enrollment of 225 students.

| Grade Level Enrollment (per grade) | | | | | |
|------------------------------------|--------|--------|--------|--------|--------|
| Grade Level | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Kindergarten | 25 | 25 | 25 | 25 | 25 |
| Grades 1 – 7 | 15 | 20 | 25 | 25 | 25 |
| Grade 8 | - | 15 | 20 | 25 | 25 |

The school’s targeted population is an economically and culturally diverse group of students geographically centered around the Conway area.

I. Educational Need – How this school is different than district public schools and will it be located in an underserved community for educationally disadvantaged, at risk students?

At Northeast Woodland, we are dedicated to nurturing a child’s capacity for imagination and independent thinking. We believe that these capacities develop best through warm human interaction and the immersion in the natural world with all of the senses fully engaged. The debilitating effect of electronic media on a child’s developing capacities are apparent to us and are well documented in independent research. This is what supports our strong suggestion to significantly reduce, if not eliminate, all electronic media in the early childhood years through sixth grade to support our school culture focused on nurturing children's natural developmental processes.

The Northeast Woodland Charter School will differ from existing public schools within the district through integration of the Waldorf educational philosophy and outdoor-focused education aimed at incorporation of movement, arts, and the natural world. In addition, we believe the predominant use of technology in nearly every aspect of student’s lives can be counterproductive to intellectual and personal development. A 2017 survey conducted by the Silicon Valley Community Foundation found among Silicon Valley parents that despite high confidence in technology’s benefits, many parents now have serious concerns about tech’s impact on kids’ psychological and social development.¹ Our aim is to take what is a growing nationwide awareness of the use of screens in elementary education and reduce technology use within the classroom until a developmentally appropriate time. The positive effects of reduced screen time are well documented with the most sought-after private school in Silicon Valley, the Waldorf School of Peninsula, banning electronic devices for under 11-year-olds. It teaches the children of eBay, Apple, Uber and Google executives.

Northeast Woodland’s curriculum embodies the recommended approach of Memorial Hospital, a member hospital of the Maine Health Network serving our local community. By promoting healthy eating, reduced screen time, and increased outdoor activity, Maine Health Network looks to address the issues at risk students face in the home and school environments. As a lifestyle, Northeast Woodland will work to address these issues with parent education, outdoor activity, movement in the classroom, and interweaving health and nutrition in all aspects of the education. <https://www.businessinsider.com/silicon-valley-parents-raising-their-kids-tech-free-red-flag-2018-2>

Our anticipated geographic location positions us at the population center of an area with below average Median Household Income (MHI). According to 2013 – 2017 community survey data, on average, the MHI of communities surrounding Northeast Woodland Charter School is only 77% of the Statewide average MHI. Our school will provide additional educational opportunity for these economically disadvantaged communities. MHI Data is attached as Appendix B. Other school options in our geographic area include: Conway Elementary School; John H. Fuller Elementary School; Pine Tree Elementary School; Jackson Grammar School; Josiah Bartlett Elementary School; Freedom Elementary School; Kenneth A Brett School; Madison Elementary School; White Mountain Waldorf School; Robert Frost Charter School; Kennett Middle School; Effingham Elementary School; Ossipee Central School; Edward Fenn Elementary School; Gorham Middle School; Brown School; Hillside School; Berlin Middle School; and Paul School.

J. Any reasons why the prospective board of trustees believes RSA 194-B:3, XII relative to a shortening of deadlines may apply to this case.

Due to the strict requirements of RSA 194-B:8, II, any facility will need to be built or brought up to code to comply with all state and federal health and safety laws, rules, and regulations meeting the requirements of ED 321.23(u) and (v). Because of the importance of the physical space in the future success of the school, we ask for an expedited decision regarding the application of Northeast Woodland Charter School so as to enable the timely acquisition and/or retrofit of an appropriate space.

SECTION 4 Governance

A. Governing Board: roles, responsibilities, qualifications, skill set, experience.

Our governing board will consist of a diverse representation of community leaders and stakeholders with successful organizational, business, and educational experience to ensure that the school is built with a strong foundation with a broad reach throughout the surrounding community.

(1) The Founding Board (“Trustees”)

Northeast Waldorf Education Foundation (NWEF) is a nonprofit entity established for the purpose of promoting the benefits of Waldorf education by creating and sustaining a Waldorf Inspired Public Charter School in the Mount Washington Valley Region. The NWEF Board are the founding members of the Northeast Woodland Charter School and will therefore serve as Trustees. The Trustees will serve as custodians of the Mission and Vision for Northeast Woodland, provide high-level fiscal and legal oversight and guidance to the Northeast Woodland School Board, and foster community support and seek out fundraising opportunities for the school. The Trustees will work with a goal for the transition of direct leadership to take place in the months prior to the opening day of school.

Both the Trustees and Northeast Woodland School Board will regularly meet jointly before, during and after the transition to ensure continuity of Governance from the intended Mission and Vision for the school.

The Trustees shall receive and review regular reports from the Board demonstrating adherence to the mission set forth in the School Charter and a sustainable fiscal trajectory. Following the initial transition period, trustees will continue to meet quarterly or as needed and continue to serve as oversight for the school's health as well as the fundraising foundation for the long-term success of Northeast Woodland.

Brief biographical information of the Northeast Waldorf Education Foundation Executive Board members is attached as Appendix C.

(2) Northeast Woodland Charter School Board

In accordance with RSA 194-B: 5, Northeast Woodland Charter School will be governed by a School Board ("Board") no less than five members and no more than nine whom will be responsible for maintaining oversight of school operations. The Board has a statutory responsibility for reporting progress and achievement of Northeast Woodland's stated goals.

The Board shall have direct oversight of School operations and work through the Head of School to ensure the vision, mission, and financial health of the School supports the values set forth by the founding members in accordance with guidance from the Trustees. The Board shall have the responsibility to enter into contracts for, approve payments from, and borrow against the credit of the School. The Board shall also have the authority to hire and/or terminate personnel.

The President of the Northeast Woodland Charter School Board will be responsible for the following as described in the NWEF bylaws:

It shall be the responsibility of the President, in general, to supervise and conduct all activities and operations of the Northeast Woodland Charter School, subject to the control, advice and consent of the Trustees. The President shall keep the Trustees completely informed, shall freely consult with them in relation to all activities of the Northeast Woodland, and shall see that all orders and/or resolutions of the Board are carried out to the effect intended. The Trustees may place the President under a contract of employment where appropriate. The President shall be empowered to act, speak for, or otherwise represent the Northeast Woodland Charter School between meetings of the Board. The President, at all times, is authorized to contract, receive, deposit, disburse and account for all funds of the Northeast Woodland Charter School, to execute in the name of Northeast Woodland Charter School all contracts and other documents authorized either generally, or specifically by the Board to be executed by the Northeast Woodland Charter School, and to negotiate any and all material business transactions of the Northeast Woodland Charter School.

The Vice-President shall have the powers and duties of the President in his/her absence or for the duration of the disability, and any other powers and duties assigned by the Board.

The Secretary shall keep a true record of each Board meeting, make any required reports to the State of New Hampshire, and carry out duties as required by law.

The duties of the Treasurer of Northeast Woodland Charter School are outlined in the New Hampshire statutes relating to public schools.

(3) Committees

The Board will develop subcommittees as it deems necessary to pursue specific topics and report back to the Trustees for action. Initial subcommittees will include: start-up, board recruitment, strategic planning, finance, curriculum development, personnel, outreach, technology, and others as needed.

The Trustees may authorize one or more of its members to serve on a School Board committee. A quorum of the Board shall hold the authority for selecting and naming the Committee Chair person. No opinion, decision, or commitment on behalf of the Board however, can be made by a Board representative or subcommittee without Board authorization.

B. Method by which trustees and their terms are determined

(1) NWEF Trustees

The Board of Trustees shall consist of no less than five members. Initially, membership on the Trustees will be filled by the Founding Members of the NWEF and the Northeast Woodland Charter School. Trustees shall have no term limits. Vacancies on the Board of NWEF shall be filled by appointment of remaining Board members. Members on the Board of NWEF are deemed Trustees of the Northeast Woodland Charter School by virtue of their status as a NWEF Board member.

(2) Northeast Woodland Charter School Board

NWEF, as the founding organization, shall appoint the initial President of the School Board for Northeast Woodland and will assist in the selection of additional School Board members. Board member selection will be based on personal and professional background and a commitment to Northeast Woodland vision and mission, support, and sustainability. As vacancies arise, remaining Trustees will appoint new Board members whose educational vision most closely aligns with the mission and vision for the Northeast Woodland Charter School.

The Board shall consist of no less than five members, with a maximum of nine. Three of the Board positions shall have alternating three-year terms; two of the Board positions shall have alternating two-year terms; and the remaining positions shall have one-year terms. The Board membership is further outlined in the table below:

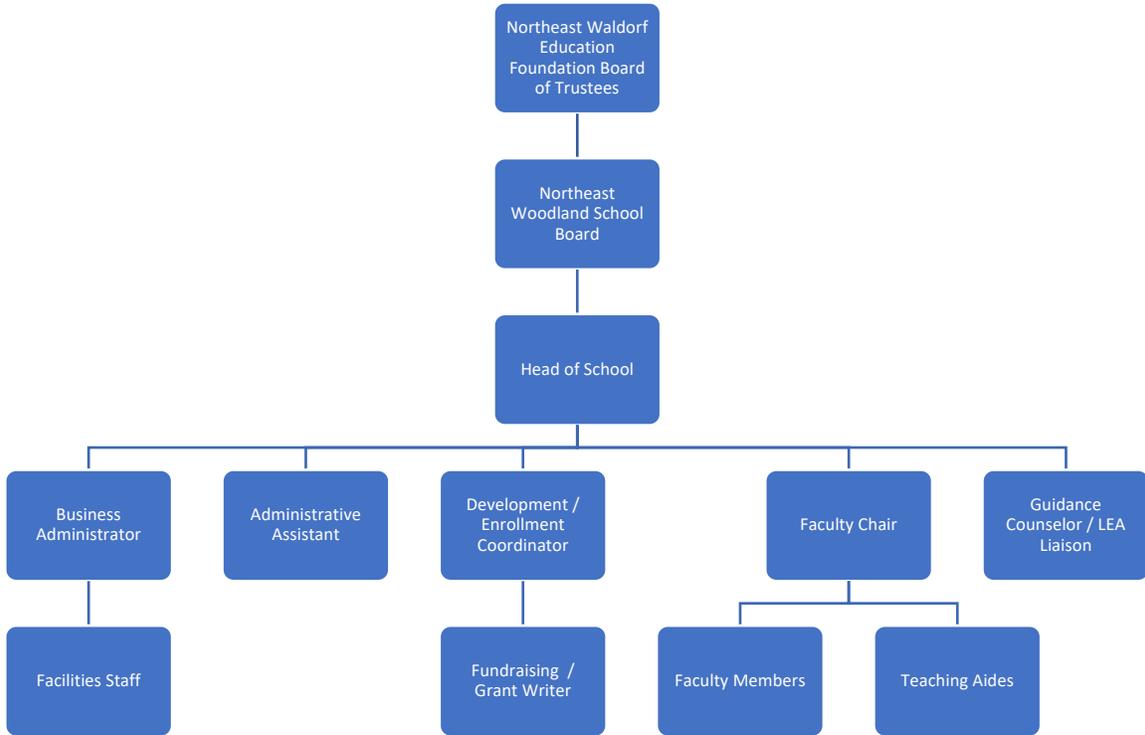
| Board Term | Membership |
|---------------------|--|
| (3) Three-year term | (2) Community Representative (1) Parent |
| (2) Two-year term | (1) Local Education Representative (SAU 9) (1) Parent |
| (4) One-year term | (1) Upper Grades Faculty Representative (1) Lower Grades Faculty Representative (2) Parent or Community Representative |

C. Board of Trustees By-Laws

The bylaws of the Northeast Waldorf Education Foundation Board of Trustees and the Northeast Woodland Charter School Board are attached as Appendix D.

D. Organizational Structure and Growth Plan

The organizational chart for Northeast Woodland Charter School is as follows:



In addition to the descriptions provided above for the Trustees and Board, key responsibilities and qualifications for faculty and staff at Northeast Woodland Charter School are outlined in Section 6d. As the School grows, faculty and administrative staff will be added to support School needs.

E. Fundraising Plan

Northeast Woodland Charter School understands that fundraising will be a necessary part of establishing, growing, and maintaining our school. For our fundraising to be successful we will have the school staff, development committee, parents and students all involved with fundraising ventures. Initially a capital campaign will be undertaken by NWEF with help from professional grant writers to engage educational philanthropists, both local and outside of our community, who align with our goals.

(1) Development Committee:

The Development Committee's primary responsibility is to raise non-grant funds to support the school and its mission. They will develop annual and multi-year fundraising plans to generate enough funds to satisfy the non-public, non-grant fundraising goal in support of the School budget. They will coordinate the fulfillment of the plan with the efforts of staff, parents, and other volunteers.

The Development Committee will also work to systemize the charter school donation process for different categories of benefactors such as individuals, corporations, and foundations; develop sub-committee to carry out fundraising events; and continuously work to identify new prospective donors.

(2) School Staff:

Staff will assist with applying for foundation and corporate grants. They will also volunteer at events and tap their network of friends and family as potential donors.

(3) Parents/Caretakers:

As parents are some of the main stakeholders in the success of their children's school, they will be a great pool of talent from which to recruit volunteers, especially for events.

(4) Fundraising Events:

Northeast Woodland Charter School will have annual fund drives, capital campaigns, as well as fundraising for specific projects. Each fundraising campaign we develop will have a clear scope and steps to be sure that our goals will be achievable.

Northeast Woodland Charter School will identify potential donors to which the school's mission and values have particular appeal. We will be appealing to the following:

- Individual donors
- Foundation Grants
- Corporations
- Government Grants

Events are a critical component for raising awareness for the school in the wider community and will be included as a main focus in our fundraising plan. We plan to implement a large annual auction as well as a few other large events that will become locally known as the Northeast Woodland Charter School's fundraising events.

(5) Campaign Effectiveness:

Finally, we will have a semiannual evaluation of each campaign to determine best practices and potential areas for improvement. For each fundraising operation, we will look at our ROI, our growth rate, retention rate, and average gift amount.

F. Grievance/complaints Process or Policy

Grievances and complaints shall be brought before a subcommittee of the Board for hearing. This subcommittee will make recommendations to the full Board for action regarding the grievances and/or complaints brought forth. Grievances and/or complaints against the Board shall be brought to the NWEF Trustees.

Additionally, policies for School Board Governance and Operations, Records Retention, Promoting School Safety (including reporting of suspected abuse or neglect, sexual harassment as detailed in Ed 303.01(j) and (k), RSA 193-F pupil safety and violence prevention, RSA 126-U, limiting the use of child restraint practices), and developmentally appropriate daily physical activity pursuant to Ed 310 will be developed upon authorization by the State Board of Education and made publicly available prior to opening.

SECTION 5 Education Plan

A. Curriculum and Instruction that meets or exceeds the state standards in the subject areas offered; clearly defined, research-based with evidence of effectiveness.

Northeast Woodland Charter School will use a curriculum inspired by Waldorf Education and adapted for public use by the Alliance of Public Waldorf Schools as the basic curriculum structure for kindergarten through grade eight. Areas of study include Language Arts, Foreign Language, Literature, History, Geography, Sciences, Mathematics, Art, Textile Crafts, Gardening, Outdoor Education, Drama, Music, and Movement. Teachers utilize activities designed to allow each child an intellectual, emotional, and physical (thinking, feeling, and willing) connection with the material. The breadth of the curriculum is supported by the work to deepen each child's capacity for self-reflection that leads, in turn, to the birth of independent thought and abstract reasoning. State standards are incorporated into the curriculum in an age appropriate manner. Attached as Appendix E (Alliance for Public Waldorf Education Handbook Part II) are a grade by grade description of Northeast Woodland Charter School's curriculum.

Education in the outdoors is an integral part of Waldorf philosophy and Northeast Woodland Charter School intends to highlight this aspect of the curriculum. In the kindergarten, for example, that means long walks and outdoor exploration. These outings help children gain awareness of the cycles of nature, build social skills, and develop fine and gross motor skills that support future academic growth. Students learn about our ecosystem, work with tools in the garden, cook with fresh produce, and will share a harvest meal with their class.

Grade school students learn from experts in the field, from foresters to marine scientists. In third through eighth grades, they are also challenged with exciting excursions into wilderness areas and farmland. Field trips complement academic studies such as botany, geology, and astronomy, and help students learn about cooperation, personal responsibility, and environmental stewardship.

The breadth of Northeast Woodland Charter School's curriculum will be delivered to its students during a two-hour main lesson each morning where all academic subjects, except specialties, are taught on a block rotation. During this two-hour class period teachers will employ a three-day rhythm consisting of content delivery, verbal recall, and illustration and/or composition of the core content. The block rotations vary from three to six weeks allowing teachers to cover curriculum intensively and economically, with the fullest immersion possible, meeting each individual student's educational needs.

B. Current research for selecting the curriculum.

Growing a Waldorf-Inspired Approach in a Public School District

By Diane Friedlaender, Kyle Beckham, Xinhua Zheng, and Linda Darling-Hammond

Attached as Appendix F

Stanford found significantly higher positive student achievement outcomes on standardized state assessments by Waldorf students, greater engagement and significantly lower disciplinary action and truancy. These results held across the subsets of African American, Latino and socio-economically disadvantaged students. They also accounted for the initial lag owing to the planned Waldorf progression in education.

Connecting the Known and the Unknown in a Waldorf Classroom

Research on Steiner Education Vol 7, No. 1 (2016) Attached as Appendix G

This paper focuses on the role that narrative methodology plays in the introduction of new content knowledge. You will read about known knowledge (prior skills), unknown knowledge (new skills that are yet to be acquired), and narrative methodology and how these three aspects connect. The process of going through to discover this connection, allows us to explore many different areas of research, the two most important areas being the concrete region and the abstract region. When introducing new content, these two regions, together with the use of narrative methodology, play a vital part in the child's understanding of the work. All of the above share an intricate connection.

'Rhythms in Education and the Art of Life'

Lefebvre, Whitehead and Steiner on the Art of Bringing Rhythmical Transformations into Teaching and Learning – By Arve Mathisen Attached as Appendix H

This article discusses rhythms in education, a topic that has thus far been taken up in educational research or thinking only to a limited degree. Gert Biesta has pointed to how temporal notions such as change, learning and development are often connected to a simplified, linear conception of time and to a one-sided rationalized view of education (Biesta, 2013). By focusing on the rich variety of rhythms in teaching and learning, these articles have let other dimensions of time come to the fore. The first article gives a brief overview of research on rhythms in education, and introduces Alfred North Whitehead and Henri Lefebvre's thoughts on rhythms. The second article presents Rudolf Steiner's ideas on this topic, and concludes with a discussion of all three approaches with regard to ideas relevant for today's classrooms.

C. Statement that the school will have available information about its curriculum and policies to all persons, parents, and students considering enrollment.

The Northeast Woodland Charter School will make available information about its curriculum and policies for all persons, parents, and students considering enrollment contained within the school's handbook, which will be accessible online as well as in hard copy form in the office. Additionally, tours will be available to prospective parents and discuss the campus and curriculum.

D. Measurable academic goals, objectives, and timeline for accountability

Northeast Woodland Charter School's academic goals and objectives are laid out in great detail in Appendix I (Learning Goals and Objectives). In short, the curriculum will use the outdoor environment and Waldorf philosophy to awaken the wonder of learning in all students while fostering community connection and involvement. These goals and objectives are integral to our mission and vision, and will be engrained into the school culture from day one.

E. Performance standards

As a member of the Alliance for Public Waldorf Education the Northeast Woodland Charter School is provided with a guide incorporating the Common Core Learning Standards into its Waldorf-inspired curriculum, which are attached as Appendix J (Alliance for Public Waldorf Handbook Part III)

F. Achievement tests to be used to measure academic and other goal achievement, including, but not limited to, objective measures of literacy and numeracy competencies, including spelling, reading, expository writing, history, geography, science, and mathematics.

Measurement of student achievement will comply with RSA 194-B:8,V, which states "At least annually, and near the end of each school year, a chartered public school shall evaluate the educational progress of each pupil, as specified in RSA 194-B:3 II(h). Such evaluation shall include, but not be limited, to the New Hampshire statewide education improvement and assessment program, as provided in RSA 193-C. The cost of the state assessment program shall be borne by the state."

Student achievement will initially be measured using current mandatory State Assessment System (SAS) testing in grades three and eight, with accommodations for students with learning challenges. Our ultimate goal, however, is to enroll in the Performance Assessment for Competency Education (PACE) program as soon as possible.

Assessments at Northeast Woodland Charter School are used to advance learning by providing useful feedback to teachers and students, which are built into the process of teaching and learning. A variety of formative assessments are used throughout the school year, embedded into each learning block. Achievement tests will be developed by faculty in concert with Alliance for Public Waldorf Education guidance and used to measure academic and social developmental goals to include objective measures of literacy and numeracy competencies, spelling, reading, expository writing, history, geography, science, and mathematics. Achievement tests and/or formative assessments are used together with a full evaluation of each student's progress provided in the form of an end of year narrative assessment in all subject areas. These assessments are supported by mandatory parent/teacher conferences and class meetings throughout the year.

In addition, communication of explicit learning goals to students (for the course, unit, activity, or assignment) will ensure that students become informed, engaged, self-reflective and self-motivated learners. Teachers and students may work collaboratively, developing criteria identifying the key qualities and indicators of success on assignments; concrete teacher and peer comments may guide improvement during the process; and students may become empowered self-evaluators of their own learning, performance, progress, and growth. Although students self-monitor as they grow, this type of conscious self-assessment is introduced slowly and with great care as developmentally appropriate in ways that foster student engagement, empowerment, and growth.

G. 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.

H. Academic Achievement Data Management System

Northeast Woodland Charter School intends to use software which has been developed with a specific focus for use in Waldorf schools and encompasses a wide variety of measurement metrics. With BigSIS (www.bigsis.com) software, teachers work online through the teacher portal to write grades and reports, curriculum summaries (descriptions), and allow proofreaders direct access. Parents and students can access assignments, documents, and in-progress reporting.

The Student Reports & Grades module is part of the teacher portal. Teachers may log in, view their courses and write narrative progress reports (alternatively, end-of-year reports, end-of-semester reports, or report cards) for each student, including an option to fill out a rubric-style matrix assessment.

These reports are stored in the student’s record and may be printed out for parents with ease or released to the parent portal to give parents access to them online. Finally, class teachers, room parents, and advisors may be given access to view reports for an entire grade as well as email parents and students.

I. Daily/weekly Schedule Sample

| | Monday | Tuesday | Wednesday | Thursday | Friday |
|---------------|----------------------|------------------|----------------------|------------------|----------------------|
| 8:00 – 10:00 | Main Lesson | Main Lesson | Main Lesson | Main Lesson | Main Lesson |
| 10:00 – 10:30 | Snack/Recess | Snack/Recess | Snack/Recess | Snack/Recess | Snack/Recess |
| 10:30 – 11:15 | Handwork | Extra Main LA | Handwork | Extra Main LA | Extra Main LA |
| 11:15 – 12:00 | Extra Main Art | German | Extra Main Art | German | German |
| 12:00 – 1:00 | Lunch/Recess | Lunch/Recess | Lunch/Recess | Lunch/Recess | Lunch/Recess |
| 1:00 – 1:45 | Extra Main Math | Wood Work | Extra Main Math | Wood Work | Extra Main Math |
| 1:45 – 2:30 | Outdoor Education | Music | Outdoor Education | Music | Outdoor Education |

J. Supplemental Programming

Supplemental programming needs will be evaluated and implemented based on the unique needs of enrolled students. We anticipate teaching aides and specialty subject faculty providing additional supplemental programming capacity throughout the School.

SECTION 6 School Operations Plans

A. Admissions Procedures

Northeast Woodland Charter School provides an outdoor focused, tuition-free educational opportunity not available in a traditional public school setting to students within the Mount Washington Valley region and beyond. Our admission procedures shall not discriminate or violate individual rights as prohibited by law. We believe that our school community is strengthened by diversity and welcome all students and families wishing to achieve personal and academic growth through our unique educational offerings.

(1) Student Recruitment Plan

Student recruitment for Northeast Woodland Charter School has already begun in earnest through word of mouth and social media. The benefits of both Waldorf and outdoor-focused education are well known throughout our region because of the historical presence of Waldorf education in the Mount Washington Valley; participation, however, is not able to match demand for the Waldorf educational experience due to affordability.

Once the charter approval process is complete, print and radio advertising will be incorporated to both build awareness of the school's existence, but also to educate as many families as possible on the substance and benefits of our educational philosophy. Northeast Waldorf Educational Foundation will work to establish a strong presence at community events – especially those with a focus on young children and/or outdoor activities – to raise awareness of this new educational opportunity and generate initial enrollment. This strong community presence will be maintained moving forward by the Northeast Woodland Charter School to solidify our presence as a pillar of the educational community in the Mount Washington Valley.

NWEF anticipates as many as 12 initial students will be children of founding members.

Our admissions process begins through dissemination of information about our mission, philosophy, and curriculum via word of mouth, print, and electronic media. Prospective students and families will have the opportunity to attend informational sessions to ask questions and become more familiar with our educational approach. Families may also request individual meetings with Northeast Woodland faculty, staff, and/or trustees to further inform their decision on school choice. Although public Waldorf-inspired education may be new to the Mount Washington Valley, area families and educational professionals are keenly aware of the benefits of a Waldorf education thanks to more than thirty years of tangible educational success stories. In the economic climate of the Mount Washington Valley, however, the vast majority of families are unable to afford tuition associated with private Waldorf education.

(2) Enrollment & Registration Policies

Northeast Woodland Charter School admission procedures shall not be used to discriminate or violate individual civil rights in any manner prohibited by law. Previous attendance at any other school shall entitle any applicant to priority admission – we believe that our school community is strengthened by diversity and welcome all students and families wishing to achieve personal and academic growth through our unique educational offerings. Families wishing to enroll students at Northeast Woodland will be required to submit a complete application that includes an agreement indicating their understanding of the school's mission and other expectations as part of the admissions process. The deadline for applications will be in late March to give families ample notice and will be clearly defined on the Northeast Woodland website and on the application itself.

- If, at the application deadline, the number of spaces available is greater than the number of applications received, all qualified applications will be accepted for enrollment.
- If, at the application deadline, the number of spaces available is less than the number of qualified applications received, a lottery will be conducted with all qualified applicants, beginning at the highest grade level offered by the school and then continuing sequentially to lower grades finishing at kindergarten, the hierarchy for admission priority will be assigned as follows:
 - 1) Siblings of existing students shall receive first priority for admission;

- i. If a student is selected in the lottery for admission, any younger siblings who are also qualified applicants are automatically granted admission if space in their grade level is available.
 - ii. If there are more qualified applicants who are siblings of existing students than there are available spaces, the siblings shall be subject to a lottery to determine award of available spaces. Siblings not awarded admission shall be placed at the head of the waiting list according to their lottery position.
- 2) Children of Northeast Woodland faculty, staff, and Founding Members shall receive 2nd priority;
 - 3) Students residing in New Hampshire shall receive absolute priority over out-of-state tuition students;
 - 4) Remaining spaces shall be filled by a blind lottery; and
 - 5) Students not receiving admission through steps 1 – 4 above shall be placed on a waiting list in the order their qualified application was received and be offered admission in that order as space becomes available.
 - 6) If the number of students meeting any of the criteria 1-5 above exceeds the number of spots available, the students meeting that hierarchical criteria will be subject to a random lottery to fill available spots.
- Following the application deadline, qualified applications will be accepted on a rolling admission basis until all spots are filled.
 - If, after the application deadline, the number of qualified applications is greater than the number of spaces available, qualified applications shall be placed on a waiting list and given the following priority:
 - 1) Siblings of existing students shall receive first priority for admission from the waitlist;
 - a. If space opens and a student is admitted from the waiting list, any younger siblings of that newly admitted student who are also qualified applicants on the waiting list are automatically moved to the head of their respective waiting list.
 - 2) Children of Northeast Woodland faculty, staff, and Founding Members shall receive 2nd priority on the waitlist;
 - 3) Students residing in New Hampshire shall receive absolute priority over out-of-state tuition students;
 - 4) Qualified applications received earlier shall have higher priority than those received later; and
 - 5) Qualified applications on the waitlist shall roll over from one year to the next. Families on the waitlist will be contacted to reaffirm that they still want a space at the school.

- 6) If the number of students meeting any of the criteria 1-5 above exceeds the number of spots available, the students meeting that hierarchical criteria will be subject to a random lottery to place them on the waiting list.

Once admitted to Northeast Woodland, enrolled students in good standing are not subject to the enrollment lottery and are automatically offered space in the school. Families of enrolled students will be asked to sign and submit a letter of intent to re-enroll by an established date prior to the enrollment lottery. Students who have unenrolled from the school and wish to re-enroll must reapply subject to the above procedure.

(3) Application Eligibility Criteria

Students are eligible for enrollment at Northeast Woodland if they:

- Have submitted a complete application for enrollment, including the signed agreement acknowledging the mission and educational philosophy of the school, and
- Have provided proof of physical examination, a copy of their birth certificate, and proof of residency.

B. School Calendar and the number and duration of days pupils are to be served.

Northeast Woodland Charter School will closely mirror the school calendar and schedule of School Administrative Unit 9 to maximize synergy with existing school transportation and extracurricular activity schedules and to comply with the requirements of NH Ed 306.18. The 2020-2021 school year calendar will be determined no later than 30 days following the publishing of the school calendar by SAU 9. The 2019-2020 SAU 9 calendar is attached in Appendix N.

C. Staffing Overview, including qualifications sought for professionals and paraprofessionals, administrators, teachers

Northeast Woodland Charter School will strive to employ highly qualified faculty and administrative staff meeting State of New Hampshire requirements with a keen interest and background in the Waldorf educational approach. Ideal qualifications for individual faculty positions include:

- Lead Professional Teachers should have a state teacher certification and Waldorf teacher training;
- Paraprofessionals should have a bachelor degree in education or related field;
- Remedial Teachers should have a Master's degree in Special Education and/or an equivalent Waldorf training in Remedial Work; and
- All teachers will be striving to develop their teaching capacities through continued education and/ or credited conferences and workshops throughout the year.

See Section 6d below for a more detailed description of staffing qualifications for each position.

D. Employee job description/responsibilities

(1) Head of School

Job Description: The Head of School shall be the chief administrator of the School and report directly to the Board. Responsibilities include supervisory oversight of the Business Administrator, Administrative Assistant, Development Coordinator, Faculty (through the Faculty Chair), and Guidance/Support staff. The Head of School shall implement the vision and mission of the School under the direction of the Board.

Qualifications & Experience: The Head of School should have a minimum of a Master's degree in the field of education and a minimum of 5 years' experience in public school or Waldorf school administration with a demonstrated track record of successful school leadership.

(2) Business Administrator

Job Description: The Business Administrator is responsible for financial administration of the School and oversight of school facilities and facilities staff. The Business Administrator reports directly to the Head of School.

Qualifications & Experience: The Business Administrator should have a degree in accounting, finance, business administration, or education and have a minimum of 5 years' experience of educational organization financial management.

(3) Administrative Assistant

Job Description: The Administrative Assistant provides administrative support to all School staff as needed and as directed by the Head of School.

Qualifications & Experience: The Administrative Assistant should have a minimum of 3 years' experience in a fast-paced office setting with a demonstrated track record of exceptional organization and customer service skills.

(4) Development / Enrollment Coordinator

Job Description: The Development / Enrollment Coordinator reports directly to the Head of School. Responsibilities include management of School marketing, fundraising, and student enrollment. This position coordinates with and/or provides supervisory oversight for professional grant writing staff and volunteer fundraising efforts.

Qualifications & Experience: The Development / Enrollment Coordinator should have a strong background in recruitment, marketing, and/or fundraising, and have strong ties to the Mount Washington Valley business and educational community. The ideal candidate will have a demonstrated track record of fostering growth at places of previous employment.

(5) Faculty Chair

Job Description: The Faculty Chair is chosen by the Faculty to serve in a leadership position reporting directly to the Head of School. This position works closely with the Head of School to support Faculty in the successful implementation of curriculum in support of the School mission, vision, and educational goals.

Qualifications & Experience: The Faculty Chair will be selected by the Faculty based on their experience with and understanding of the educational philosophy of the school and educational needs of the students.

(6) Guidance Counselor / LEA Liaison

Job Description: The Guidance Counselor / LEA Liaison works under the direction of the Head of School and in collaboration with Faculty to support the special education and counseling needs of students at the School, including being the point of contact for the LEA and coordinating support services between the LEA, the School, and families of students.

Qualifications & Experience: The Guidance Counselor / LEA Liaison should have an educational degree with a focus on school counseling, special education, or other relevant field. The ideal candidate will also have or be able to establish strong working relationships with the local educational community.

(7) Grant Writer

Job Description: Develop proposals and familiarize themselves with Northeast Woodland's programs, goals and financial needs. Identify potential funding sources and compile all the information needed to submit proposals on the school's behalf.

Qualifications & Experience: A qualified Grant Writer should have 2 or more years of experience grant writing and hold a Bachelor's degree in English, journalism, communications or Marketing. Non-profit experience a plus.

(8) Office Assistant

Job Description: The Office Assistant will perform clerical tasks, answer phones, and sort mail. Other duties will include assisting the administrative assistant with preparing documents, organizing files, managing existing documents, and generally keeping the office organized, tidy, and running smoothly.

Qualifications & Experience: The Office Assistant should have a minimum of a high school diploma and experience working in an office setting. Strong communication skills are a must. Ability to work with limited supervision and familiarity with Microsoft Office a plus.

(9) Custodian

Job Description: The Custodian is responsible for cleaning, maintenance, and safety of the school facility including interior classroom and office space, as well as exterior landscaping.

Qualifications & Experience: The Custodian should have a strong work ethic and be highly self-motivated. Custodial experience a plus.

E. The total number of teachers and the average teacher/student ratio for the first 5 years.

See Table 1 on the following page.

Table 1: Projected Students, Teachers, & Ratios for Years 1 – 5

| Grade Level | Year 1 (2020) | | | Year 2 (2021) | | | Year 3 (2022) | | | Year 4 (2023) | | | Year 5 (2024) | | |
|--------------|---------------|----------|--------|---------------|----------|--------|---------------|----------|--------|---------------|----------|--------|---------------|----------|--------|
| | Students | Teachers | Ratio |
| Kindergarten | 25 | 2 | 12.5:1 | 25 | 2 | 12.5:1 | 25 | 2 | 12.5:1 | 25 | 2 | 12.5:1 | 25 | 2 | 12.5:1 |
| Grade 1 | 15 | 1.43 | 10.5:1 | 20 | 1.38 | 14.5:1 | 25 | 1.38 | 18.1:1 | 25 | 1.38 | 18.1:1 | 25 | 1.38 | 18.1:1 |
| Grade 2 | 15 | 1.43 | 10.5:1 | 20 | 1.38 | 14.5:1 | 25 | 1.38 | 18.1:1 | 25 | 1.38 | 18.1:1 | 25 | 1.38 | 18.1:1 |
| Grade 3 | 15 | 1.43 | 10.5:1 | 20 | 1.38 | 14.5:1 | 25 | 1.38 | 18.1:1 | 25 | 1.38 | 18.1:1 | 25 | 1.38 | 18.1:1 |
| Grade 4 | 15 | 1.43 | 10.5:1 | 20 | 1.38 | 14.5:1 | 25 | 1.38 | 18.1:1 | 25 | 1.38 | 18.1:1 | 25 | 1.38 | 18.1:1 |
| Grade 5 | 15 | 1.43 | 10.5:1 | 20 | 1.38 | 14.5:1 | 25 | 1.38 | 18.1:1 | 25 | 1.38 | 18.1:1 | 25 | 1.38 | 18.1:1 |
| Grade 6 | 15 | 1.43 | 10.5:1 | 20 | 1.38 | 14.5:1 | 25 | 1.38 | 18.1:1 | 25 | 1.38 | 18.1:1 | 25 | 1.38 | 18.1:1 |
| Grade 7 | 15 | 1.43 | 10.5:1 | 20 | 1.38 | 14.5:1 | 25 | 1.38 | 18.1:1 | 25 | 1.38 | 18.1:1 | 25 | 1.38 | 18.1:1 |
| Grade 8 | 0 | 0 | N/A | 15 | 1.33 | 10.9:1 | 20 | 1.38 | 14.5:1 | 25 | 1.38 | 18.1:1 | 25 | 1.38 | 18.1:1 |

F. A statement that the school shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a.

Northeast Woodland Charter School shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a.

G. Personnel compensation plan, including provisions for leaves and other benefits, if any.

As a charter school, Northeast Woodland Charter School anticipates the need to budget with disciplined spending. We believe that the budget we have outlined fully supports our faculty with industry standard wages, health care coverage, and retirement benefits, as well as continued education support. By tailoring the compensation plan to the individual needs as well as the individuals experience level, we feel we can attain and maintain an attractive work environment staffed by highly qualified and motivated personnel while working within the constraints of our budget.

(1) Salary

School administration and full-time teachers shall be paid an annual salary on a bi-weekly basis. Part time staff will be paid at an hourly rate for time worked.

(2) Leave

Northeast Woodland will publish an annual calendar outlining school holidays and vacations for which the school will not be open. Salaried employees will receive an additional three (3) paid personal leave days and five (5) sick days per year.

(3) Other Benefits

Northeast Woodland Charter School will offer full-time salaried employees health insurance as a specific insurance plan provided by the school with an employee contribution. Full-time salaried employees will also be offered a retirement plan (e.g., 401(k), 457(b), or New Hampshire Retirement System) to be determined.

H. Administration Performance Evaluation

Northeast Woodland Charter School will conduct performance evaluations for administration positions on an annual basis. Administration performance will be evaluated based on their position. If an administration position is found to be underachieving in its performance recommendations for improvement will be made by the Board. The power to dismiss any administrator other than the Head of School based on the school's needs or expectations not being met will be held by the Board. Performance evaluation, discipline, or termination of the Head of School shall require action of both the Board and the NWEF Trustees.

I. Teacher Performance Evaluation

Northeast Woodland Charter School will conduct performance conversations/coaching for teachers on a continual basis, with regularly scheduled (quarterly or monthly) one-on-one sessions with their supervisor/mentor. These sessions will serve to proactively develop teacher achievement throughout the academic year.

Teachers will also receive an annual evaluation by the Head of School and Faculty Chair in which current year progress is discussed and goals will be developed for the following year. The power to dismiss any teachers based on the school's needs or expectations not being met will be held by the Board following due process upon recommendation from the Head of School and Faculty Chair.

J. Professional Development

Teacher development is a cornerstone of the Waldorf educational philosophy and Northeast Woodland is committed to developing each teacher to their fullest potential. Professional development will be overseen by the Faculty Chair. In its early stages, we anticipate that Northeast Woodland Charter School will draw from both Waldorf trained and non-Waldorf trained teachers and will therefore invest heavily in Waldorf-specific teacher training. As the school matures, individual and school-wide areas for improvement will be assessed and targeted for improvement through a combination of financial support for professional development (tuition assistance and reimbursement for continuing education) and peer mentorship.

K. Philosophy of Student Governance and Discipline

Northeast Woodland Charter School believes that there is an innate desire in all students to be contributing members of their community. School culture will focus on students taking responsibility for their actions through recognition of the effects of their actions on the community at large.

The focus of student discipline will be to engage students in building the strength of our school community and understanding the importance of their role in building and maintaining the supportive nature of that community. For example, disciplinary consequences for teasing and/or bullying will involve the offending student working to strengthen the classroom community weakened by their actions. Specific disciplinary actions will be determined by the classroom teacher in conjunction with the Faculty Chair and/or Head of School as appropriate for specific offences.

L. Age appropriate due process procedures to be used for disciplinary matters including suspension and expulsion.

Northeast Woodland Charter School will use the principles outlined in section 6k above to address minor behavior and policy violations. Disciplinary measures will focus on encouraging positive behavior and School community contributions to foster a sense of belonging and ownership in the health of the School community. All disciplinary action at Northeast Woodland will follow due process to be developed by faculty and staff and clearly articulated to all members of the school community.

Northeast Woodland Charter School will develop full disciplinary due process by which pupils can be suspended or expelled as outlined in Appendix K (Education Law Center publication "Student Discipline Rights and Procedures: A Guide for Advocates").

M. Student Transportation plan, both inside and outside of district, including reasonable provisions from the charter school's own resources for transportation of pupils residing outside the district in which the charter school is physically located.

Northeast Woodland Charter School will comply with all State of New Hampshire charter school provisions governing transportation, including Section 194-B:2,V, RSA 189:6, and RSA 189:8. Specifically, transportation to Northeast Woodland will be provided to students who reside in the district where Northeast Woodland is located by the district on the same terms and conditions as provided for non-chartered public schools in the district, utilizing the same regular bus schedules and routes that are provided to pupils attending non-chartered public schools within that district; Northeast Woodland Charter School will bear any additional cost to transport Northeast Woodland students who reside within the district as billed by the district.

Northeast Woodland anticipates selecting a permanent physical location to maximize synergy with existing SAU 9 transportation routes, allowing students to ride existing SAU 9 bus routes for transportation to the school. Students residing outside the district boundary will be responsible for arranging their own transportation to and from the school. Northeast Woodland Charter School will use an internet-based application to connect families and facilitate ride sharing and/or carpooling to ease the burden of transportation on families and the local environment.

N. Student, Staff Handbooks

Upon application approval, Northeast Woodland will finalize and adopt student and staff handbooks.

O. Student Information System

Northeast Woodland Charter School will utilize BigSIS for its student information system. This software platform maintains and reports the full suite of student record keeping, including maintenance and reporting for historical academic performance. For more information on the capabilities of BigSIS, visit <https://www.bigsis.com/features>.

SECTION 7 Meeting Student Needs

A. Special Education: Method of coordinating with a pupil's 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 children with disabilities.

In accordance with RSA 194-B:8,I Northeast Woodland Charter School shall not discriminate against any child with a disability as defined in RSA 186-C. We believe the education provided by Northeast Woodland can benefit all students, regardless of disability status. Northeast Woodland will collaborate with LEAs from each sending district and the parents and/or legal guardians of special needs students, working together to identify and implement practices to meet special education needs for our students.

NH RSA 194-B:11, III(a) 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 resident district and shall retain all current options available to the parent and to the school district.” Any federal or other funding available to the sending district shall, to the extent and in a manner acceptable to the funding source, be directed to a Northeast Woodland on an eligible per pupil basis.

Northeast Woodland Charter School recognizes the critical role and responsibilities of the LEA in successful implementation and administration of individual IEPs. A liaison from Northeast Woodland will collaborate with LEAs from sending school districts on matters pertaining to individual students’ needs. Specific responsibilities of the Northeast Woodland liaison will include:

- Notify and collaborate with the LEA when an individual student may require referral for services or accommodations.
- Supply information about Northeast Woodland to the sending district, parents or legal guardians, service agencies, and other members of a student’s potential IEP team.
- Receipt and review of IEPs from the LEA, including review of each IEP with teachers and staff involved in implementation.
- Maintain contact lists for all service providers related to IEPs.
- Coordination and communication with the LEA, parents, faculty, and staff to ensure consistent implementation of IEP services during school hours.
- Provide concerns and/or recommendations to the LEA liaison about IEP implementation.
- If requested, attend meetings with the LEA, parents, faculty, and/or staff to review the IEP and/or educational status of students.

B. Other educationally disabled and economically disadvantaged/at risk includes:

Northeast Woodland Charter School will provide support services as needed to support the following disadvantaged/at risk populations:

- (1) Educationally Disadvantaged
- (2) English Language Learners (ELL)
- (3) Neglected or Delinquent
- (4) Homeless Students
- (5) Migrant and Refugee populations

C. Additional Academic support and credit recovery: strategies for improving student achievement and closing achievement gaps

Northeast Woodland Charter School will incorporate strategies for improving student achievement and closing achievement gaps through ongoing evaluation of student achievement data, available resources, and additional resources, strategies, and actions that may be needed. Federal title programs will be identified for which our school meets eligibility requirements; where Federal title monies are not available, actions will be taken to provide supplemental services like after school tutoring to support student achievement. Specific areas of focus will be based on National Education Association guidelines, and include:

- Enhanced Cultural Competence
- Comprehensive Support for Students
- Outreach to Students' Families
- Extended Learning Opportunities
- Classrooms that Support Learning
- Supportive Schools
- Strong District Support
- Access to Qualified Staff
- Adequate Resources and funding

D. Federal Title Programs

Northeast Woodland Charter School will endeavor to secure funding through Federal title programs at every opportunity to both enhance the education of the students and maximize leverage of State funding toward improvement of student education. Eligibility for specific Federal title programs will be identified based on staff and student demographics/needs.

SECTION 8 Financial Management

A. Method of Administering Fiscal Accounts and Reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant.

The Business Administrator of the School will be responsible for daily oversight of school finances under the supervision of the Head of School and School Board, including monthly financial reporting to the Northeast Woodland Board of Directors. Northeast Woodland Charter School will work with independent certified public accountants for general financial oversight and to perform fiscal audits and reports as per RSA 194-B:3 II (q). The Northeast Waldorf Foundation and the Northeast Woodland Charter School Board will meet quarterly to review the fiscal health & overall wellbeing of the school. As Trustees, the Northeast Waldorf Education Foundation's approval is required for large capital expenditures to safeguard the financial stability & alignment with the mission of the Northeast Woodland Charter School.

The Northeast Waldorf Education Foundation will remain engaged in support of the mission of the Northeast Woodland Charter School. NWEF fully understands that School success is dependent on solid long-term financial planning. Recognizing that the state per pupil allotment will not fully fund our educational goals, NWEF will develop, implement, and guide a strategic plan for fundraising, both within our community and in the greater realm of educational funding, working closely with the School Board in the name of long-term financial stability and fiscal accountability.

In addition to the Northeast Waldorf Education Foundation's contributions, Northeast Woodland Charter School will utilize local sources to offset funding that may be necessary to fulfill the gap. A development committee of families, board members, and staff will oversee & execute the fundraising plan established. See section 4E for further details. Alongside fundraising initiatives, the Northeast Woodland will also work closely with vendors & community businesses to leverage the best purchasing choices to the school's educational needs. Northeast Woodland will be working with Professional Grant Writers, a company specializing in grant writing, to capitalize the philanthropic sources available and applicable to our mission. The Northeast Woodland Charter School will hold fund drives, capital campaigns, as well as fundraising for specific projects. In addition, extracurricular activities such as afterschool programs, summer camps, and parent & family special events will be used to raise additional funding.

B. Annual Budget: including all sources of funding (also include a proposed five-year budget containing revenue and expenditures)

Northeast Woodland Charter School

Projected 5 Year Budget

| | Pre- operations | Year 1 2020- 2021 | Year 2 2021- 2022 | Year 3 2022- 2023 | Year 4 2023- 2024 | Year 5 2024- 2025 |
|---------------------------------------|--------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Grade Level | | K-7 | K-8 | K-8 | K-8 | K-8 |
| Projected Initial # Students | | 130 | 180 | 220 | 225 | 225 |
| # Classrooms to Start | | 8 | 9 | 9 | 9 | 9 |
| Teachers | | 10 | 12 | 12 | 12 | 12 |
| Aides | | 1 | 1 | 1 | 1 | 1 |
| Income | | | | | | |
| Program Revenues | | | | | | |
| Charges for Services | | 167,500 | 210,000 | 245,000 | 248,750 | 248,750 |
| Operating Grants and Contributions | | 75,500 | 75,500 | 75,500 | 75,500 | 75,500 |
| General Revenues | | | | | | |
| State of NH Funds | | 915,896 | 1,275,296 | 1,562,816 | 1,598,756 | 1,598,756 |
| Federal Start-Up Funding | 1,500,000 | | | | | |
| Unrestricted Grants and Contributions | 415,000 | 1,615,000 | 165,000 | 165,000 | 165,000 | 165,000 |
| Total Projected Revenues | 1,915,000 | 2,773,896 | 1,725,796 | 2,048,316 | 2,088,006 | 2,088,006 |

Northeast Woodland Charter School

Projected 5 Year Budget

| | | | Pre- operations | Year 1 2020- 2021 | Year 2 2021- 2022 | Year 3 2022- 2023 | Year 4 2023- 2024 | Year 5 2024- 2025 |
|-----------------|---------------|--------------------------------------|--------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Expenses | | | | | | | | |
| FUNC. | Object | Instructional Services | | | | | | |
| 1000 | 110 | Salaries - Teachers | 50,526 | 338,000 | 426,500 | 446,475 | 466,294 | 485,468 |
| | 110 | Salaries - Specialties Teachers | 15,789 | 121,000 | 138,484 | 144,659 | 154,443 | 164,342 |
| | 111 | Salaries - Teacher Aides | 0 | 30,000 | 33,000 | 34,400 | 35,827 | 37,282 |
| | 110 | Professional Services (Substitutes) | 0 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 |
| | 200 | Benefits - Instructional | 19,765 | 158,262 | 175,170 | 175,640 | 176,173 | 176,697 |
| 2410 | 200 | FICA- Instructional Payroll Taxes | 5,073 | 38,174 | 46,511 | 48,618 | 50,992 | 53,327 |
| | 260 | Workers Compensation | 1,989 | 14,670 | 17,940 | 18,766 | 19,697 | 20,613 |
| | 320 | Consultants for Curriculum | 10,000 | 4,000 | 4,000 | 4,000 | 4,000 | 4,000 |
| | 320 | Curriculum Development | 5,000 | 3,000 | 0 | 0 | 0 | 0 |
| | 322 | Professional Development | 15,000 | 6,000 | 36,000 | 108,000 | 108,000 | 108,000 |
| | 580 | Travel | 1,000 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 |
| | 610 | Supplies, & Instructional Materials | 0 | 28,000 | 46,000 | 56,500 | 57,250 | 57,250 |
| | 641 | Reference Materials | 9,500 | 500 | 0 | 0 | 0 | 0 |
| | 734 | Computer, Software & Licenses | 25,000 | 5,000 | 0 | 3,000 | 3,000 | 5,000 |
| | 733 | Furniture and Equipment | 35,000 | 5,000 | 6,500 | 6,500 | 6,500 | 10,000 |
| Subtotal | | | 193,643 | 763,606 | 942,104 | 1,058,558 | 1,094,177 | 1,133,978 |
| FUNC. | Object | Student Support Services | | | | | | |
| 2100 | 110 | Salary - Guidance Counselor | 4,211 | 41,000 | 46,500 | 48,275 | 50,088 | 55,441 |
| | 200 | Benefits - Student Support | 1,280 | 16,230 | 16,395 | 16,448 | 16,503 | 16,663 |
| 2410 | 200 | FICA - Student Support Payroll Taxes | 322 | 3,137 | 3,557 | 3,693 | 3,832 | 4,241 |
| | 260 | Workers Compensation | 126 | 1,230 | 1,395 | 1,448 | 1,503 | 1,663 |
| Subtotal | | | 5,939 | 61,597 | 67,847 | 69,865 | 71,925 | 78,009 |

Northeast Woodland Charter School

Projected 5 Year Budget

| | | | Pre- operations | Year 1 2020- 2021 | Year 2 2021- 2022 | Year 3 2022- 2023 | Year 4 2023- 2024 | Year 5 2024- 2025 |
|--------------|---------------|--|--------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| FUNC. | Object | Health Services | | | | | | |
| 2130 | 610 | Medical Supplies | 1,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 |
| | | Subtotal | 1,500 | 2,500 | 2,500 | 2,500 | 2,500 | 2,500 |
| FUNC. | Object | Library & Media Services | | | | | | |
| 2222 | 641 | Books | 9,450 | 11,350 | 10,000 | 10,000 | 10,000 | 10,000 |
| | | Subtotal | 9,450 | 11,350 | 10,000 | 10,000 | 10,000 | 10,000 |
| FUNC. | Object | Professional Contract Services | | | | | | |
| 2225 | 110 | Professional Services | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 |
| | | Subtotal | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 | 10,000 |
| FUNC. | Object | Administration | | | | | | |
| 2400 | 110 | Salaries - Administrative | 88,737 | 282,000 | 307,000 | 341,030 | 357,706 | 366,672 |
| | 200 | Benefits- Administrative | 19,970 | 83,460 | 84,210 | 85,231 | 85,731 | 86,000 |
| 2410 | 200 | FICA - Administration Payroll Taxes | 6,788 | 21,573 | 23,486 | 26,089 | 27,365 | 28,050 |
| | 260 | Workers Compensation | 2,662 | 8,460 | 9,210 | 10,231 | 10,731 | 11,000 |
| | 319 | Other Office/Admin Services | 1,500 | 0 | 0 | 0 | 0 | 0 |
| | 330 | Other Official/Administrative Services | 4,500 | 6,500 | 6,500 | 6,500 | 6,500 | 6,500 |
| | 330 | Background Checks | 875 | 105 | 105 | 105 | 105 | 105 |
| | 534 | Postage | 1,500 | 2,000 | 3,500 | 4,500 | 4,500 | 4,500 |
| | 540 | Advertising | 5,000 | 9,500 | 28,000 | 45,000 | 45,000 | 45,000 |
| | 550 | Printing | 2,500 | 2,000 | 4,500 | 6,500 | 6,500 | 6,500 |
| | 550 | Copier Services | 1,000 | 3,000 | 4,000 | 6,000 | 6,000 | 6,000 |
| | 730 | Office Equipment | 7,500 | 0 | 0 | 0 | 0 | 0 |
| | 733 | Office Furniture and Fixtures | 5,000 | 0 | 1,000 | 1,000 | 1,000 | 5,000 |
| | 734 | Computer, Software & Licenses | 25,000 | 2,000 | 0 | 2,000 | 2,000 | 1,000 |
| | 810 | Dues & Fees | 3,750 | 7,500 | 7,500 | 7,500 | 7,500 | 7,500 |
| | | Subtotal | 176,282 | 428,098 | 479,011 | 541,686 | 560,638 | 573,828 |

Northeast Woodland Charter School

Projected 5 Year Budget

| Projected 5 Year Budget | | | Pre- operations | Year 1 2020- 2021 | Year 2 2021- 2022 | Year 3 2022- 2023 | Year 4 2023- 2024 | Year 5 2024- 2025 |
|-------------------------|---------------|--------------------------------------|--------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| FUNC. | Object | Operational & Maintenance | | | | | | |
| 2600 | 110 | Salaries - Janitorial | 0 | 0 | 25,000 | 45,500 | 47,350 | 49,241 |
| | 200 | Benefits-Janitorial | 0 | | 750 | 16,365 | 16,421 | 16,477 |
| 2410 | 200 | FICA - Janitorial Payroll Taxes | 0 | | 1,913 | 3,481 | 3,622 | 3,767 |
| | 260 | Workers Compensation | 0 | 0 | 750 | 1,365 | 1,421 | 1,477 |
| | 423 | Custodial Services & Plowing | 6,000 | 13,000 | 10,000 | 10,000 | 10,000 | 10,000 |
| | 440 | Facility Rental | 47,400 | 94,800 | 0 | 0 | 0 | 0 |
| | 450 | Building Repairs and Renovations | 50,000 | 15,000 | 15,000 | 15,000 | 15,000 | 15,000 |
| | 330 | Engineering, Architect Consulting | 10,000 | 15,000 | 0 | 0 | 0 | 0 |
| | 340 | Network Cabling & Set-up, Security | 20,000 | 130,000 | 0 | 0 | 0 | 0 |
| | | Legal Fees | 20,000 | 25,000 | 0 | 0 | 0 | 0 |
| | | Moving Company | 0 | 20,000 | | | | |
| | 520 | Property Insurance | 5,000 | 20,000 | 20,000 | 20,000 | 20,000 | 20,000 |
| | 530 | Phone & Internet | 1,200 | 2,000 | 2,000 | 2,000 | 2,000 | 2,000 |
| | 610 | Supplies, Building & Grounds | 15,000 | 435,000 | 24,000 | 58,000 | 58,000 | 58,000 |
| | 620 | Heat & Air Conditioning | 1,500 | 509,000 | 9,000 | 9,000 | 9,000 | 9,000 |
| | 622 | Electricity | 11,500 | 82,000 | 7,000 | 7,000 | 7,000 | 7,000 |
| | 700 | Permits - Building related | 50,000 | 0 | 0 | 0 | 0 | 0 |
| | 700 | Contingencies | 0 | 170,000 | 20,000 | 30,000 | 30,000 | 30,000 |
| | 739 | Other Equipment | 5,000 | 10,000 | 5,000 | 5,000 | 5,000 | 5,000 |
| | 739 | Land, Roads, Septic, Water, | 490,000 | | | | | |
| | 739 | Kitchen | | 250,000 | | | | |
| | | Subtotal | 732,600 | 1,765,800 | 140,413 | 222,711 | 224,813 | 226,962 |

Northeast Woodland Charter School

Projected 5 Year Budget

| | | | Pre- operations | Year 1 2020- 2021 | Year 2 2021- 2022 | Year 3 2022- 2023 | Year 4 2023- 2024 | Year 5 2024- 2025 |
|--------------|---------------|--|--------------------|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| FUNC. | Object | Library & Media Services | | | | | | |
| 5000 | 5110 | Debt Service | 0 | 47,400 | 94,800 | 94,800 | 94,800 | 94,800 |
| | | Subtotal | 0 | 47,400 | 94,800 | 94,800 | 94,800 | 94,800 |
| | | Total Projected Revenue | 1,915,000 | 2,773,896 | 1,725,796 | 2,048,316 | 2,088,006 | 2,088,006 |
| | | Total Projected Expenses | 1,129,414 | 3,090,350 | 1,746,674 | 2,010,119 | 2,068,853 | 2,130,076 |
| | | Variance | 785,586 | (316,454) | (20,878) | 38,197 | 19,153 | (42,070) |
| | | Variance with balance applied from year prior | | 469,132 | 448,254 | 486,451 | 505,603 | 463,533 |

C. Budget Narrative: providing a justification for the budget.

Currently the Northeast Waldorf Foundation budget projections include revenue from the State of New Hampshire Charter School Per Pupil Aid 2018-2019 which is \$7,188 for grades 1-12, and \$5,333 for full day Kindergarten students. These are the figures available at the time of the submission of the application for the Northeast Woodland Charter School. These numbers will be updated annually pursuant to RSA 194-B: 11. Our operating budget includes projected employee compensation & benefits. Costs for operations are scaled to size based on local area schools and quotes we have sourced. For more information, see Northeast Woodland's detailed 5-year budget in Section 8B.

The budget proposed in this application includes what we believe to be realistic fundraising and enrollment goals. We understand, however, that there may be circumstances beyond our control that may lead to shortfalls in either fundraising or enrollment. Our operating plan and budget have been developed with an understanding that specific components have higher priority than others. Should our fundraising or enrollment targets not be met, the School will identify and remove lower priority items within the operating budget so that we may provide the highest possible quality education within our revenue means.

SECTION 9 School Culture

A. School Environment: culturally inclusive

Northeast Woodland will have an inclusive and nurturing culture within its campus, events and outreach to the greater community. We will focus on building strong relationships throughout the school and community. We believe that combining a high-quality curriculum and a strong school culture will lead to long-lasting academic excellence.

The Northeast Woodland Charter School and community - families, faculty, administration, and students - will reflect the rich diversity of cultures and families in our area. Our school will be supported by strong culture of parent involvement, and all segments of our community will strive to embody a commitment to the values of Waldorf education – compassion and cooperation in our dealings with each other and in our work within the school. To this end, a parent involvement policy will be developed to outline expectations. We will also seek to encourage student awareness of and empathy for diverse peoples, cultures, and languages.

B. Establishment and maintenance of School Culture

Northeast Woodland will create and maintain a dynamic, nurturing learning environment that attends to the developing needs of the whole child. We will engage students with a curriculum inspired by Waldorf education that provides the foundational knowledge and skills, required for successfully navigating the demands of a multicultural society. We will develop a school culture that values creative and academic achievement and that enables students to be self-motivated, competent, and to be lifelong learners. We will maintain a community-based school that incorporates the unique qualities of the greater Mount Washington Valley area, with high levels of parent participation, and opportunities for learning both within the classroom, in the out-of-doors and in the greater community.

Northeast Woodland intends to involve parents in cultivating the school's mission as well as maintaining their input for plans for school growth. Parents and students will be actively involved in a school culture which supports parental participation in monitoring and ensuring progress for student achievement.

Johns Hopkins University researcher and author, Ashley Berner, in her book *Pluralism and American Public Education: No One Way to School* (<http://edpolicy.education.jhu.edu/team/no-one-way-to-school-pluralism-and-american-public-education-by-deputy-director-ashley-berner/>), shows through her research that any culture bound by a common purpose and an environment of trust and cohesion can boost academic results. Culture is ultimately and practically about connection. Northeast Woodland's strong school culture will have overlapping and cohesive interactions, so that knowledge about the school's distinctive character and how to thrive in it will be widely spread.

Exceptional teachers immerse students in creative and critical academic pursuits through deeply integrated lessons grounded in our curriculum. Our classrooms and interior spaces will be designed to support and inspire students toward continuous excellence. Students and families will enthusiastically participate in beloved school traditions and celebrations that build a strong sense of cohesion and belonging.

SECTION 10 Stakeholder Engagement

A. Philosophy of parent (Family) involvement and related plans and procedures

The success of Northeast Woodland's approach is highly dependent on parent involvement and the continued adoption of our school philosophy outside of the classroom environment. As such we will have mandatory parent learning sessions that help parents continue growing their understanding of our pedagogy and how it pertains to their child. By educating the family as a whole, we hope to make lasting lifestyle impressions which will make the education and enhance the overall wellbeing of the child. Northeast Woodland will ask parents to pledge that they will work to continue the education in the home and Northeast Woodland will enable parents with materials to do so.

B. Community Involvement Plan

The Mount Washington Valley community has a long history of supporting the school communities within our region. Northeast Woodland and NWEF will work to ensure our community understand the benefits of a Waldorf-inspired education through outreach events, community service and local business relationships. The nature of our educational philosophy has our students participating in outreach events, clean up days, food drives and various good will activities. Community partnerships will be developed and strengthened over time through these activities and the proactive relationship building work of the School Board and the Trustees.

Current outreach as led by members of our committee, the local Chamber of Commerce, and local school officials, have us on a swift path to community acceptance. Post application approval, we will ramp up social media, local media and print, and various targeted marketing campaigns to ensure that our goal is well known to bring to our community an educational option that is currently not accessible to all.

C. LEA Partnerships

The Northeast Woodland Charter School will provide a public Waldorf-inspired, outdoor-focused primary education option to the Mount Washington Valley community and beyond. Our goal is not to compete with existing public schools, but to provide an educational choice to families who want their children to develop immersed in the natural beauty that draws so many to this part of New Hampshire.

Our Waldorf-inspired focus, including reduced screen time and increased focus on the arts, can provide a solid foundation for life-long learning, citizenship, and stewardship of our natural resources.

The benefits of a Waldorf-inspired education are well understood within the Mount Washington Valley education community in large part due to the long-standing existence of a private Waldorf school serving early childhood through eighth grade. NWEF has been in steady contact with LEAs from the genesis of the Northeast Woodland Charter School creation. SAU 9 faculty and staff at the High School level have experienced the inspired desire for lifelong learning and thoughtful, caring character exhibited by students receiving primary-level Waldorf education. A number of these experienced public educators have provided letters of support for Northeast Woodland due in part to the positive contributions of Waldorf graduates to the SAU 9 community, and the Mount Washington Valley community as a whole.

SECTION 11 Facilities

A. Whether the applicant has access to a facility suitable for the school and, if not, how the applicant intends to provide a physical location for the school.

The Northeast Waldorf Education Foundation (NWEF) is working with local realtors and other community members to identify available properties in the Mount Washington Valley region suitable for our curriculum and equipped to support our campus. As we are an outdoors based education, we will need a campus with suitable and safe wooded acreage.

Ideally Northeast Woodland Charter School will be centrally located to our target demographic of SAU 9 and within close proximity to the current SAU upper grade locations in Conway and North Conway to facilitate efficient pupil transportation.

B. Description of school requirements

NWEF is locating a campus which will be able to accommodate our expected growth over the first 5-year period of our charter. The overwhelming response to our polling indicates we will need to be ready to expand after year one to accommodate grade 8 the following school year of 2021. Anticipating this, we are seeking a property with the potential to build as necessary to accommodate this growth. NWEF has identified a number of properties which would be suitable for our purposes and pending application approval, the trustees will pursue, negotiate, and arrange facility options and work with the local Code Enforcement and Fire Code personnel. In accordance with RSA 194-B:8, II, any facility will be built to or brought up to code to comply with all state and federal health and safety laws, rules, and regulations meeting the requirements of ED 321.23(u) and (v).

C. Classroom, Offices, Athletics, Outdoor Needs Plan

The initial space needs for Northeast Woodland Charter School are projected as follows:

- Classroom space
 - Nine (9) individual classrooms will house two (2) kindergarten classes and grades 1 – 7.
- Office space
 - (1) secure office for Business Administrator with controlled access to personnel and student files.
 - (1) secure office for Head of School.
 - (1) private room for school infirmary.
 - Shared office space for other administrative staff and general school office functions.
- Athletic space & outdoor needs
 - Athletics will focus on traditional outdoor recreation activities that take advantage of the rich natural resources of the Mount Washington Valley. A key consideration in site selection for the school will be proximity to forested land that supports outdoor recreation activities.

D. Plans for the facilities lease or purchase

At such a time, as when Northeast Woodland is granted a charter, NWEF will take appropriate action to finalize the lease or purchase of a location suitable for Northeast Woodland's needs based on appropriate locations being available and those locations being financially viable.

SECTION 12 School Safety Management Plan

A. Emergency Operations Plan

Northeast Woodland has a draft school Emergency Operations Plan which will be edited, made site specific and adopted once we have secured a location. We have attached the draft as Attached as Appendix L.

B. A statement that, the school facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to: Fire safety; HVAC; Plumbing; Electrical; and Food Service.

Northeast Woodland Charter School shall comply with all federal and state health and safety laws, rules and regulations, including, but not limited to: Fire safety; HVAC; Plumbing; Electrical; and Food Service.

SECTION 13 Communications Plan

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

Northeast Woodland Charter School's Development Committee will include goals for finding ways to reach new students. The committee will work to reach and educate as many prospective students and families as possible on our unique educational approach. We will use diverse creative avenues to reach the community at large and spread the word about Northeast Woodland.

As part of our mission, Northeast Woodland will inform area caregivers about key educational concerns and the options they have in choosing the best education for their children. We will host screenings of educational documentaries featuring the types of alternative education that we will be offering at Northeast Woodland. We will also host panel discussions and community events where interested families may attend, meet with school administration leaders and ask questions. We will work with our local Chamber of Commerce to provide information sessions in the greater Mount Washington Valley area to create a multitude of opportunities to share information and gain visibility in the community. To further connect with potential families, we will coordinate with our local Board of Realtors to be sure that all new families moving to the area know what choices they have for their children's education.

We will take available opportunities to represent Northeast Woodland at all appropriate community events, including having booths at local festivals, educational events, and community gatherings. We will be working to spread good favor and information about our school along every possible avenue.

Located in the Mt. Washington Valley area, we are fortunate that there is a large population of families in our area who love and appreciate the outdoors and who we believe will be welcoming to an outdoor focused learning opportunity for their children. We have already established an ongoing dialogue with many families in our community and seek to build on these relationships once our charter approval is achieved.

We will foster relationships with the local daycare providers and Pre-K communities around our area, ensuring they consider Northeast Woodland Charter School as a viable next step for their children's education.

Northeast Woodland Charter School will also hold public information sessions, once approved, to provide families with details about our educational opportunities prior to opening admissions. These sessions will be held at a variety of locations to include our local public libraries, the North Conway Community Center and other community locations that prove comfortable and convenient for interested families. Families may also request to have individual in person meetings with the staff and/or school board to answer additional questions and help with deciding if Northeast Woodland is the right fit for their child.

Northeast Woodland Charter School will take advantage of technology for sharing our mission and school information, including but not limited to: social media; advertising in public forums; radio; local print; and media coverage. Our website will provide information about the school and its mission as well as include links for the application process. For those who lack access to technology, we will also utilize printed materials that can be distributed to libraries, public organizations.

B. A plan to develop and disseminate best practices to charter schools, LEAs and the wider community.

As a newly formed Charter School, Northeast Woodland anticipates reaching out to the community of established LEAs and Charter Schools both within New Hampshire and within the Alliance for Public Waldorf Education community. Although the early stages of these relationships will likely involve more information download to Northeast Woodland, as our school evolves and develops, we envision the flow of information to and from our network of peer schools to become much more bi-directional in nature. The policy of Northeast Woodland will be to disseminate best practices developed over time at our school to the greater educational community to help strengthen educational practice in New Hampshire and across the United States.

C. A plan for timely and regular communication with families and school stakeholders about ongoing school business, events, student performance.

Northeast Woodland Charter School will develop a communication plan with both families, board members, committee members and other school stakeholders to stay in close contact about all school business, upcoming events, student performances etc. We will publish a newsletter specifically for students and families that will go out on a weekly basis to keep everyone in touch with the current school calendar of events and other important reminders. We will also have regular newsletters for committee and board members to coordinate and

plan events, functions, and upcoming meetings. Creation of a Parent-Teacher Association will work to build the connection between parents and their children's education.

Northeast Woodland will have an active social media presence to spread the word for any events and fundraisers as well as to stay in touch with our alumni and continue to foster community involvement.

Northeast Woodland will use RainedOut.com to communicate with families when school is delayed or canceled due to inclement weather. This is a wonderful free service that allows families to sign up for text message alerts that will inform them of school delays, early dismissals or cancelations in a timely manner which will be a great asset for us knowing that our students will come from a wide local area.

Teachers will proactively work with parents to establish preferred means of communication for student performance conversations. At the start of every academic year, as well as in published communications throughout the year, parents will be encouraged to maintain ongoing conversation with their child's teacher about performance and behavior. School policy will also guide teachers to maintain ongoing conversations to help keep parents involved in their child's engagement in school activities.

SECTION 14 Assurances, Provisions, Policies

A. Global hold-harmless clause

In accordance with RSA 194-B: 3, II(x), NEW CS, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the host school district and any other school district which sends its students to Northeast Woodland 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 action, 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 Northeast Woodland Charter School, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

B. Severability Provisions and Statement of Assurance

In accordance with RSA 194-B:3,II(y), if any part of the charter contract is determined to be invalid or illegal by a court of competent jurisdiction, such invalidation or illegality shall not affect the remaining portions of the charter contract, which shall remain in full force and effect. Any provision of the charter school contract is found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable.

C. Statement of Assurances Related to Nondiscrimination

Northeast Woodland Charter School's success depends on a dynamic and diverse student body and staff. In accordance with RSA 193-B:3, II(m), NWCS will cultivate diversity in its students and staff and will not discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability, socio-economic or marital status in the selection of students or staff or in the administration of the School or in any other way that is prohibited by law.

D. Provision for Providing Continuing Evidence of Adequate Insurance Coverage

Northeast Woodland Charter School will procure and provide evidence of adequate insurance coverage as required by the State, including but not limited to general liability for the School in accordance with RSA 194-B:3,II(t).

E. Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name.

Northeast Woodland Charter School will engage the services of a CPA for account reviews, reporting, fiscal accounting and fiscal audits. Northeast Woodland Charter School will utilize an Attorney for review of all policies and procedures, handbooks and contracts.

F. A Policy and Procedure that either sets forth the guidelines for the optional contracting of services with the host school district in sharing transportation, athletic, maintenance and other services and facilities, or states how and why the school declines to choose the option.

Northeast Woodland Charter School will either employ directly or contract with a local maintenance and custodial services provider and therefore declines to contract with SAU 9 for these services.

In the event there are students at Northeast Woodland Charter School who wish to participate in athletic or other extracurricular activities offered at other schools within SAU 9, the policy of Northeast Woodland Charter School will be to contract with the host school to provide that opportunity to those students. Transportation to and from athletic or other extracurricular activities will be the responsibility of the parents and/or guardian of the child participating.

Because Northeast Woodland Charter School has not secured a physical location at the time of this application, the specific transportation needs are not currently known. When the school's physical location is secured, Northeast Woodland Charter School will negotiate a contract with the host district for transportation to meet the requirements of Ed. 318.08(j)(2).

Maintenance and other facility services will be privately contracted. Transportation services may be negotiated with SAU 9 once the physical school location is determined.

G. Statements that the School Will Develop, Prior to Opening, Policies

Northeast Woodland Charter School will develop prior to opening policies regarding: records retention; promoting school safety, including: reporting of suspected abuse or neglect, sexual harassment, pupil safety and violence prevention; limiting the use of child restraint practices; and developmentally appropriate daily physical activity in accordance with Ed 318.08(j)(7).

H. Provision for Dissolution of the Charter School including disposition of its assets or amendment of its program plan, and a plan for the education of the school's pupils after the charter school may cease operation.

In the event that Northeast Woodland Charter School ceases operation, the Board shall consult with an attorney and the Department of Education to assure that contractual and financial obligations are met in accordance with RSA 194-B:3,II(z).

Upon dissolution of Northeast Woodland Charter School, the property remaining after the payment of all liabilities, and the return of any loaned items to rightful owner, shall be distributed to the Northeast Waldorf Education Foundation or offered to other similar educational organizations in hopes that the assets will continue to benefit students in New Hampshire. Any money earned through the sale of assets shall be used to settle all outstanding debts. Once all debts have been settled, remaining money earned shall be distributed according to the following guidelines:

- Money obtained through the sale of items purchased using governmental grant funds will be returned to the State for distribution to other state-funded school programs.
- To the best of our ability, money obtained through sale of items purchased using private donations or non-governmental grants will be offered back to the funders. Should that not be possible, assets will be offered to other non-profit organizations for work that resembles the intended purpose of the original donation.
- Money obtained from the sale of items purchased through community fundraising will be donated to other non-profit community organizations committed to supporting innovative education in New Hampshire.

See Section J below for description of the plan for the education of the School's pupils after the charter school may cease operation.

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

This section is not applicable to Northeast Woodland Charter School.

J. Plan for the Education of the School’s Pupils after the Charter School May Cease Operation

In the event that the Northeast Woodland Charter School shall have cause to cease operation, the Head of School will work with the Board to develop a student transfer process and advise all parents/guardians, Staff and Faculty of the process to be followed. Northeast Woodland Charter School will work with the parents/guardians in order to provide the best appropriate education in accordance with RSA 194-B:3,II(bb).

Other school options in our geographic area include: Conway Elementary School; John H. Fuller Elementary School; Pine Tree Elementary School; Jackson Grammar School; Josiah Bartlett Elementary School; Freedom Elementary School; Kenneth A Brett School; Madison Elementary School; White Mountain Waldorf School; Robert Frost Charter School; Kennett Middle School; Effingham Elementary School; Ossipee Central School; Edward Fenn Elementary School; Gorham Middle School; Brown School; Hillside School; Berlin Middle School; and Paul School.

K. A statement that a chartered public school providing the only available public education services at a specific grade level in a school district shall offer those educational services to all resident pupils of that grade level.

If Northeast Woodland Charter School provides the only available public education services at a specific grade level within its home school district, the School shall offer those educational services to all resident pupils of the grade level in accordance with RSA-B:8, IV and ED 318.07(b)(5).

L. An outline of the proposed accountability plan which clarifies expectations for evaluating the school’s program, and which contains an acknowledgement that a full accountability plan shall be developed and ready to implement prior to the date of opening.

A full accountability plan will be developed prior to the date of opening. Northeast Woodland Charter School will provide the New Hampshire Department of Education with reports on our programs and process annually utilizing a variety of curriculum-based and other assessment tools, as well as assessment data collected from our students throughout the year. We will measure and quantify student, classroom and school progress in all learning areas. Surveys, interviews and feedback from staff and faculty as well as families will enable Northeast Woodland to gain insight into our overall education impact and success. We will evaluate both academic and non-academic goals, parent involvement and NWEF’s satisfaction. We will share all information of our progress in relation to our goals with the school community annually. In addition to our annual reports we will inform the Department of Education of our student enrollment, financial operations, and governance as required.

This reporting will address the following:

- The school’s progress towards maintaining our mission;
- The school’s responsibility for using public funds;
- The school’s promotions for student attainment and expected knowledge and skills; and
- The school’s sustainability.

SECTION 15 Letters of Support

- A. From business and community leaders, elected officials, local school districts, parents.**

Attached as Appendix M

SECTION 16 Charter School Opening Timeline

| Goal | Timeline | Deliverable |
|--|-----------------------------|---|
| Complete and submit application for NH Public Charter School | September 2019 | Notice of receipt from State of NH Charter School Review Board |
| Receive approval for NH Public Charter School status | December 2019 | State of NH School Charter Approval |
| Ramp up grant and fundraising campaigns for school funding | August 2019 → | Receipt of sufficient funds to operate school for August 2020 opening |
| Begin marketing and outreach campaign; begin application period for student enrollment | Post Application Submission | Production of marketing materials; Finalize and implement outreach campaign; Production of formal application and implementation of application procedure |
| Locate suitable property for school campus | Post Application Approval | Purchase or obtain long-term lease for school campus |
| Hire School Administrative Leadership | By February 2020 | Secure contracts with Head of School, Business Administrator & Development/Enrollment Director(s) |
| Hire Operating Staff & Faculty | By May 2020 | Secure contracts with faculty, operating staff, and educational support staff |
| Faculty & Staff Onboarding | May 2020 – July 2020 | Identify training needs during hiring process; Coordinate and administer training to meet both opening day and long-term needs |
| Opening day of Northeast Woodland Charter School | August 2020 | Open the doors at 7 AM. Smiling teachers arrive ready to welcome children eager to learn. Joyful, hopeful children arrive and begin their new journey. |

Section 17 Signed and Certified Application

This application is respectfully submitted by the Northeast Waldorf Education Foundation, a registered non-profit entity in the State of New Hampshire.

This application has been prepared using the criteria set forth in the 'New Hampshire Department Application Rubric 5' and evaluation guidelines set forth in the 'New Hampshire Department of Education Charter School Evaluation Scoring Guide For Proposed Charter School Applications' as provided by the State of New Hampshire at the time of receipt and acceptance of the 'Letter of Intent' as dated May 28th, 2019.

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation of award. I understand that incomplete applications will not be considered. The person named as contact person for the application is so authorized to serve as the primary contact for this application.

A handwritten signature in black ink that reads "Jesse Badger". The signature is written in a cursive style with a horizontal line extending to the right.

Jesse Badger
Chairman – Board of Trustees
Northeast Waldorf Education Foundation



Business Information

Business Details

Business Name: NORTHEAST WALDORF EDUCATION FOUNDATION
 Business Type: Domestic Nonprofit Corporation
 Business Creation Date: 06/27/2019
 Date of Formation in Jurisdiction: N/A
 Principal Office Address: 2163A EAST CONWAY ROAD, Center Conway, NH, 03813, USA
 Citizenship / State of Incorporation: Domestic/New Hampshire
 Duration: Not Stated
 Business Email: JESSE@BADGERNAUTICAL.COM
 Notification Email: JESSE@BADGERNAUTICAL.COM

Business ID: 821914
 Business Status: Good Standing
 Name in State of Incorporation: Not Available
 Mailing Address: PO BOX 1297, Intervale, NH, 03845, USA
 Last Nonprofit Report Year: N/A
 Next Report Year: 2020
 Phone #: 207-251-1621
 Fiscal Year End Date: NONE

Principal Purpose

| S.No | NAICS Code | NAICS Subcode |
|------|-----------------------|--------------------------------------|
| 1 | Public Administration | Administration of Education Programs |

Principals Information

| Name/Title | Business Address |
|---|---|
| JESSE BADGER / Chairman of the Board of Directors | PO BOX 1297, Intervale, NH, 03845, USA |
| SPRING MCKENNEY / Secretary | 722 HALEY TOWN ROAD, Brownfield, ME, 04010, USA |
| TARA HARTNETT / Treasurer | PO BOX 453, Intervale, NH, 03845, USA |
| JESSE BADGER / Incorporator | PO BOX 1297, Intervale, NH, 03845, USA |
| ETHAN MCKENNEY / Incorporator | 2163A EAST CONWAY ROAD, Center Conway, NH, 03813, USA |

**Median Household Income
for towns surrounding Northeast Woodland Charter School**

| | |
|------------------|-------------|
| Albany | \$58,570.00 |
| Bartlett | \$50,250.00 |
| Berlin | \$37,969.00 |
| Carroll | \$57,679.00 |
| Center Ossipee | \$27,745.00 |
| Center Sandwich | \$51,250.00 |
| Conway | \$59,510.00 |
| Dummer | \$41,389.00 |
| Eaton | \$70,855.00 |
| Effingham | \$50,000.00 |
| Freedom | \$59,330.00 |
| Gorham | \$57,107.00 |
| Hale's Location | \$67,917.00 |
| Jackson | \$62,875.00 |
| Madison | \$59,675.00 |
| Ossipee | \$47,500.00 |
| Sanbornville CDP | \$53,056.00 |
| Shelburne | \$64,375.00 |
| Sandwich | \$63,583.00 |
| Tamworth | \$52,963.00 |
| Wakefield | \$56,291.00 |

| | |
|---------------------------------|--------------------|
| NH Average | \$71,305.00 |
| Surrounding Town Average | \$54,756.62 |



Northeast Waldorf Education Foundation Executive Biographies

Jesse Badger

Owner – Badger Nautical Corporation

Jesse Badger, Chairman of Northeast Waldorf Education Foundation is the owner of Badger Nautical Corporation, a management company serving the Maritime Industry since 2001. Badger Nautical manages private yachting programs throughout the world providing qualified crew and experienced leadership. A US Coast Guard, British Maritime Coast Administration, Cayman and Marshall Islands Master Mariner upon all Oceans as well as a licensed turbine helicopter pilot, Jesse has used his extensive experience afloat to provide leadership and management training to many of today's rising cadets in the maritime sector. A strong advocate for education, Jesse has worked to promote Waldorf education at home in New Hampshire and abroad. When not travelling the globe building maritime programs, Jesse can be found at home in Intervale NH with his wife and child taking advantage of it's incredible outdoor offerings.

Ethan McKenney

Director of Compliance, Professional Ambulance Service, Inc.

Ethan McKenney, Vice Chairman of Northeast Waldorf Education Foundation is the Director of Compliance of Professional Ambulance Service, a premier Emergency Medical Service primarily based in Cambridge, MA, as well as Pro EMS Solutions, an EMS Billing Agency in MA. Ethan has worked in the EMS industry since 2005. As an Officer in the US Army he developed his leadership skills. Ethan remains in service to the community through The American Legion as Post Commander and recently a State-Level Officer for the Department of Maine American Legion. Ethan resides in Conway, NH with his wife and two sons and has promoted Waldorf education since being introduced to it, wanting as many children as possible to experience the Waldorf way.

Tara Hartnett

Tara Hartnett, Northeast Waldorf Foundation's Treasurer is an alumna of Sweet Briar College, where she received a B.A. in Studio Arts. Tara's background includes Photography, Studio Management & Creative Consulting. After several years working with Garnet Hill in Franconia, New Hampshire Tara took the opportunity to work with a number of Fortune 500 companies. Tara developed in-house photography studios allowing companies to streamline creative workflows while improving the bottom line. Tara has spent most of her life in the Great North Woods of New Hampshire enjoying all the experiences of living in the woods. In 2013 Tara and her husband, Rich were joined on their journey by their son Jack. A little luck and good timing lead the young family to Waldorf education and a deep understanding of the power that education combined with the nature have to nurture our future. Tara has joined the Northeast Waldorf Foundation with a desire to make possible alternative education experiences for families whilst allowing children to thrive in the beauty of the Mount Washington Valley.

Spring McKenney Owner Spring Smith Studios

Spring McKenney, Secretary of Northeast Waldorf Education Foundation is the owner of Spring Smith Studios, a wedding and lifestyle photography studio and a realtor for Coldwell Banker Wright Realty. Spring Smith Studios has been operating in Mt. Washington Valley since 2009. Spring is also a member of the MidPines foundation which raises camperships funds and fosters strong alumnae connections to Waukeela Camp for Girls in Eaton, NH. When Spring isn't photographing weddings, selling real estate or volunteering she can be found spending time with her husband and kids outside enjoying their family's camp on Lovewell Pond and the surrounding mountains.

Heidi Miller Waldorf Teacher

Heidi Miller is a Waldorf certified teacher who believes wholeheartedly in Waldorf education. She received her Bachelor's and Master's degree in Early Childhood Education from the University of Maine at Farmington and worked with young children and their families in Maine for nearly ten years before moving to the Mount Washington Valley area. When Heidi first learned about Waldorf Education she felt at home and soon after began her journey to becoming a trained teacher earning her Master's level certificate in Waldorf Education Grades 1-8 through Antioch University New England. Heidi enjoys living in the White Mountains with her husband and two young children and she takes full advantage of all the hiking and skiing this area has to offer. Her greatest passions in life are the outdoors, education, and being a mom.

Carolyn Harrison
Waldorf Teacher

Carolyn Harrison has worked with children since she was a teenager when she was a counselor at a large recreational summer camp in her hometown of Lancaster, PA. This experience led her to study Education at the University of Richmond where she received a BA in American Studies and Elementary Education. After teaching adult education, she moved to New Hampshire to continue her studies. Carolyn received a Post Graduate degree in Elementary Education from the Upper Valley Teacher Training Program in Lebanon, NH. This program allowed her to work for two years in elementary schools in the surrounding areas under the mentorship of identified master teachers. While pursuing this degree, she was introduced to Rudolph Steiner's philosophy of child development and Waldorf education. She and her husband moved to the White Mountains of New Hampshire to raise their three sons in a community where the vast beauty of the unspoiled natural surroundings supported their love of year round outdoor recreation. Carolyn and her husband knew they had truly found the best place to raise their family when they discovered a Waldorf School in this area. They enrolled their children and became active members of the White Mountain Waldorf School community for the next 16 years. Carolyn pursued her Waldorf teacher training at the West Coast Institute for Anthroposophy in Vancouver, British Columbia. Carolyn has been the Kindergarten Teacher for the past 7 years. She moved away from the Mount Washington Valley for a year to teach Kindergarten at the Maine Coast Waldorf School in Freeport Maine and care for her aging parents. Carolyn has since moved back to Mount Washington Valley and looks forward to helping make affordable Waldorf inspired education available to all as a member of the Northeast Waldorf Education Foundation.

Jason Gagnon
Superintendent, North Conway Water Precinct

Jason Gagnon currently serves the Mount Washington Valley community in the role of Superintendent for the North Conway Water Precinct where his duties include technical support, staff supervision, and fiscal oversight of the municipality as a whole. He also serves on the New Hampshire Drinking Water & Groundwater Trust Fund Advisory Commission, Board of Directors for the New Hampshire Water Works Association, and Board of Directors for the New Hampshire Outing Club. Jason received his BS in Environmental Engineering from the University of New Hampshire and is currently working toward completion of an MS in Civil Engineering, also at UNH. He has previously served as Director of Public Works for the Town of Farmington, NH; consulting engineer for Wright-Pierce and S.W. Cole Engineering; and wore many blue-collar hats in the family excavation business. Jason is a strong supporter of public education, and during his two terms of service on the Dover, NH City Council he consistently advocated for budgetary support of public schools across the State of NH.

While living in Dover his children attended Seacoast Charter School, an experience that reinforced his belief in the value of diverse public educational opportunities to meet the unique needs of diverse student populations. Jason has long believed in the value of the Waldorf educational philosophy. Through his involvement in NWEF and the founding of the Northeast Woodland Charter School, he hopes to help strengthen the Mount Washington Valley community through the unique offerings of this diverse educational opportunity.

Additional Board Members

Charles Greenhalgh
Circuit Judge, NH Judicial Branch

Janice Crawford
Executive Director, North Conway Chamber of Commerce

Jory Bailey
Owner, Jory Bailey Carpentry

Thomas head
Owner, Thomas Head Carpentry and Custom Cabinetry

NON-PROFIT BYLAWS OF NORTHEAST WALDORF EDUCATION FOUNDATION

PREAMBLE

The following Bylaws shall be subject to, and governed by, the Non-Profit Corporation Act of New Hampshire and the Articles of Incorporation of Northeast Waldorf Education Foundation. In the event of a direct conflict between the herein contained provisions of these Bylaws and the mandatory provisions of the Non-Profit Corporation Act of New Hampshire, said Non-Profit Corporation Act shall be the prevailing controlling law. In the event of a direct conflict between the provisions of these Bylaws and the Articles of Incorporation of Corporation/Organization, it shall then be these Bylaws which shall be controlling.

ARTICLE 1 – NAME

The legal name of the Non-Profit Corporation/Organization shall be known as Northeast Waldorf Education Foundation, and shall herein be referred to as the "Corporation/Organization."

ARTICLE 2 – PURPOSE

The general purposes for which this Corporation/Organization has been established are as follows:

The purpose for which the Non-Profit Corporation is formed is set forth in the attached Articles of Incorporation.

The Corporation/Organization is established within the meaning of IRS Publication 557 Section 501(c)(3) Organization of the Internal Revenue Code of 1986, as amended (the "Code") or the corresponding section of any future federal tax code and shall be operated exclusively for promoting and fostering waldorf education in mount washington valley.

In addition, this Corporation/Organization has been formed for the purpose of performing all things incidental to, or appropriate in, the foregoing specific and primary purposes. However, the Corporation/Organization shall not, except to an insubstantial degree, engage in any activity or the exercise of any powers which are not in furtherance of its primary non-profit purposes.

The Corporation/Organization shall hold and may exercise all such powers as may be conferred upon any nonprofit organization by the laws of the State of New Hampshire and as may be necessary or expedient for the administration of the affairs and attainment of the purposes of the Corporation/Organization. At no time and in no event shall the Corporation/Organization participate in any activities which have not been permitted to be carried out by a Corporation/Organization exempt under Section 501(c) of the Internal Revenue Code of 1986 (the "Code").

ARTICLE 3 – OFFICES

The principal office of the Corporation/Organization shall be located at PO Box 1297, Intervale, New Hampshire 03845.

The Corporation/Organization may have other such offices as the Board of Directors may determine or deem necessary, or as the affairs of the Corporation/Organization may find a need for from time to time.

ARTICLE 4 – DEDICATION OF ASSETS

The properties and assets of the Corporation/Organization are irrevocably dedicated to and for non-profit purposes only. No part of the net earnings, properties, or assets of this Corporation/Organization, on dissolution or otherwise, shall inure to the benefit of any person or any member, director, or officer of this Corporation/Organization. On liquidation or dissolution, all remaining properties and assets of the Corporation/Organization shall be distributed and paid over to an organization dedicated to non-profit purposes which has established its tax-exempt status pursuant to Section 501(c) of the Code.

ARTICLE 5 – BOARD OF DIRECTORS

General Powers and Responsibilities

The Corporation/Organization shall be governed by a Board of Directors (the "Board"), which shall have all the rights, powers, privileges and limitations of liability of directors of a non-profit corporation organized under the Non-Profit Corporation Act of New Hampshire. The Board shall establish policies and directives governing business and programs of the Corporation/Organization and shall delegate to the Executive Director and Corporation/Organization staff, subject to the provisions of these Bylaws, authority and responsibility to see that the policies and directives are appropriately followed.

Number and Qualifications

The Board shall have up to Nine, but no fewer than Five, Board members. The number of Board members may be increased beyond Nine members or decreased to less than Five members by the affirmative vote of a two-thirds majority of the then serving Board of Directors. A Board member need not be a resident of the State of New Hampshire.

In addition to the regular membership of the Board, representative of such other organizations or individuals as the Board may deem advisable to elect shall be *Ex-Officio Board Members*, which will have the same rights and obligations, including voting power, as the other directors.

Board Compensation

The Board shall receive no compensation other than for reasonable expenses. However, provided the compensation structure complies with Sections relating to "Contracts Involving Board Members and/or Officers" as stipulated under these Bylaws, nothing in these Bylaws shall be construed to preclude any Board member from serving the Corporation/Organization in any other capacity and receiving compensation for services rendered.

Board Elections

The Governance Committee shall present nomination for new and renewing Board members at the board meeting immediately preceding the beginning of the next fiscal year. Recommendations from the Governance Committee shall be made known to the Board in writing before nominations are made and voted on. New and renewing Board members shall be approved by a majority of those Board members at a Board meeting at which a quorum is present.

Term of Board

All appointments to the Board shall be for a term of Two year(s). No person shall serve more than indefinite consecutive terms unless a majority of the Board, during the course of a Board meeting at which a quorum is present, votes to appoint a Board member to indefinite additional year(s). No person shall serve more than indefinite consecutive years. After serving the maximum total number of consecutive years on the Board, a member may be eligible for reconsideration as a Board member after Indefinite years have passed since the conclusion of such Board member's service.

Vacancies

A vacancy on the Board of Directors may exist at the occurrence of the following conditions:

- a) The death, resignation, or removal of any director;
- b) The declaration by resolution of the Board of a vacancy in the office of a director who has been declared of unsound mind by a final order of court, convicted of a felony, found by final order or judgment of any court to have breached a duty pursuant to the Corporation Code and/or Act of the law dealing with the standards of conduct for a director, or has missed three consecutive meetings of the Board of Directors, or a total of four meetings of the Board during any one calendar year;
- c) An increase in the authorized number of directors; or
- d) The failure of the directors, at any annual or other meeting of directors at which director(s) are to be elected, to elect the full authorized number of directors.

The Board of Directors, by way of affirmative vote of a majority of the directors then currently in office, may remove any director without cause at any regular or special meeting, provided that the director to be removed has been notified in writing in the manner set forth in Article 5 – Meetings that such action would be considered at the meeting.

Except as provided in this paragraph, any director may resign effective upon giving written notice to the chair of the Board, the president of Corporation/Organization, the secretary of Corporation/Organization, or the Board of Directors, unless the notice specifies a later time for the effectiveness of the resignation. If the resignation is effective at a future time, a successor may be designated to take office when the resignation becomes effective. Unless the Attorney General of New Hampshire is first notified, no director may resign when the Corporation/Organization would then be left without a duly elected director in charge of its affairs.

Any vacancy on the Board may be filled by vote of a two-thirds majority of the directors then in office, whether or not the number of directors then in office is less than a quorum, or by vote of a sole remaining director. No reduction of the authorized number of directors shall have the effect

of removing any director before that director's term of office expires.

A Board member elected to fill a vacancy shall be elected for the unexpired term of his or her predecessor in office.

Resignation

Each Board member shall have the right to resign at any time upon written notice thereof to the Chair of the Board, Secretary of the Board, or the Executive Director. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof, and the acceptance of such resignation shall take effect upon receipt thereof, and the acceptance of such resignation shall not be necessary to make it effective.

Removal

A Board member may be removed, with or without cause, at any duly constituted meeting of the Board, by the affirmative vote of a two-thirds majority of then-serving Board members.

Meetings

The Board's regular meetings may be held at such time and place as shall be determined by the Board. The Chair of the Board or any three regular Board members may call a special meeting of the Board with two days' written notice provided to each member of the Board. The notice shall be served upon each Board member via hand delivery, regular mail, email, or fax. The person(s) authorized to call such special meetings of the Board may also establish the place the meeting is to be conducted, so long as it is a reasonable place to hold any special meeting of the Board.

Minutes

The Secretary shall be responsible for the recording of all minutes of each and every meeting of the Board in which business shall be transacted in such order as the Board may determine from time to time. However, in the event that the Secretary is unavailable, the Chair of the Board shall appoint an individual to act as Secretary at the meeting. The Secretary, or the individual appointed to act as Secretary, shall prepare the minutes of the meetings, which shall be delivered to the Corporation/Organization to be placed in the minute books. A copy of the minutes shall be delivered to each Board member via either regular mail, hand delivered, emailed, or faxed within seven business days after the close of each Board meeting.

Action by Written Consent

Any action required by law to be taken at a meeting of the Board, or any action that may be taken at a meeting of the Board, may be taken without a meeting if consent in writing setting forth the action so taken shall be signed by all Board members. The number of directors in office must constitute a quorum for an action taken by unanimous written consent. Such consent shall be placed in the minute book of the Corporation/Organization and shall have the same force and effect as a unanimous vote of the Board taken at an actual meeting. The Board members' written consent may be executed in multiple counterparts or copies, each of which shall be deemed an original for all purposes. In addition, facsimile signatures and electronic signatures or other electronic "consent click" acknowledgments shall be effective as original signatures.

Quorum

At each meeting of the Board of Directors or Board Committees, the presence of five persons shall constitute a quorum for the transaction of business. If at any time the Board consists of an

even number of members and a vote results in a tie, then the vote of the Chair of the Board shall be the deciding vote. The act of the majority of the Board members serving on the Board or Board Committees and present at a meeting in which there is a quorum shall be the act of the Board or Board Committees, unless otherwise provided by the Articles of Incorporation, these Bylaws, or a law specifically requiring otherwise. If a quorum is not present at a meeting, the Board members present may adjourn the meeting from time to time without further notice until a quorum shall be present. However, a Board member shall be considered present at any meeting of the Board or Board Committees if during the meeting he or she is present via telephone or web conferencing with the other Board members participating in the meeting.

Voting

Each Board member shall only have one vote.

Proxy

Board members shall not be allowed to vote by written proxy

Board Member Attendance

An elected Board Member who is absent from Three consecutive regular meetings of the Board during a fiscal year shall be encouraged to reevaluate with the Chair of the Board his/her commitment to the Corporation/Organization. The Board may deem a Board member who has missed Three consecutive meetings without such a reevaluation with the Chair to have resigned from the Board.

ARTICLE 6 – OFFICERS

Officers and Duties

The Board shall elect officers of the Corporation/Organization which shall include a Chair of the Board (Chief Executive Officer), a Vice Chair of the Board, President (Executive Director), a Secretary, a Treasurer (Chief Financial Officer), and such other officers as the Board may designate by resolution. The same person may hold any number of offices, except that neither the Secretary nor the Treasurer may serve concurrently as the Chair of the Board or the President. In addition to the duties in accordance with this Article, officers shall conduct all other duties typically pertaining to their offices and other such duties which may be required by law, Articles of Incorporation, or by these bylaws, subject to control of the Board of Directors, and they shall perform any other such additional duties which the Board of Directors may assign to them at their discretion.

The officers will be selected by the Board at its annual meeting, and shall serve the needs of the Board, subject to all the rights, if any, of any officer who may be under a contract of employment. Therefore, without any bias or predisposition to the rights of any officer that may be under any contract of employment, any officer may be removed with or without cause by the Board. All officers have the right to resign at any time by providing notice in writing to the Chair of the Board, President, and/or Secretary of the Corporation/Organization, without bias or predisposition to all rights, if any, of the Corporation/Organization under any contract to which said officer is a part thereof. All resignations shall become effective upon the date on which the written notice of resignation is received or at any time later as may be specified within the resignation; and unless otherwise indicated within the written notice, a stated acceptance of the resignation shall not be required to make the resignation effective.

Any and all vacancies in any office because of death, resignation, disqualification, removal, or for any other cause, shall be filled in accordance to the herein prescribed bylaws for regular appointments to such office. The compensation, if any, of the officers shall be fixed or determined by resolution of the Board of Directors.

Chair of the Board (Chief Executive Officer)

It shall be the responsibility of the Chair of the Board, when present, to preside over all meetings of the Board of Directors and Executive Committee. The Chair of the Board is authorized to execute, in the name of the Corporation/Organization, any and all contracts or other documents which may be authorized, either generally or specifically, by the Board to be executed by the Corporation/Organization, except when required by law that the President's signature must be provided.

Vice Chair of the Board

In the absence of the Chair of the Board, or in the event of his/her inability or refusal to act, it shall then be the responsibility of the Vice Chair of the Board to perform all the duties of the Chair of the Board, and in doing so, he/she shall have all authority and powers of and shall be subject to all of the restrictions on the Chair of the Board.

President (Executive Director)

It shall be the responsibility of the President, in general, to supervise and conduct all activities and operations of the Corporation/Organization, subject to the control, advice and consent of the Board of Directors. The President shall keep the Board of Directors completely informed, shall freely consult with them in relation to all activities of the Corporation/Organization, and shall see that all orders and/or resolutions of the Board are carried out to the effect intended. The Board of Directors may place the President under a contract of employment where appropriate. The President shall be empowered to act, speak for, or otherwise represent the Corporation/Organization between meetings of the Board. The President shall be responsible for the hiring and firing of all personnel, and shall be responsible for keeping the Board informed at all times of staff performance and for implementing any personnel policies which may be adopted and implemented by the Board. The President, at all times, is authorized to contract, receive, deposit, disburse and account for all funds of the Corporation/Organization, to execute in the name of the Corporation/Organization all contracts and other documents authorized either generally or specifically by the Board to be executed by the Corporation/Organization, and to negotiate any and all material business transactions of the Corporation/Organization.

Secretary

The Secretary, or his/her designee, shall be the custodian of all records and documents of the Corporation/Organization, which are required to be kept at the principal office of the Corporation/Organization, and shall act as secretary at all meetings of the Board of Directors, and shall keep the minutes of all such meetings on file in hard copy or electronic format. S/he shall attend to the giving and serving of all notices of the Corporation/Organization and shall see that the seal of the Corporation/Organization, if any, is affixed to all documents, the execution of which on behalf of the Corporation/Organization under its seal is duly authorized in accordance with the provisions of these bylaws.

Treasurer (Chief Financial Officer)

It shall be the responsibility of the Treasurer to keep and maintain, or cause to be kept and maintained, adequate and accurate accounts of all the properties and business transactions of the Corporation/Organization, including accounts of its assets, liabilities, receipts, disbursements, gains, losses, capital, retained earnings, and other matters customarily included in financial statements.

The Treasurer shall be responsible for ensuring the deposit of, or cause to be deposited, all money and other valuables as may be designated by the Board of Directors. Furthermore, the Treasurer shall disburse, or cause to be disbursed, the funds of the Corporation/Organization, as may be ordered by the Board of Directors, and shall render to the Chair of the Board, President, and directors, whenever they request it, an account of all the Treasurer's transactions as treasurer and of the financial condition of the Corporation/Organization.

The Treasurer shall give the Corporation/Organization a bond, if so requested and required by the Board of Directors, in the amount and with the surety or sureties specified by the Board for faithful performance of the duties of the Treasurer's office and for restoration to the Corporation/Organization of all its books, papers, vouchers, money and other property of every kind in the Treasurer's possession or under the Treasurer's control upon the Treasurer's death, resignation, retirement, or removal from office. The Corporation/Organization shall pay the cost of such a bond.

ARTICLE 7 – COMMITTEES

Committees of Directors

The Board of Directors may, by resolution adopted by a majority of the directors then in office, provided that a quorum is present, designate one or more committees to exercise all or a portion of the authority of the Board, to the extent of the powers specifically delegated in the resolution of the Board or in these bylaws. Each such committee shall consist of two (2) or more directors, and may also include persons who are not on the Board but whom the directors believe to be reliable and competent to serve at the specific committee. However, committees exercising any authority of the Board of Directors may not have any non-director members. The Board may designate one or more alternative members of any committee who may replace any absent member at any meeting of the committee. The appointment of members or alternate members of a committee requires the vote of a majority of the directors then in office, provided that a quorum is present. The Board of Directors may also designate one or more advisory committees that do not have the authority of the Board. However, no committee, regardless of Board resolution, may:

- a) Approve of any action that, pursuant to applicable Law, would also require the affirmative vote of the members of the Board if this were a membership vote.
- b) Fill vacancies on, or remove the members of, the Board of Directors or any committee that has the authority of the Board.
- c) Fix compensation of the directors serving on the Board or on any committee.
- d) Amend or repeal the Articles of Incorporation or bylaws or adopt new bylaws.
- e) Amend or repeal any resolution of the Board of Directors that by its express terms is not

so amendable or repealable.

- f) Appoint any other committees of the Board of Directors or their members.
- g) Approve a plan of merger, consolidation, voluntary dissolution, bankruptcy, or reorganization; or a plan for the sale, lease, or exchange of all or considerably all of the property and assets of the Corporation/Organization otherwise than in the usual and regular course of its business; or revoke any such plan.
- h) Approve any self-dealing transaction, except as provided pursuant to law.

Unless otherwise authorized by the Board of Directors, no committee shall compel the Corporation/Organization in a contract or agreement or expend Corporation/Organization funds.

Meetings and Actions of Committees

Meetings and actions of all committees shall be governed by, and held and taken in accordance with, the provisions of Article 5 - Board of Directors of these bylaws concerning meetings and actions of the directors, with such changes in the context of those bylaws as are necessary to substitute the committee and its members for the Board of Directors and its members, except that the time for regular meetings of committees may be determined either by resolution of the Board of Directors or by resolution of the committee. Special meetings of committees may also be called by resolution of the Board of Directors. Notice of special meetings of committees shall also be given to any and all alternate members, who shall have the right to attend all meetings of the committee. Minutes shall be kept of each meeting of any committee and shall be filed with the Corporation/Organization records. The Board of Directors may adopt rules not consistent with the provisions of these bylaws for the governance of any committee.

If a director relies on information prepared by a committee of the Board on which the director does not serve, the committee must be composed exclusively of any or any combination of (a) directors, (b) directors or employees of the Corporation/Organization whom the director believes to be reliable and competent in the matters presented, or (c) counsel, independent accountants, or other persons as to matters which the director believes to be within that person's professional or expert competence.

Executive Committee

Pursuant to Article 7 - Committee of Directors, the Board may appoint an Executive Committee composed of a minimum of three directors, one of whom shall be the Chair of the Board of the Board and another shall be either the Vice Chair of the Board, the Secretary, or the Treasurer, to serve on the Executive Committee of the Board. The Executive Committee, unless limited in a resolution of the Board, shall have and may exercise all the authority of the Board in the management of the business and affairs of the Corporation/Organization between meetings of the Board, provided, however, that the Executive Committee shall not have the authority of the Board in reference to those matters enumerated in Article 7 - Committee of Directors. The Secretary of the Corporation/Organization shall send to each director a summary report of the business conducted in any meeting of the Executive Committee.

ARTICLE 8 - STANDARD OF CARE

General

A director shall perform all the duties of a director, including, but not limited to, duties as a member of any committee of the Board on which the director may serve, in such a manner as the director deems to be in the best interest of the Corporation/Organization and with such care, including reasonable inquiry, as an ordinary, prudent, and reasonable person in a similar situation may exercise under similar circumstances.

In the performance of the duties of a director, a director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

- a) One or more officers or employees of the Corporation/Organization whom the director deems to be reliable and competent in the matters presented;
- b) Counsel, independent accountants, or other persons, as to the matters which the director deems to be within such person's professional or expert competence; or
- c) A committee of the Board upon which the director does not serve, as to matters within its designated authority, which committee the director deems to merit confidence,

so long as in any such case the director acts in good faith, after reasonable inquiry when the need may be indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.

Except as herein provided in Article 8 - Standard of Care, any person who performs the duties of a director in accordance with the above shall have no liability based upon any failure or alleged failure to discharge that person's obligations as a director, including, without limitation of the following, any actions or omissions which exceed or defeat a public or charitable purpose to which the Corporation/Organization, or assets held by it, are dedicated.

Loans

The Corporation/Organization shall not make any loan of money or property to, or guarantee the obligation of, any director or officer, unless approved by the New Hampshire Attorney General; provided, however, that the Corporation/Organization may advance money to a director or officer of the Corporation/Organization or any subsidiary for expenses reasonably anticipated to be incurred in the performance of the duties of such officer or director so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

Conflict of Interest

The purpose of the Conflict of Interest policy is to protect the Corporation/Organization's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of one of its officers or directors, or that might otherwise result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable corporations/organizations and is not intended as an exclusive statement of responsibilities.

Restriction on Interested Directors

Not more than One Third% (percent) of the persons serving on the Board of Directors at any time

may be interested persons. An interested person is (1) any person currently being compensated by the Corporation/Organization for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director; and (2) any brother, sister, parent, ancestor, descendent, spouse, brother-in-law, sister-in-law, son-in-law, mother-in-law, or father-in-law of any such person. However, any violation of the provisions of this section shall not affect the validity or enforceability of any transaction entered into by the interested person.

Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors who are considering the proposed transaction or arrangement.

Establishing a Conflict of Interest

After the disclosure of the financial interest and all material facts, and after any discussion with the interested person, the interested person shall leave the Board meeting while the potential conflict of interest is discussed and voted upon. The remaining Board members shall decide if a conflict of interest exists.

Addressing a Conflict of Interest

In the event that the Board should establish that a proposed transaction or arrangement establishes a conflict of interest, the Board shall then proceed with the following actions:

- a) Any interested person may render a request or report at the Board meeting, but upon completion of said request or report the individual shall be excused while the Board discusses the information and/or material presented and then votes on the transaction or arrangement proposed involving the possible conflict of interest.
- b) The Chair of the Board of the Board shall, if deemed necessary and appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c) After exercising due diligence, the Board shall determine whether the Corporation/Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d) If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the best interest of the Corporation/Organization, for its own benefit, and whether it is fair and reasonable. It shall make its decision as to whether to enter into the transaction arrangement in conformity with this determination.

Violations of Conflict of Interest Policy

Should the Board have reasonable cause to believe an interested person has failed to disclose actual or possible conflicts of interest, the Board shall then inform the interested person of the basis for such belief and afford the interested person an opportunity to explain the alleged failure

to disclose.

If, after hearing the interested person's explanation, and after making further investigation as may be warranted in consideration of the circumstances, the Board determines the interested person intentionally failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Procedures and Records

All minutes of the Board Meetings, when applicable, shall contain the following information:

- a) The names of all the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's decision as to whether a conflict of interest in fact existed.
- b) The names of the persons who were present for discussions and any votes relating to the transaction or arrangement, the content of the discussions, including any alternatives to the proposed transaction or arrangement, and a record of any vote taken in connection with the proceedings.

Acknowledgement of Conflict of Interest Policy

Each director, principal officer, and member of a committee with Board delegated powers shall be required to sign a statement which affirms that such person:

- a) Has received a copy of the conflict of interest policy;
- b) Has read and understands the policy;
- c) Has agreed to comply with the policy; and
- d) Understands that the Corporation/Organization is charitable, and in order to maintain its federal tax exemption, it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Violation of Loyalty - Self-Dealing Contracts

A self-dealing contract is any contract or transaction (i) between this Corporation/Organization and one or more of its Directors, or between this Corporation/Organization and any corporation, firm, or association in which one or more of the Directors has a material financial interest ("Interested Director"), or (ii) between this Corporation/Organization and a corporation, firm, or association of which one or more of its directors are Directors of this Corporation/Organization. Said self-dealing shall not be void or voidable because such Director(s) of corporation, firm, or association are parties or because said Director(s) are present at the meeting of the Board of Directors or committee which authorizes, approves or ratifies the self-dealing contract, if:

- a) All material facts are fully disclosed to or otherwise known by the members of the Board and the self-dealing contract is approved by the Interested Director in good faith (without including the vote of any membership owned by said interested Director(s));

- b) All material facts are fully disclosed to or otherwise known by the Board of Directors or committee, and the Board of Directors or committee authorizes, approves, or ratifies the self-dealing contract in good faith—without counting the vote of the interest Director(s)—and the contract is just and reasonable as to the Corporation/Organization at the time it is authorized, approved, or ratified; or
- c) As to contracts not approved as provided in above sections (a) and/or (b), the person asserting the validity of the self-dealing contract sustains the burden of proving that the contract was just and reasonable as to the Corporation/Organization at the time it was authorized, approved, or ratified.

Interested Director(s) may be counted in determining the presence of a quorum at a meeting of the Board of Directors or a committee thereof, which authorizes, approves, or ratifies a contract or transaction as provided for and contained in this section.

Indemnification

To the fullest extent permitted by law, the Corporation/Organization shall indemnify its "agents," as described by law, including its directors, officers, employees and volunteers, and including persons formerly occupying any such position, and their heirs, executors and administrators, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," and including any action by or in the right of the Corporation/Organization, by reason of the fact that the person is or was a person as described in the Non-Profit Corporation Act. Such right of indemnification shall not be deemed exclusive of any other right to which such persons may be entitled apart from this Article.

To the fullest extent permitted by law, and, except as otherwise determined by the Board in a specific instance, expenses incurred by a person seeking indemnification in defending any "proceeding" shall be advanced by the Corporation/Organization of an undertaking by or on behalf of that person to repay such amount unless it is ultimately determined that the person is entitled to be indemnified by the Corporation/Organization for those expenses.

The Corporation/Organization shall have the power to purchase and maintain insurance on behalf of any agent of the Corporation/Organization, to the fullest extent permitted by law, against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, or to give other indemnification to the extent permitted by law.

ARTICLE 9 – EXECUTION OF CORPORATE INSTRUMENTS

Execution of Corporate Instruments

The Board of Directors may, at its discretion, determine the method and designate the signatory officer or officers, or other person or persons, to execute any corporate instrument or document, or to sign the corporate name without limitation, except when otherwise provided by law, and such execution or signature shall be binding upon the Corporation/Organization.

Unless otherwise specifically determined by the Board of Directors or otherwise required by law, formal contracts of the Corporation/Organization, promissory notes, deeds of trust, mortgages, other evidences of indebtedness of the Corporation/Organization, other corporate/organization instruments or documents, memberships in other corporations/organizations, and certificates of

shares of stock owned by the Corporation/Organization shall be executed, signed, and/or endorsed by the Chairman, Vice Chairman, Treasurer.

All checks and drafts drawn on banks or other depositories on funds to the credit of the Corporation/Organization, or in special accounts of the Corporation/Organization, shall be signed by such person or persons as the Board of Directors shall authorize to do so.

Loans and Contracts

No loans or advances shall be contracted on behalf of the Corporation/Organization and no note or other evidence of indebtedness shall be issued in its name unless and except as the specific transaction is authorized by the Board of Directors. Without the express and specific authorization of the Board, no officer or other agent of the Corporation/Organization may enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation/Organization.

ARTICLE 10 – RECORDS AND REPORTS

Maintenance and Inspection of Articles and Bylaws

The Corporation/Organization shall keep at its principal office the original or a copy of its Articles of Incorporation and bylaws as amended to date, which shall be open to inspection by the directors at all reasonable times during office hours.

Maintenance and Inspection of Federal Tax Exemption Application and Annual Information Returns

The Corporation/Organization shall keep at its principal office a copy of its federal tax exemption application and its annual information returns for three years from their date of filing, which shall be open to public inspection and copying to the extent required by law.

Maintenance and Inspection of Other Corporate Records

The Corporation/Organization shall keep adequate and correct books and records of accounts and written minutes of the proceedings of the Board and committees of the Board. All such records shall be kept at a place or places as designated by the Board and committees of the Board, or in the absence of such designation, at the principal office of the Corporation/Organization. The minutes shall be kept in written or typed form, and other books and records shall be kept either in written or typed form or in any form capable of being converted into written, typed, or printed form. Upon leaving office, each officer, employee, or agent of the Corporation/Organization shall turn over to his or her successor or the Chair of the Board or President, in good order, such corporate/organization monies, books, records, minutes, lists, documents, contracts or other property of the Corporation/Organization as have been in the custody of such officer, employee, or agent during his or her term of office.

Every director shall have the absolute right at any reasonable time to inspect all books, records, and documents of every kind and the physical properties of the Corporation/Organization and each of its subsidiary corporations/organizations. The inspection may be made in person or by an agent or attorney, and shall include the right to copy and make extracts of documents.

Preparation of Annual Financial Statements

The Corporation/Organization shall prepare annual financial statements using generally accepted

accounting principles. Such statements shall be audited by an independent certified public accountant, in conformity with generally accepted accounting standards. The Corporation/Organization shall make these financial statements available to the New Hampshire Attorney General and members of the public for inspection no later than Sixty days after the close of the fiscal year to which the statements relate.

Reports

The Board shall ensure an annual report is sent to all directors within Sixty days after the end of the fiscal year of the Corporation/Organization, which shall contain the following information:

- a) The assets and liabilities, including trust funds, of this corporation at the end of the fiscal year.
- b) The principal changes in assets and liabilities, including trust funds, during the fiscal year.
- c) The expenses or disbursements of the Corporation/Organization for both general and restricted purposes during the fiscal year.
- d) The information required by Non-Profit Corporation Act concerning certain self-dealing transactions involving more than \$50,000 or indemnifications involving more than \$10,000 which took place during the fiscal year.

The report shall be accompanied by any pertinent report from an independent accountant or, if there is no such report, the certificate of an authorized officer of the Corporation/Organization that such statements were prepared without audit from the books and records of the Corporation/Organization.

ARTICLE 11 – FISCAL YEAR

The fiscal year for this Corporation/Organization shall end on June 30.

ARTICLE 12 – AMENDMENTS AND REVISIONS

These bylaws may be adopted, amended, or repealed by the vote of a two-thirds majority of the directors then in office. Such action is authorized only at a duly called and held meeting of the Board of Directors for which written notice of such meeting, setting forth the proposed bylaw revisions with explanations therefore, is given in accordance with these bylaws. If any provision of these bylaws requires the vote of a larger portion of the Board than is otherwise required by law, that provision may not be altered, amended or repealed by that greater vote.

ARTICLE 13 – CORPORATE/ORGANIZATION SEAL

The Board of Directors may adopt, use, and alter a corporate/organization seal. The seal shall be kept at the principal office of the Corporation/Organization. Failure to affix the seal to any corporate/organization instrument, however, shall not affect the validity of that instrument.

ARTICLE 14 – CONSTRUCTION AND DEFINITIONS

Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Non-Profit Corporation Act as amended from time to time shall govern the construction of these bylaws. Without limiting the generality of the foregoing, the masculine gender includes the feminine and neuter, the singular number includes the plural and the plural number includes the singular, and the term "person" includes a Corporation/Organization as well as a natural person. If any competent court of law shall deem any portion of these bylaws invalid or inoperative, then so far as is reasonable and possible (i) the remainder of these bylaws shall be considered valid and operative, and (ii) effect shall be given to the intent manifested by the portion deemed invalid or inoperative.

CERTIFICATE OF SECRETARY

I, Tara Hartnett, certify that I am the current elected and acting Secretary of the benefit Corporation/Organization, and the above bylaws are the bylaws of this Corporation/Organization as adopted by the Board of Directors on June 19, 2019, and that they have not been amended or modified since the above.

EXECUTED on this day of _____, in the County of Carroll in the State of New Hampshire.

(Duly Elected Secretary)

Part III

The Alliance Recommendations

For the Grade Level Placement Of the Common Core Standards In a Waldorf-Inspired Public School Program

Kindergarten through Grade Eight

*English Language Arts & Literacy
in History/Social Studies, Science, and Technical Subjects*

Mathematics

First Edition, September 2013

Introduction to the Alliance Recommendations

Part Three presents the Alliance Recommendations for the Placement of the Common Core Standards in a Waldorf-Inspired Public School Program. This portion of the document reflects the results of the Alliance review process, including all of the Common Core Standards in ELA/Literacy and Mathematics—now re-organized to reflect the grade levels identified as appropriate for students in a Waldorf Program—as indicated in the placements recorded in the Tables in Part II.

For example, in Part III, the movement of student academic achievement standards in reading and mathematics from Kindergarten in the Common Core to Grades 1 and 2 in the Waldorf program (as represented in Part II, above) is reflected in the structure of and placement in the Alliance Recommendations.

Every Common Core Standard (K-8) is included in Part III. None has been omitted. Part III simply reorganizes the CC standards—placing them in their appropriate Waldorf Grade Level in a summary format. The Alliance anticipates that Waldorf graduates from K-8 Waldorf-Inspired Public Schools will have achieved the common Core standards (K-8) and be fully prepared for success in any high school curriculum aligned to the Common Core Standards for Grades 9-12.

The standards in the Recommendations are numbered consecutively at the beginning of the each standard, and, for reference and ease of comparison, each standard is followed by its original Common Core identifier.

As in the Common Core Standards, the numbers begin again as the standards enter a new Strand (within ELA) or Domain (within Mathematics)—but each standard has a unique identifier by grade, strand or domain, and number. For Instance, within the content area English Language Arts, (1 RL 1) indicates Grade 1, Reading Literature, Standard 1. This organizing pattern will become apparent and provide clarity upon review.

Parts I and III (providing introductions to Waldorf education and the Common Core Standards—and the Alliance Recommendations) may prove to be of most interest to parents, school boards, district administrators, public school educators and officials, and the general public--all of whom may want to learn more about the Waldorf approach to education and its relationship to the Common Core Standards.

Parts II and IV are more directly useful to Waldorf-Inspired Public Schools and Waldorf class teachers who will find these parts of practical value as they consider the significance of the Common Core Standards in their own curriculum and instructional programs, in the design of their student learning activities, and in considering their grade level academic expectations for their students.

The Common Core Standards are not “Waldorf Standards,” --in that they do not truly represent the core or the essential outcomes of Waldorf Education. They do not reflect the scope, breadth, or depth of the developing human being, nor of the Waldorf curriculum. They do not address its fundamental model of human development, and the breadth, fullness, and variety of the healthy student capacities that are its goals. This dedication to the developing human being in his or her fullness is at the core of the vision, principles, and practical decisions that constitute the richness of Waldorf education--and which broaden its goals for each student. *(See Part 1 and the grade level curriculum summaries in Part II for an initial introduction to these educational goals and the Waldorf curriculum that addresses them.)*

This Alliance document is intended to provide assistance to Waldorf schools and teachers, but its Recommendations are only advisory. They are a first attempt to find common ground, across schools, but we wish to make clear that schools and teachers in Waldorf schools work out of their own insights and in response to their own students’ needs. It is anticipated that this document will begin an ongoing conversation and that it will grow organically, through dialogue and discussion, based on new insights and refinements provided by classroom teachers and developed in their work together in the Waldorf community.

Although this document addresses the placement of the Common Core Standards in the Waldorf program, it raises a deeper concern about and interest in further exploration of the Waldorf developmental model and the corresponding Waldorf curriculum and instructional programs. The current document only refers to these topics in summary form, but the Alliance is aware that additional projects, developed by and shared among Waldorf-Inspired Public Schools, would expand and inspire additional Waldorf programs throughout the nation.

These additional projects would continue to work to provide guidance to Waldorf schools and teachers, but would remain advisory in content and form—intended to inspire and support the spread and effectiveness of Waldorf education.

One Sample Project Proposal

One example of such a project, which comes directly out of our work on this document is related to instructional “spiraling” in the Waldorf curriculum and the Common Core concept of standards-based student achievement. In Mathematics, from grades six through eight, many topics are introduced, and then re-presented in the instructional program—with the students gaining in knowledge and skill throughout the three grades. Both the instruction and the levels of student achievement spiral upward over this span of grades. Yet, in the Common Core Mathematics Standards, the full student attainment of each standard appears only once--and only at its point of completion. Thus, it appears that a limited number of mathematics standards are attained at grade 6, somewhat more at grade 7, and

many, many more attained at grade 8. This creates the impression that the mathematics program is much smaller at Grade 6 and growing wildly, with impossible student goals, at Grade 8.

In Part II of this current document, reviewers often added the note that a standard was “Introduced at” an earlier grade level. But, the standards placements are reserved for the grade level at which the student fully attains each standard.

In light of this “apparent” anomaly, the Alliance is proposing a curriculum project with its member schools to describe this spiraling of the mathematics program from grades six through eight. Such a project would serve two valuable purposes: first, to describe for all stakeholders how the Waldorf program works to reach the stated goals; second, to consciously clarify and describe and share with others, including new teachers and schools, the components of this coordinated, spiraling, cross-year curriculum and instructional program in middle-grades mathematics.

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core
Standards In a Waldorf-Inspired Public School Program**

***English Language Arts
& Literacy in History/Social Studies, Science,
and Technical Subjects***

***Recommendations for
Kindergarten through Grade Eight***

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

English Language Arts Kindergarten

Writing

Research to Build and Present Knowledge

K W 1. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K, W 8) (oral sources, oral responses, foundational for writing)

Speaking and Listening

Comprehension and Collaboration

K SL 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. (K SL 1)

K SL 1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). (K SL 1a)

K SL 1b. Continue a conversation through multiple exchanges. (K SL 1b)

K SL 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (K SL 2)

K SL 2 a. **Understand and follow one- and two- step oral directions. (CA)** (K SL 2a)

K SL 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (K SL 3)

Presentation of Knowledge and Ideas

K SL 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (K SL 4)

K SL 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. (K SL 5)

K SL 6. Speak audibly and express thoughts, feelings, and ideas clearly. (K SL 6)

Language

Conventions of Standard English

K L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (K L 1)

K L 1a. Use frequently occurring nouns and verbs. (K L 1b)

K L 1b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (K L 1c)

K L 1c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (K L 1d)

K L 1d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (K L 1e)

K L 1e. Produce and expand complete sentences in shared language activities. (K L 1f)

Vocabulary Acquisition and Use

K L 2. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. (K L 5a)

K L 3. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. (K L 6)

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

English Language Arts Grade 1

Reading Literature

Key Ideas and Details

- 1 RL 1. Retell stories, including key details, and demonstrate understanding of their central message or lesson. (1 RL 2) (K RL 2)
- 1 RL 2. Describe characters, settings, and major events in a story, using key details. (1 RL 3) (K RL 3)
- 1 RL 3. With prompting and support, ask and answer questions about key details in a text. (K RL 1)

Range of Reading and Level of Text Complexity

- 1 RL 4. With prompting and support, read prose and poetry of appropriate complexity for Grade 1. (1 RL 10)

Reading Foundational Skills

Print Concepts

- 1 RF 1. Demonstrate understanding of the organization and basic features of print. (1 RF 1) (K RF 1)
- 1 RF 1a. Follow words from left to right, top to bottom, and page by page. (K RF 1a)
- 1 RF 1b. Recognize that spoken words are represented in written language by specific sequences of letters. (K RF 1b)
- 1 RF 1c. Understand that words are separated by spaces in print. (K RF 1c)
- 1 RF 1d. Recognize and name all upper- and lowercase letters of the alphabet. (K RF 1d)
- 1 RF 1e. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). (1 RF 1a)

Phonological Awareness

- 1 RF 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (1 RF 2) (K RF 2)
- 1 RF 2a. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. (1 RF 2b)
- 1 RF 2b. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. (1 RF 2c)
- 1 RF 2c. Recognize and produce rhyming words. (K RF 2a)
- 1 RF 2d. Count, pronounce, blend, and segment syllables in spoken words. (K RF 2b)
- 1 RF 2e. Blend and segment onsets and rhymes of single-syllable spoken words. (K RF 2c)
- 1 RF 2f. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.) (K RF 2d)
- 1 RF 2g. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (K RF 2e)
- 1 RF 2h. **Blend two or three phonemes into recognizable words. (CA)** (K RF 2f)

Phonics and Word Recognition

- 1 RF 3. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (K RF 3a)
- 1 RF 4. Know the spelling-sound correspondences for common consonant digraphs. (1 RF 3a)
- 1 RF 5. Decode regularly spelled one-syllable words. (1 RF 3b)

Fluency

- 1 RF 6. Read with sufficient accuracy and fluency to support comprehension. (1 RF 4)

Writing

Research to Build and Present Knowledge

- 1 W 1. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (1 W 8)

Speaking and Listening

Comprehension and Collaboration

- 1 SL 1. Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups. (1 SL 1)
- 1 SL 1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). (1 SL 1a)
- 1 SL 1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (1 SL 1b)
- 1 SL 1c. Ask questions to clear up any confusion about the topics and texts under discussion. (1 SL 1c)
- 1 SL 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. (1 SL 2)
- 1 SL 3. **Give, restate, and follow simple two-step directions. CA** (1 SL 2a)
- 1 SL 4. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (1 SL 3)

Presentation of Knowledge and Ideas

- 1 SL 5. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. (1 SL 4)
- 1 SL 6. **Memorize and recite poems, rhymes, and songs with expression. CA** (1 SL 4a)
- 1 SL 7. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (1 SL 5)
- 1 SL 8. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations. (1 SL 6)

Language

Conventions of Standard English

- 1 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (1 L 1)

- 1 L 1a. Print all upper- and lowercase letters. (1 L 1a) (K L 1a)
- 1 L 1b. Use common, proper, and possessive nouns. (1 L 1b)
- 1 L 1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*) (1 L 1c).
- 1 L 1d. Use personal (**subject, object**), possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*). **CA** (1 L 1d)
- 1 L 1e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*). (1 L 1e)
- 1 L 1f. Use frequently occurring adjectives. (1 L 1f)
- 1 L 1g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*). (1L 1g)
- 1 L 1h. Use determiners (e.g., articles, demonstratives). (1 L 1h)
- 1 L 1i. Use frequently occurring prepositions (e.g., *during, beyond, toward*). (1 L 1i)
- 1 L 1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. (1.L 1j)
- 1 L 2. Capitalize the first word in a sentence and the pronoun I. K L 2a)
- 1 L 2a. Capitalize dates and names of people. (1 L 2a)
- 1 L 3. Recognize and name end punctuation. (K L 2b)
- 1 L 3a. Use end punctuation for sentences. (1 L 2b)
- 1 L 4. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. (1 L 2d)
- 1 L 5. Write a letter or letters for most consonant and short-vowel sounds (phonemes). (K L 2c)
- 1 L 6. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. (1 L 2e) (K L 2d)

Vocabulary Acquisition and Use

- 1 L 7. Use sentence-level context as a clue to the meaning of a word or phrase. (1 L 4a)
- 1 L 8. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. (1 L 5) (K L 5)

- 1 L 9. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. (1 L 5a)
- 1 L 10. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes). (1 L 5b)
- 1 L 11. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*). (1 L 5c) (K L 5c)
- 1 L 12. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (K L 5d)
- 1 L 13. Distinguish shades of meaning among verbs differing in manner (e.g., *look*, *peek*, *glance*, *stare*, *glare*, *scowl*) and adjectives differing in intensity (e.g., *large*, *gigantic*) by defining or choosing them or by acting out the meanings. (1 L 5d)
- 1 L 14. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because). (1 L 6)

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

English Language Arts

Grade 2

Reading Literature

Key Ideas and Details

- 2 RL 1. Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. (2 RL 1) (Incorporates 1 RL 1)
- 2 RL 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. (2 RL 2)
- 2 RL 3. Describe how characters in a story respond to major events and challenges. (2 RL 3)

Craft and Structure

- 2 RL 4. Ask and answer questions about unknown words in a text. (K RL 4)
- 2 RL 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. (2 RL 5)
- 2 RL 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. (2 RL 6)
- 2 RL 7. Identify the front cover, back cover, and title page of a book. (K RI 5)
- 2 RL 7a. Use illustrations and details in a story to describe its characters, setting, or events. (1 RJ 7)
- 2 RL 8. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (K RL 6)

Integration of Knowledge and Ideas

- 2 RL 9. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts.) (K RL 7)

Range of Reading and Level of Text Complexity

- 2 RL 10. Actively engage in group reading activities with purpose and understanding. (K RL 10)

2 RL 10a. **Activate prior knowledge related to the information and events in texts. (CA)**
(K RL 10a) (1 RL 10a)

2 RL 10b. **Use illustrations and context to make predictions about text. (CA)** (K RL 10b)

2 RL 10c. **Confirm predictions about what will happen next in a text, (CA)** (1 RL 10b)

Reading Foundational Skills

Phonics and Word Recognition

2 RF 1. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** (2 RF 3)(K RF 3) (1 RF 3)

2 RF 1a. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. **(Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the Grade 1 phonics standards.) (CA)**
(K RF 3b)

2 RF 1b. Distinguish long and short vowels when reading regularly spelled one-syllable words.
(2 RF 3a)

2 RF 1c). Distinguish long from short vowel sounds in spoken single-syllable words. (1 RF 2a)

2 RF 1d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). (1 RF 2d)

2 RF 1e. Know spelling-sound correspondences for additional common vowel teams. (2 RF 2b)

2 RF 1f. Decode regularly spelled two-syllable words with long vowels. (2 RF 3c)

2 RF 2. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (K RF 3c)

2 RF 3. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (K RF 3d)

Fluency

2 RF 4. Read emergent-reader texts with purpose and understanding. (K RF 4)

2 RF 4a. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (1 RF 4c)

Writing

Text Types and Purposes

- 2 W 1. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (K W 2)
- 2 W 2. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (K W 3)
- 2 W 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. (2 W 3)

Production and Distribution of Writing

- 2 W 4. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (2 W 5)
- 2 W 5. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (K W 8)

Speaking and Listening

Comprehension and Collaboration

- 2 SL 1. Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups. (2 SL 1)
- 2 SL 1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (2 SL 1a)
- 2 SL 1b. Build on others' talk in conversations by linking their comments to the remarks of others. (2 SL 1b)
- 2 SL 1c. Ask for clarification and further explanation as needed about the topics and texts under discussion. (2SL 1c)
- 2 SL 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. (2 SL 2)
- 2 SL 3. **Give and follow three- and four-step oral directions. CA** (2 SL 2a)

2 SL 4. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. (2 SL 3)

Presentation of Knowledge and Ideas

2 SL 5. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. (2 SL 4)

2 SL 6. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. (Audios at Gr. 7) (2 SL 5)

2 SL 7. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) (2 SL 6)

Language

Conventions of Standard English

2 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (2 L 1)

2 L 1a. Use collective nouns (e.g., *group*). (2 L 1a)

2 L 1b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*). (2 L 1b)

2 L 1c. Use reflexive pronouns (e.g., *myself, ourselves*). (2 L 1c)

2 L 1d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*). (2 L 1d)

2 L 1e. Use adjectives and adverbs, and choose between them depending on what is to be modified. (2 L 1e)

2 L 1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (2 L 1f)

2 L 1g. **Create readable documents with legible print. CA** (2 L 1g)

2 L 2 Demonstrate the command of the conventions of standard English capitalization, punctuation, and spelling when writing. (K L 2) (1 L 2)

2 L 2a. Capitalize holidays, product names, and geographic names. (2 L 2a)

Knowledge of Language

2 L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (2 L 3)

Vocabulary Acquisition and Use

2 L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies. (2 L 4) (K L 4)

2 L 4a. Use sentence-level context as a clue to the meaning of a word or phrase. (2 L 4a)

2 L 4b. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). (K L 4a)

2 L 4c. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. (K L 4b) (1 L 4b)

2 L 4d. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). (2 L 4b)

2 L 4e. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). (1 L 4c)

2 L 4f. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). (2 L 4c)

2 L 4g. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). (2 L 4d)

2 L 5. Demonstrate understanding of word relationships and nuances in word meanings. (2 L 5)

2 L 5a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). (2 L 5a)

2 L 5b. Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*). (2 L 5b)

2 L 5c. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (K L 5b)

2 L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). (2 L 6)

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

English Language Arts

Grade Three

Reading Literature

Key Ideas and Details

- 3 RL 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3 RL 1)
- 3 RL 1a. Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text. (2 RL 1)
- 3 RL 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (3 RL 2)
- 3 RL 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (3 RL 3)

Craft and Structure

- 3 RL 4. Recognize common types of texts (e.g., storybooks, poems, **fantasy, realistic text**) (CA). (K RL 5)
- 3 RL 5. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. **(See grade 2 Language standards 4-6 for additional expectations.)** CA (2 RL 4)
- 3 RL 6. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. **(See grade 2 Language standards 4-6 for additional expectations.)** (CA) (1 RL 4)
- 3 RL 7. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. (1 RL 5)
- 3 RL 8. Identify who is telling a story at various points in a text. (1 RL 6)

Integration of Knowledge and Ideas

- 3 RL 9. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. (2 RL 7)
- 3 RL 10. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (3 RL 7)

Range of Reading and Level of Text Complexity

- 3 RL 11. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. (3 RL 10) (Incorporates 2 RL 10)

Reading Informational Text

Key Ideas and Details

- RI 1. Ask and answer questions about key details in a text. (1 RI 1)(K RI 1)
- RI 2. Identify the main topic and retell key details of a text. (1 RI 2)(K RI 2)
- RI 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. (1 RI 3) (K RI 3)

Craft and Structure

- 3 RI 4. Ask and answer questions to help determine or clarify the meaning of words or phrases in a text. (2 RI 4)(1 RI 4)(K RI 4)
- 3 RI 5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. (1 RI 6)
- 3 RI 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (K RI 6)

Integration of Knowledge and Ideas

- 3 RI 7. Use the illustrations and details in a text to describe its key ideas. (1 RI 7) (Incorporates K RI 7)
- 3 RI 8. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (3 RI 7)
- 3 RI 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (1 RI 9)

Range of Reading and Level of Text Complexity

- 3 RI 10. Actively engage in group reading activities with purpose and understanding. (K RI 10)
- 3 RI 10a. With prompting and support, read informational texts appropriately complex for the grade level. (1 RI 10)
- 3 RI 10b. **Activate prior knowledge related to the information and events in texts. (CA)**
(1 RI 10a) (K RI 10a)
- 3 RI 10 c. **Make and confirm predictions about what will happen next in a text. CA**
(1 RL 10b(K RI 10b))

Reading Foundational Skills

Phonics and Word Recognition

- 3 RF 1. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text. CA** (3 RF 3)
- 3 RF 1a. Decode multi-syllable words. (3 RF 3c)
- 3 RF 1b. Decode words with common prefixes and suffixes. (2 RF 3d)
- 3 RF 1c. Identify words with inconsistent but common spelling-sound correspondences. (2 RF 3e)
- 3 RF 1d. Read grade-appropriate irregularly spelled words. (3 RF 3d) (2 RF 3f)

Fluency

- 3 RF 2. Read with sufficient accuracy and fluency to support comprehension. (3 RF 4)
- 3 RF 2a. Read on-level text with purpose and understanding. (3 RF 4a) (1 RF 4a)
- 3 RF 2b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (3 RF 4b) (1 RF 4b)
- 3 RF 2c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (3 RF 4c)
- 3 RF 3. Read with sufficient accuracy and fluency to support comprehension. (2 RF 4)
- 3 RF 3a. Read on-level text with purpose and understanding. (2 RF 4a)
- 3 RF 3b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. (2 RF 4b)

3 RF 3c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (2 RF 4c)

Writing

Text Types and Purposes

3 W 1. **Write informative/explanatory texts** to examine a topic and convey ideas and information clearly. (3 W 2)

3 W 1a. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. (2 W 2)

3 W 1b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. (3 W 2a)

3 W 1c. Develop the topic with facts, definitions, and details. (3 W 2b)

3 W 1d. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. (3 W 2c)

3 W 1e. Provide a concluding statement or section. (3 W 2d)

3 W 2. **Write narratives** to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (3 W 3)

3 W 2a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. (3 W 3a)

3 W 2b. Use temporal words and phrases to signal event order. (3 W 3c)

3 W 2c. Provide a sense of closure. (3 W 3d)

Production and Distribution of Writing

3 W 3. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (3 W 4)

Research to Build and Present Knowledge

3 W 4. Recall information from experiences or gather information from provided sources to answer a question. (2 W 8)

3 W 5. Conduct short research projects that build knowledge about a topic. (3 W 7)

Speaking and Listening

Comprehension and Collaboration

- 3 SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly. (3 SL 1)
- 3 SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (3 SL 1a)
- 3 SL 1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (3 SL 1b)
- 3 SL 1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (3 SL 1c)
- 3 SL 1d. Explain their own ideas and understanding in light of the discussion. (3 SL 1d)
- 3 SL 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (3 SL 2)
- 3 SL 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (3 SL 3)

Presentation of Knowledge and Ideas

- 3 SL 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (3 SL 4)
- 3 SL 4a. **Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA** (2 SL 4a)
- 3 SL 5. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) (3 SL 6)

Language

Conventions of Standard English

- 3 L 1. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (3 L 2)

- 3 L 1a. Capitalize appropriate words in titles. (3 L 2a)
- 3 L 1b. Use commas in dates and to separate single words in a series. (1 L 2c)
- 3 L 1c. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*). (3 L 2e)
- 3 L 1d. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (3 L 2f)
- 3 L 1e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. (3 L 2g)
- 3 L 1f. **Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. CA (3 L 1j)**
- 3 L 1g. **Use reciprocal pronouns correctly. CA (3 L 1k)**

Knowledge of Language

- 3 L.2 Use knowledge of language and its conventions when writing, speaking, reading, or listening, (3 L 3)
- 3 L 2a. Choose words and phrases for effect. (3 L 3a)
- 3 L 2b. Recognize and observe differences between the conventions of spoken and written standard English. (3 L 3b)
- 3 L 2c. Compare formal and informal uses of English. (2 L 3a)

Vocabulary Acquisition and Use

- 3 L 3. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies. (3 L 4)
- 3 L 3a. Use sentence-level context as a clue to the meaning of a word or phrase. (3 L 4a)
- 3 L 3b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*). (3 L 4b)
- 3 L 3c. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases **in all content areas. CA (3 L 4d) (2 L 4e)**
- 3 L 4. Demonstrate understanding of word relationships and nuances in word meanings. (3 L 5)

- 3 L 4a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., *take steps*). (3 L 5a)
- 3 L 4b. Identify real-life connections between words and their use (e.g., describe people who are *friendly or helpful*). (3 L 5b)
- 3 L 5. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). (3 L 6)

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

English Language Arts

Grade Four

Reading Literature

Key Ideas and Details

- 4 RL 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4 RL 1)
- 4 RL 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. (4 RL 2)
- 4 RL 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). (4 RL 3)

Craft and Structure

- 4 RL 4. Students distinguish their own point of view from that of the narrator or those of the characters. (3 RL 6)

Integration of Knowledge and Ideas

- 4 RL 5. With prompting and support, compare and contrast the adventures and experiences of characters in stories. (K RL 9) (1 RL 9)
- 4 RL 6. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. (2 RL 9)
- 4 RL 7. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). (3 RL 9)

Range of Reading and Level of Text Complexity

- 4 RL 8. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (4 RL 10)

Reading Informational Texts

Key Ideas and Details

- 4 RI 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (3 RI 1) (2 RI 1)
- 4 RI 2. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (4 RI 1)
- 4 RI 3. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (2 RI 2)
- 4 RI 4. Determine the main idea of a text and explain how it is supported by key details; summarize the text. (4 RI 2) (3 RI 2)
- 4 RI 5. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (4 RI 3) (2 RI 3)

Craft and Structure

- 4 RI 6. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*. **(See grade 4 Language standards 4-6 for additional expectations.)** CA (4 RI 4)
- 4 RI 7. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. (2 RI 5)
- 4 RI 8. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. (2 RI 6)

Integration of Knowledge and Ideas

- 4 RI 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. (4 RI 9)(K RI 9)
- 4 RI 10. Identify the reasons an author gives to support points in a text. (K RI 8)
- 4 RI 11. Students distinguish their own point of view from that of the author of a text. (3 RI 6)
- 4 RI 12. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. (2 RI 7)

Range of Reading and Level of Text Complexity

4 RI 13. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. (4 RI 10)

Reading Foundational Skills

Phonics and Word Recognition

4 RF 1. Know and apply grade-level phonics and word analysis skills in decoding words. (4 RF 3)

4 RF 1a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (4 RF 3a)

4 RF 1b. Identify and know the meaning of the most common prefixes and derivational suffixes. (3 RF 3a)

Fluency

4 RF 2. Read with sufficient accuracy and fluency to support comprehension. (4 RF 4)

4 RF 2a. Read on-level text with purpose and understanding. (4 RF 4a)

4 RF 2b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (4 RF 4b)

4 RF 2c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. § RF 4c)

Writing

Text Types and Purposes

4 W 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section. (2 W 1)

4 W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (4 W 2)

- 4 W 2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (4 W 2a)
- 4 W 2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (4 W 2b)
- 4 W 2c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*). (4 W 2c)
- 4 W 1d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (4 W 2d)
- 4 W 2e. Provide a concluding statement or section related to the information or explanation presented. (4 W 2e)
- 4 W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (4 W 3)
- 4 W 3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (4 W 3a)
- 4 W 3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. (4 W 3b)(3 W 3b)
- 4 W 3c. Use a variety of transitional words and phrases to manage the sequence of events. (4 W 3c)
- 4 W 3d. Use concrete words and phrases and sensory details to convey experiences and events precisely. (4 W 3d)
- 4 W 3e. Provide a conclusion that follows from the narrated experiences or events. (4 W 3e)

Production and Distribution of Writing

- 4 W4. Produce clear and coherent writing (**including multiple-paragraph texts**) in which the development and organization are appropriate to task, purpose, and audience. **CA (4 W 4)** (2 W 4)
- 4 W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) (4 W 5)

Research to Build and Present Knowledge

- 4 W 6. Conduct short research projects that build knowledge through investigation of different aspects of a topic.(4 W 7)
- 4 W 6a.Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (2 W 7)
- 4 W 7. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, **paraphrase**, and categorize information, and provide a list of sources. **CA** (4 W 8) (3 W 8)
- 4 W 8. Draw evidence from literary or informational texts to support analysis, reflection, and research. (4 W 9)

Range of Writing

- 4 W 9. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (4 W 10)(3 W 10)

Speaking and Listening

Comprehension and Collaboration

- 4 SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. (4 SL 1)
- 4 SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (4 SL 1a)
- 4 SL 1b. Follow agreed-upon rules for discussions and carry out assigned roles. (4 SL 1b)
- 4 SL 1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. (4 SL 1c)
- 4 SL 1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. (4 SL 1d)
- 4 SL 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (4 SL 2)

Presentation of Knowledge and Ideas

- 4 SL 3. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (4 SL 4)
- 4 SL 3a. **Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA** (4 SL 4a)
- 4 SL 3b. **Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA** (4 SL 4b)
- 4 SL 4. Add audio recordings or visual displays to presentations when appropriate to enhance the development of main ideas or themes. (4 SL 5) (Audio at Grade 7)
- 4 SL 5. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.) (4 SL 6)

Language

Conventions of Standard English

- 4 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (4 L 1)
- 4 L 1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (3 L 1a)
- 4 L 1b. Form and use regular and irregular plural nouns. (3 L 1b)
- 4 L 1c. Use abstract nouns (e.g., *childhood*). (3 L 1c)
- 4 L 1d. Form and use regular and irregular verbs. (3 L 1d)
- 4 L 1e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses. (3 L 1e)
- 4 L 1f. Ensure subject-verb and pronoun- antecedent agreement. (3 L 1f)

- 4 L 1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (3 L 1g)
- 4 L 1h. Use coordinating and subordinating conjunctions. (3 L 1h)
- 4 L 1i. Produce simple, compound, and complex sentences. (3 L 1i)
- 4 L 1j. Form and use the progressive (*e.g., I was walking; I am walking; I will be walking*) verb tenses. (4 L 1b)
- 4 L 1k. Use adjectives and adverbs, and choose between them depending on what is to be modified. (2 L 1e)
- 4 L 1l. Produce, expand, and rearrange complete simple and compound sentences (*e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (2 L 1f)
- 4 L 1m. Order adjective within sentences according to conventional patterns (*e.g., a small red bag* rather than *a red small bag*). (4 L 1d)
- 4 L 1n. Form and use prepositional phrases. (4 L 1e)
- 4 L 1o. Correctly use frequently confused words (*e.g., to, too, two; there, their*). (4 L 1g)
- 4 L 1p. Write fluidly and legibly in cursive or joined italics. CA (4 L 1h)**
- 4 L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (4 L 2)
- 4 L 2a. Use correct capitalization. (4 L 2a)
- 4 L 2b. Use commas and quotation marks to mark direct speech and quotations from a text. (4 L 2b) (3 L 2c)
- 4 L 2c. Form and use possessives. (3 L 2d)
- 4 L 2d. Use a comma before a coordinating conjunction in a compound sentence. (4 L 2c)
- 4 L 2e. Use commas in addresses. (3 L 2b)
- 4 L 2f. Use commas in greetings and closings of letters. (2 L 2b)
- 4 L 2g. Use an apostrophe to form contractions and frequently occurring possessives. (2 L 2c)
- 4 L 2h. Spell grade-appropriate words correctly, consulting references as needed. (4 L 2d)

Knowledge of Language

- 4 L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (4 L 3)
 - 4 L 3a. Choose words and phrases to convey ideas precisely. (4 L 3a)
 - 4 L 3b. Choose punctuation for effect. (4 L 3b)
 - 4 L 3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (4 L 3c)

Vocabulary Acquisition and Use

- 4 L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 4 reading and content*, choosing flexibly from a range of strategies. (4 L 4)
 - 4 L 4 a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (4 L 4a)
 - 4 L 4b. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). (3 L 4c)
 - 4 L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices in all content areas. CA** (4 L 4c)
- 4 L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (4 L 5)
 - 4 L 5a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context. (4 L 5a)
 - 4 L 5b. Recognize and explain the meaning of common idioms, adages, and proverbs. (4 L 5b)
 - 4 L 5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (4 L 5c)
- 4 L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed*, *whined*, *stammered*) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation). (4 L 6)

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

English Language Arts Grade Five

Reading Literature

Key Ideas and Details

- 5 RL 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5 RL 1)
- 5 RL 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (5 RL 2)
- 5 RL 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). (5 RL 3)

Craft and Structure

- 5 RL 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as metaphors and similes. **(See grade 5 Language standards 4-6 for additional expectations.)** CA (5 RL 4) (3 RL 4)
- 5 RL 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (3 RL 5)
- 5 RL 6. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (4 RL 4)

Range of Reading and Level of text Complexity

- 5 RL 7. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. (5 RL 10)

Reading Informational Texts

Key Ideas and Details

5 RI 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (5 RI 1)

5 RI 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (5 RI 2)

Craft and Structure

5 RI 3. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*. **(See grade 5 Language standards 4-6 for additional expectations.) CA** (5 RI 4)

Integration of Knowledge and Ideas

5 RI 4. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (5 RI 7)(digital in Grade 7)

5 RI 5. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (5 RI 8)

5 RI 6. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (5 RI 9)

Range of Reading and Level of Text Complexity

5 RI 7. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. (5 RI 10)

Reading Foundational Skills

Phonics and Word Recognition

5 RF 1. Know and apply grade-level phonics and word analysis skills in decoding words.(5 RF 3)

5 RF 1a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context (5 RF 3a)

Fluency

5 RF 2. Read with sufficient accuracy and fluency to support comprehension. (5 RF 4)

5 RF 2a. Read on-level text with purpose and understanding. (5 RF 4a)

5 RF 2b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (5 RF 4b)

5 RF 2c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (5 RF 4c)

Writing

Text Types and Purposes

5 W 1. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (5 W 2)

5 W 1a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. (5 W 2a)

5 W 1b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (5 W 2b)

5 W 1c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). (5 W 2c)

5 W 1d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (5 W 2d)

5 W 1e. Provide a concluding statement or section related to the information or explanation presented. (5 W 2e)

5 W 2. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (5 W 3)

5 W 2a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (5 W 3a)

5 W 2b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (5 W 3b)

5 W 2c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (5 W 3c)

5 W 2d. Use concrete words and phrases and sensory details to convey experiences and events precisely. (5 W 3d)

5 W 2e. Provide a conclusion that follows from the narrated experiences or events. (5 W 3e)

Production and Distribution of Writing

5 W 3. Produce clear and coherent writing (**including multiple-paragraph texts**) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CA (5 W 4)

5 W 4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) (5 W 5)

Research to Build and Present Knowledge

5 W 5. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (5 W 7)

5 W 6. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (5 W 8)

5 W 7. Apply *grade 5 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). and “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). (5 W 9a) (4 W 9a)

Range of Writing

5 W 8. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (5 W 10)

Speaking and Listening

Comprehension and Collaboration

5 SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly. (5 SL 1)

- 5 SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (5 SL 1a)
- 5 SL 1b. Follow agreed-upon rules for discussions and carry out assigned roles. (5 SL 1b)
- 5 SL 1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (5 SL 1c)
- 5 SL 1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (5 SL 1d)
- 5 SL 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. (5 SL 2)

Presentation of Knowledge and Ideas

- 5 SL 3. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (5 SL 4)
- 5 SL 3a. **Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA** (5 SL 4b)
- 5 SL 4. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) (5 SL 6)

Language

Conventions of Standard English

- 5 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (5 L 1)
- 5 L 1a. Use verb tense to convey various times, sequences, states, and conditions. (5 L 1c)
- 5 L 1b. Recognize and correct inappropriate shifts in verb tense. (5 L 1d)
- 5 L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (5 L 2)
- 5 L 2a. Use punctuation to separate items in a series. (5 L 2a)
- 5 L 2b. Use a comma to separate an introductory element from the rest of the sentence. (5 L 2b)

5 L 2c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*). (5 L 2c)

5 L 2d. Use underlining, quotation marks, or italics to indicate titles of works. (5 L 2d)

5 L 2e. Spell grade-appropriate words correctly, consulting references as needed. (5 L 2e)

Knowledge of Language

5 L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (5 L 3)

5 L 3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (5 L 3a)

Vocabulary Acquisition and Use

5 L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 5 reading and content*, choosing flexibly from a range of strategies. (5 L 4)

5 L 4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (5 L 4a)

5 L 4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*). (Greek in 5, Latin in 6) (5 L 4b)

5 L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases **and to identify alternate word choices in all content areas. CA** (5 L 4c)

5 L 4d. Recognize and explain the meaning of common idioms, adages, and proverbs. (5 L 5b)

5 L 4e. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (5 L 5c)

5 L 5. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*). (5 L 6)

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

English Language Arts Grade Six

Reading Literature

Key Ideas and Details

- 6 RL 1. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (6 RL 2)
- 6RL 2. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. (6 RL 3)

Craft and Structure

- 6 RL 3. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. **(See grade 6 Language standards 4–6 for additional expectations.) CA** (6 RL 4)
- 6 RL 4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. (4 RL 5)
- 6 RL 4a. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (5 RL 5)
- 6 RL 4b. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. (6 RL 5)
- 6 RL 5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (4 RL 6)
- 6 RL 5a. Describe how a narrator’s or speaker’s point of view influences how events are described. (5 RL 6)
- 6 RL 5b. Explain how an author develops the point of view of the narrator or speaker in a text. (6 RL 6)

Integration of Knowledge and Ideas

- 6 RL 6. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. (4 RL 7)
- 6 RL 7. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. (4 RL 9)
- 6 RL 8. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (5 RL 9)
- 6 RL 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. (6RL 9)

Range of Reading and Level of Text Complexity

- 6 RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (6 RL 10)

Reading Informational Texts

Key Ideas and Details

- 6 RI 1. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. (6 RI 2)
- 6 RI 2. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). (6 RI 3)
- 6 RI 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (5 RI 3)

Craft and Structure

- 6 RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. **(See grade 6 Language standards 4–6 for additional expectations.) CA (6 RI 4)**
- 6 RI 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. (6 RI 5)

6 RI 6. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (4 RI 5)

6 RI 7. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (5 RI 5)

6 RI 8. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. (6 RI 6)

6 RI 9. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (4 RI 6)

Integration of Knowledge and Ideas

6 RI 10. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. (6 RI 7)

6 RI 11. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. (4 RI 7) (digital in gr. 7)

6 RI 12. Explain how an author uses reasons and evidence to support particular points in a text. (4 RI 8)

6 RI 13. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). (6 RI 9)

Range of Reading and Level of Text Complexity

6 RI 14. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (6 RI 10)

Writing

Text Types and Purposes

6 W 1. **Write arguments** to support claims with clear reasons and relevant evidence. (6 W 1)

6 W 1a. Introduce claim(s) and organize the reasons and evidence clearly. (6 W 1a)

6 W 1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. (6 W 1b)

6 W 1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. (6 W 1c)

6 W 1d. Establish and maintain a formal style. (6 W 1d)

6 W 1e. Provide a concluding statement or section that follows from the argument presented. (6 W 1e)

Standard 6 W 1 Integrates and builds upon standard 4 W 1, included for the first time here:

W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (4 W 1)

W 1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. (4 W 1a)

W 1b. Provide reasons that are supported by facts and details. (4 W 1b)

W 1c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). (4 W 1c)

W 1d. Provide a concluding statement or section related to the opinion presented. (4 W 1d)

6 W 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (6 W 2)

6 W 2a. Introduce a topic **or thesis statement**; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **CA** (6 W 2a)

6 W 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (6 W 2b)

6 W 2c. Use appropriate transitions to clarify the relationships among ideas and concepts. (6 W 2c)

6 W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (6 W 2d)

6 W 2e. Establish and maintain a formal style. (6 W 2e)

- 6 W 2f. Provide a concluding statement or section that follows from the information or explanation presented in W 2. (6 W 2f)
- 6 W 3. **Write narratives** to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (6 W 3)
- 6 W 3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (6 W 3a)
- 6 W 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (6 W 3b)
- 6 W 3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (6 W 3c)
- 6 W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. (6 W 3d)
- 6 W 3e. Provide a conclusion that follows from the narrated experiences or events. (6 W 3e)

Production and Distribution of Writing

- 6 W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (6 W 4)
- 6 W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) (6 W 5)
- 6 W 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (6 W 6)

Research to Build and Present Knowledge

- 6 W 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. (6 W 7)
- 6 W 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. (6 W 8)
- 6 W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (6 W 9)

- 6 W 9a. Apply *grade 6 Reading standards* to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). (6 W 9a)
- 6 W 9b. Apply *grade 6 Reading standards* to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). (6 W 9b)
- 6 W 9c. Apply *grade level Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).(5 W 9b)
- 6 W 9d. Apply grade level Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). (4 W 9b)

Range of Writing

- 6 W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening

Comprehension and Collaboration

- 6 SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others’ ideas and expressing their own clearly. (6 SL 1)
- 6 SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (6 SL 1a)
- 6 SL 1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. (6 SL 1b)
- 6 SL 1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (6 SL 1 c)
- 6 SL 1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (6 SL 1d)
- 6 SL 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (6 SL 2)

6 SL 3. Identify and delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (6 SL 3) (4 SL 3)

Presentation of Knowledge and Ideas

6 SL 4. Present claims and findings (**e.g., argument, narrative, informative, response to literature presentations**), sequencing ideas logically and using pertinent descriptions, facts, and details **and nonverbal elements** to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **CA** (6 SL 4)

6 SL 4a. **Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position. CA** (5 SL 4a)

6 SL 4b. **Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA** (6 SL 4a)

6 SL 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (6 SL 5)

6 SL 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) (6 SL 6)

Language

Conventions of Standard English

6 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (6 L 1)

6 L 1a. Ensure that pronouns are in the proper case (subjective, objective, possessive). (6 L 1a)

6 L 1b. Use **all pronouns, including** intensive pronouns (e.g., *myself, ourselves*) **correctly. CA** (6 L 1b)

6 L 1c. Use **interrogative**, relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why.) **CA** (4 L 1a)

6 L 1d. Recognize and correct inappropriate shifts in pronoun number and person. (6 L 1c)

- 6 L 1e. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). (6 L 1d)
- 6 L 1f. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions. (4 L 1c)
- 6 L 1g. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. (5 L 1a)
- 6 L 1h. Use correlative conjunctions (e.g., *either/or*, *neither/nor*). (5 L 1e)
- 6 L 1i. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. (5 L 1b)
- 6 L 1j. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. (4 L 1f)
- 6 L 1k. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. (6 L 1e)
- 6 L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (6 L 2)
- 6 L 2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. (6 L 2a)
- 6 L 2b. Spell correctly. (6 L 2b)

Knowledge of Language

- 6 L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (6 L 3)
- 6 L 3a. Vary sentence patterns for meaning, reader/ listener interest, and style. (6 L 3a)
- 6 L 3b. Maintain consistency in style and tone. (6 L 3b)
- 6 L 3c. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (5 L 3b)

Vocabulary Acquisition and Use

- 6 L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 6 reading and content*, choosing flexibly from a range of strategies. (6 L 4)
- 6 L 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (6 L 4a)

- 6 L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience, auditory, audible*). (6 L 4b)(5 L 4b)
- 6 L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. (6 L 4c)
- 6 L 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (6 L 4d)
- 6 L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (6 L 5)
- 6 L 5a. Interpret figurative language, including similes and metaphors, in context. (5 L 5a)
- 6 L 5 b. Interpret figures of speech (e.g., personification) in context. (6 L 5a)
- 6 L 5c. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. (6 L 5b)
- 6 L 5d. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwhasteful, thrifty*). (6 L 5c)
- 6 L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (6 L 6)

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

English Language Arts Grade Seven

Reading Literature

Key Ideas and Details

- 7 RL 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7 RL1) (6 RL 1)
- 7 RL 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. (7 RL 2)
- 7 RL 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). (7 RL 3)

Craft and Structure

- 7 RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. **(See grade 7 Language standards 4–6 for additional expectations.)** CA (7 RL 4)
- 7 RL 5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. (7 RL 5)
- 7 RL 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. (7 RL 6)

Integration of Knowledge and Ideas

- 7 RL 7. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. (7 RL 9)
- 7 RL 8. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, or poem).

Range of Reading and Level of Text Complexity

7 RL 9. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7 RL 10)

Reading Informational Texts

Key Ideas and Details

7 RI 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (7 RI 1) (6 RL 1)

7 RI 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. (7 RI 2)

7 RI 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). (7 RI 3)

Craft and Structure

7 RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. **(CA--See grade 7 Language standards 4–6 for additional expectations.)** (7 RI 4)

7 RI 5 Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA (6 RI 5a)

Integration of Knowledge and Ideas

7 RI 6. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). (7 RI 7)

7 RI 7. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. (6 RI 8)

Range of Reading and Level of Text Complexity

7 RI 8. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. (7 RI 10)

Writing

Text Types and Purposes

- 7 W 1. **Write arguments** to support claims with clear reasons and relevant evidence. (7 W 1)
- 7 W 1a. Introduce claim(s), acknowledge **and address** alternate or opposing claims, and organize the reasons and evidence logically. **CA** (7 W 1a)
- 7 W 1b. Support claim(s) **or counterarguments** with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. **CA** (7 W 1b)
- 7W 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. (7 W 1c)
- 7 W 1 d. Establish and maintain a formal style. (7 W 1d)
- 7 W 1e. Provide a concluding statement or section that follows from and supports the argument presented. (7 W 1e)
- 7 W 2. **Write informative/explanatory texts** to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. (7 W 2)
- 7 W 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. (7 W 2b)
- 7 W 2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. (7 W 2c)
- 7 W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. (7 W 2d)
- 7 W 2e. Establish and maintain a formal style. (7 W 2e)
- 7 W 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented. (7 W 2f)
- 7 W 3. **Write narratives** to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (7 W 3)
- 7 W 3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (7 W 3a)

- 7 W 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. (7 W 3b)
- 7 W 3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. (7 W 3c)
- 7 W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (7 W 3d)
- 7 W 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events. (7 W 3e)

Production and Distribution of Writing

- 7 W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (7 W 4)
- 7 W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) (7 W 5)
- 7 W 6. Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. (6 W 6)

Research to Build and Present Knowledge

- 7 W 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. (7 W 7)
- 7 W 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (7 W 8)(6 W 8)
- 7 W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (7 W 9)
- 7 W 9a. Apply *grade 7 Reading standards* to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). (7W 9a)

7 W 9b. Apply *grade 7 Reading standards* to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”). (7 W 9b)

Range of Writing

7 W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (7 W 10)

Speaking and Listening

Comprehension and Collaboration

7 SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 7 topics, texts, and issues*, building on others’ ideas and expressing their own clearly. (7 SL 1)

7 SL 1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (7 SL 1a)

7 SL 1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. (7 SL 1b)

7 SL 1c. Pose questions that elicit elaboration and respond to others’ questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. (7 SL 1c)

7 SL 1d. Acknowledge new information expressed by others and, when warranted, modify their own views. (7 SL 1d)

7 SL 1e. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. (6 SL 3)

7 SL 1f. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. (6 SL 2)

Presentation of Knowledge and Ideas

7 SL 2. Present claims and findings (**e.g., argument, narrative, summary presentations**), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **CA** (7 SL 4)

7 SL 3. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. (6 SL 5)

7 SL 4. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) (7 SL 6)

Language

Conventions of Standard English

7 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (7 L 1)

7 L 1a. Explain the function of phrases and clauses in general and their function in specific sentences. (7 L 1a)

7 L 1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. (7 L 1b)

7 L 1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. (7 L 1c)

7 L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (7 L 2)

7 L 2a. Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*). (7 L 2a)

7 L 2b. Spell correctly. (7 L 2b)

Knowledge of Language

7 L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (7 L 3)

7 L 3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. (7 L 3a)

Vocabulary Acquisition and Use

7 L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 7 reading and content*, choosing flexibly from a range of strategies. (7 L 4)

- 7 L 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. (7 L 4a)
- 7 L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent, bellicose, rebel*). (7 L 4b)
- 7 L 4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech **or trace the etymology of words.**
CA (7 L 4c) (6 L 4c)
- 7 L 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (7 L 4d)
- 7 L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (7 L 5)
- 7 L 5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. (7 L 5a)
- 7 L 5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. (7 L 5b)
- 7 L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined, respectful, polite, diplomatic, condescending*). (7 L 5c)
- 7 L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (7 L 6)

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

English Language Arts Grade Eight

Reading Literature

Key Ideas and Details

- 8 RL 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (8 RL 1)
- 8 RL 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. (8 RL 2)
- 8 RL 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. (8 RL 3)

Craft and Structure

- 8 RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **(See grade 8 Language standards 4–6 for additional expectations.) CA** (8 RL 4)
- 8 RL 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. (8 RL 5)
- 8 RL 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. (8 RL 6)

Integration of Knowledge and Ideas

- 8 RL 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. (8 RL 7)
- 8 RL 7a. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film). (7 RL 7)

8 RL 8. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. (8 RL 9)

Range of Reading and Level of Text Complexity

8 RL 9. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. (8 RL 10)

Reading Informational Texts

Key Ideas and Details

8 RI 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. (8 RI 1)

8 RI 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. (8 RI 2)

8 RI 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). (8 RI 3)

Craft and Structure

8 RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. **(See grade 8 Language standards 4–6 for additional expectations.) CA** (8 RI 4)

8 RI 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. (7 RI 5)

8 RI 5a. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. (8 RI 5)

8 RI 5b. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials and public documents. CA (8 RI 5a)(7 RI 5a)

8 RI 6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. (8 RI 6) (7 RI 6)

Integration of Knowledge and Ideas

8 RI 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. (8 RI 7)

8 RI 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims; recognize when irrelevant evidence is introduced. (8 RI 8) (7 RI 8)

8 RI 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. (8 RI 9)

8 RI 9a. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Range of Reading and Level of Text Complexity

8 RI 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. (8 RI 10)

Writing

Text Types and Purposes

8 W 1. **Write arguments** to support claims with clear reasons and relevant evidence. (8 W 1)

8 W 1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. (8 W 1a)

8 W 1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. (8 W 1b)

8 W 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. (8 W 1c)

8 W 1 d. Establish and maintain a formal style. (8 W 1d)

8 W 1e. Provide a concluding statement or section that follows from and supports the argument presented. (8 W 1e)

8 W 2. **Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications),** to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **CA** (8 W 2)

- 8 W 2a. Introduce a topic **or thesis statement** clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **CA** (7 W 2a)
- 8 W 2b. Introduce a topic **or thesis statement** clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **CA** (8 W 2a)
- 8 W 2c. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. (8 W 2b)
- 8 W 2d. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. (8 W 2c)
- 8 W 2e. Use precise language and domain-specific vocabulary to inform about or explain the topic. (8 W 2d)
- 8 W 2f. Establish and maintain a formal style. (8 W 2e)
- 8 W 2g. Provide a concluding statement or section that follows from and supports the information or explanation presented. (8 W 2f)
- 8 W 3. **Write narratives** to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. (8 W 3)
- 8 W 3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. (8 W 3a)
- 8 W 3b. Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters. (8 W 3b)
- 8 W 3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. (8 W 3c)
- 8 W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. (8 W 3d)
- 8 W 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events. (8 W 3e)

Production and Distribution of Writing

8 W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (8 W 4)

8 W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) (8 W 5)

8 W 6. Use technology, including the Internet, to produce and publish writing, linking to and citing sources, and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. (8 W 6) (7 W 6)

Research to Build and Present Knowledge

8 W 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. (8 W 7)

8 W 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. (8 W 8) (7 W 8)

8 W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. (8 W 9)

8 W 9a. Apply *grade 8 Reading standards* to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). (8 W 9a)

8 W 9b. Apply *grade 8 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). (8 W 9b)

Range of Writing

8 W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (8 W 10)

Speaking and Listening

Comprehension and Collaboration

- 8 SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 8 topics, texts, and issues*, building on others' ideas and expressing their own clearly. (8 SL 1)
- 8 SL 1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (8 SL 1a)
- 8 SL 1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. (8 SL 1b)
- 8 SL 1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (8 SL 1c)
- 8 SL 1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. (8 SL 1d)
- 8 SL 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. (7 SL 2)
- 8 SL 2a. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. (8 SL 2)
- 8 SL 3. Delineate a speaker's argument and specific claims, **and attitude towards the subject**, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. **CA** (8 SL 3) (7 SL 3)

Presentation of Knowledge and Ideas

- 8 SL 4. Present claims and findings (**e.g., argument, narrative, response to literature presentations**), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. **CA** (8 SL 4)
- 8 SL 4a. **Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience.** **CA** (8 SL 4a)

- 8 SL 4b. **Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented.**
CA (7 SL 4a)
- 8 SL 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. (8 SL 5) (7 SL 5)
- 8 SL 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.) (8 SL 6)

Language

Conventions of Standard English

- 8 L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (8 L 1)
- 8 L 1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. (8 L 1a)
- 8 L 1b. Form and use verbs in the active and passive voice. (8 L 1b)
- 8 L 1c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (8 L 1c)
- 8 L 1d. Recognize and correct inappropriate shifts in verb voice and mood. (8 L 1d)
- 8 L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (8 L 2)
- 8 L 2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. (8 L 2a)
- 8 L 2b. Use an ellipsis to indicate an omission. (8 L 2b)
- 8 L 2c. Spell correctly. (8 L 2c)

Knowledge of Language

- 8 L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (8 L 3)
- 8 L 3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). (8 L 3a)

Vocabulary Acquisition and Use

- 8 L 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on *grade 8 reading and content*, choosing flexibly from a range of strategies. (8 L 4)
- 8 L 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. (8 L 4a)
- 8 L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede, recede, secede*). (8 L 4b)
- 8 L 4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech **or trace the etymology of words.** **CA** (8 L 4c)
- 8 L 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). (8 L 4d)
- 8 L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (8 L 5)
- 8 L 5a. Interpret figures of speech (e.g. verbal irony, puns) in context. (8 L 5a)
- 8 L 5b. Use the relationship between particular words to better understand each of the words. (8 L 5b)
- 8 L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded, willful, firm, persistent, resolute*). (8 L 5c)
- 8 L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (8 L 6)

Literacy in History/Social Studies, Science, and Technical Subjects Grades 6-8

Reading in History/Social Studies

Key Ideas and Details

- RHSS 1. Cite specific textual evidence to support analysis of primary and secondary sources.
- RHSS 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RHSS 3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Craft and Structure

- RHSS 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RHSS 5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
- RHSS 6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- RHSS 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RHSS 8. Distinguish among fact, opinion, and reasoned judgment in a text.
- RHSS 9. Analyze the relationship between a primary and secondary source on the same topic.

Range of Reading and Level of Text Complexity

- RHSS 10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.

Reading in Science and Technical Subjects

Key Ideas and Details

- RST 1. Cite specific textual evidence to support analysis of science and technical texts.
- RST 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.
- RST 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Craft and Structure

- RST 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to *grades 6–8 texts and topics*.
- RST 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
- RST 6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

Integration of Knowledge and Ideas

- RST 7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- RST 8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
- RST 9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

Range of Reading and Level of Text Complexity

- RST 10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently.

Writing in History/Social Studies, Science, and Technical Subjects

Text Types and Purposes

W HSST 1. Write arguments focused on *discipline-specific content*.

- a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

W HSST 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style and objective tone.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W HSST 3. See Note, below. (Not applicable as a separate requirement.)

Production and Distribution of Writing

W HSST 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W HSST 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

W HSST 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

W HSST 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

W HSST 8. Gather relevant information from multiple print and digital sources (**primary and secondary**), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **CA**

W HSST 9. Draw evidence from informational texts to support analysis reflection, and research.

Range of Writing

W HSST 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Note on Narrative Writing (W3): Students' narrative skills continue to grow in these grades. The Literacy Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. *(Note from the Common Core Literacy Standards)*

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core
Standards In a Waldorf-Inspired Public School Program**

Mathematics

*Recommendations for
Kindergarten through Grade Eight*

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Mathematics Kindergarten

Counting and Cardinality

Count to tell the number of objects.

- K CC 1. Understand the relationship between numbers and quantities; connect counting to cardinality. (K CC 4)
- K CC 1a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. (K CC 4a)
- K CC 1b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. (K CC 4b)
- K CC 1c. Understand that each successive number name refers to a quantity that is one larger. (K CC 4c)

Note:

1. Numbers, counting, and shapes are incorporated in the activities of the Waldorf Kindergarten. These activities provide a rich experiential foundation for the explicit learning to come in the grades that follow.
2. The Common Core standards indicate when students are to have achieved the standards: they are indicators of individual student achievements. They do not indicate when the content of the standards is initially introduced and taught to the students: They are not curriculum or instructional standards. Content may be taught and developed over a number of years. The Common Core standard placement indicates when the students are expected to have attained the standard.

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Mathematics

Grade 1

Counting and Cardinality

Know number names and the count sequence.

- 1 CC 1. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). (K CC 3)
- 1 CC 2. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. (K CC 5)

Compare numbers.

- 1 CC 3. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (K CC 6)
- 1 CC 4. Compare two numbers between 1 and 10 presented as written numerals. (K CC 7)

Operations and Algebraic Thinking

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

- 1 OAT 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (K OAT 1)
- 1 OAT 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. (K OAT 2)
- 1 OAT 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). (K OAT 3)

1 OAT 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. (K OAT 4)

1 OAT 5. Fluently add and subtract within 5. (K OAT 5)

Add and subtract within 20.

1 OAT 6. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). (1 OAT 5)

1 OAT 7. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. (1 OAT 6)

Use strategies such as

- counting on;
- making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$);
- using the relationship between addition and subtraction (e.g., knowing that if $8 + 4 = 12$, one knows $12 - 8 = 4$);
- and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$).

Work with addition and subtraction equations.

1 OAT 8. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. (1 OAT 7)

For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.

Number and Operations in Base Ten

Extend the counting sequence.

1 NOBT 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. (1 NOBT 1)

Measurement and Data

Describe and compare measurable attributes.

1 MD 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K MD 1)

1 MD 2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. (K MD 2)

Classify objects and count the number of objects in each category.

1 MD 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (K MD 3)

Measure lengths indirectly and by iterating length units.

1 MD 4. Order three objects by length; compare the lengths of two objects indirectly by using a third object. (1 MD 1)

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

1 G 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. (K G 1)

1 G 2. Correctly name shapes regardless of their orientations or overall size. (K G 2)

1 G 3. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. (K G 5)

Mathematics

Grade 2

Counting and Cardinality

Know number names and the count sequence.

- 2 CC 1. Count forward beginning from a given number within the known sequence (instead of having to begin at 1) (K CC 2)

Operations and Algebraic Thinking

Represent and solve problems involving addition and subtraction.

- 2 OAT 1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (1 OAT 1)
- 2 OAT 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. (1 OAT 2)

Understand and apply properties of operations and the relationship between addition and subtraction

- 2 OAT 3. Apply properties of operations as strategies to add and subtract.
Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.) (! OAT 3)
- 2 OAT 4. Understand subtraction as an unknown-addend problem.
For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8. (1 OAT 4)

Add and subtract within 20.

- 2 OAT 5. Fluently add and subtract within 20 using mental strategies. By end of Grade 2, know from memory all sums of two one-digit numbers. (2 OAT 2)

Work with equal groups of objects to gain foundations for multiplication.

- 2 OAT 6. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. (2 OAT 3)
- 2 OAT 7. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. (2 OAT 4)

Work with addition and subtraction equations.

- 2 OAT 8. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.
For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$. (1 OAT 7)
- 2 OAT 8.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20. (1 OAT 7.1)
- 2 OAT 9. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
For example, determine the unknown number that makes the equation true in each of the equations $8 + \square = 11$, $5 = \square - 3$, $6 + 6 = \square$ (1 OAT 8)

Number and Operations in Base Ten

Work with numbers 11-19 to gain foundations for place value.

- 2 NOBT 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.(K NOBT 1)

Understand place value.

- 2 NOBT 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:
- 2a. 10 can be thought of as a bundle of ten ones — called a “ten.”
- 2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

2c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).
(1 NOBT 2, 2a, 2b, 2c)

2 NOBT 3. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases:

3a. 100 can be thought of as a bundle of ten tens — called a “hundred.”

3b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).
(2 NOBT 1)

2 NOBT 4. Count within 1000; skip-count by **2s**, 5s, 10s, and 100s. **CA** (2 NOBT 2)

2 NOBT 5. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. (2 NOBT 3)

2 NOBT 6. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons.
(2NOBT 4)

Use place value understanding and properties of operations to add and subtract.

2 NOBT 7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. (2 NOBT 7)

Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.

2 NOBT 8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. (2 NOBT 8)

2 NOBT 9. Explain why addition and subtraction strategies work, using place value and the properties of operations. (2 NOBT 9)

Measurement and Data

Relate addition and subtraction to length.

MD 1. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. (2 MD 6)

Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

2 G 3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).
(K G 3)

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Mathematics
Grade 3

Operations and Algebraic Thinking

Represent and solve problems involving multiplication and division.

- 3 OAT 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (2 OAT 1) (Foundational)
- 3 OAT 2. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7 . (3 OAT 1)
- 3 OAT 3. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$. (3 OAT 2)
- 3 OAT 4. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. (3 OAT 3)
- 3 OAT 5. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$. (3 OAT 4)

Understand properties of multiplication and the relationship between multiplication and division.

- 3 OAT 6. Apply properties of operations as strategies to multiply and divide.

Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that

$8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.) (Students need not use formal terms for these properties (CC) (3 OAT 5)

3 OAT 7. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8. (3 OAT 6)

Multiply and divide within 100.

3 OAT 8. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. (3 OAT 7)

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

3 OAT 9. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (3 OAT 8)

3 OAT 10. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends. (3 OAT 9)

Number and Operations in Base Ten

Understand place value.

3 NOBT 1. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. (1 NOBT 3)

Use place value understanding and properties of operations to perform multi-digit arithmetic.

3 NOBT 2. Use place value understanding to round whole numbers to the nearest 10 or 100. (3 NOBT 1)

3 NOBT 3. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. (Grade 2)

Relate the strategy to a written method and explain the reasoning used. (Grade 3)

Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. (Grade 2) (1 NOBT 4)

- 3 NOBT 4. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.
(2 NOBT 5)
- 3 NOBT 5. Add up to four two-digit numbers using strategies based on place value and properties of operations. (2 NOBT 6)
- 3 NOBT 6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain the reasoning used.
(1 NOBT 6)
- 3 NOBT 7. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. (3 NOBT 2)
- 3 NOBT 8. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations.
(3NOBT 3)
- 3 NOBT 9. **Use estimation strategies to make reasonable estimates in problem solving. CA**
(2 NOBT 7.1)

Measurement and Data

Measure and estimate lengths in standard units.

- 3 MD 1. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end;
- Understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.
- Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps. (1 MD 2)*
- 3 MD 2. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. (2 MD 1)
- 3 MD 3. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. (2 MD 2)

3 MD 4. Estimate lengths using units of inches, feet, centimeters, and meters. (2 MD 3)

3 MD 5. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit (2 MD 4)

Solve problems involving measurement and estimation of intervals of time and amounts of money.

3 MD 6. Using analog and digital clocks, tell and write time, to the nearest minute, and measure time intervals in minutes and hours, using a.m. and p.m.

Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year). CA.

Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. (3 MD 1) (1 MD 3)

3 MD 7. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. *Example: If you have 2 dimes and 3 pennies, how many cents do you have?*

Represent and interpret data.

3 MD 8. Organize, represent, and interpret data with up to three categories. Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (1 MD 4)

3 MD 9. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. *For example, draw a bar graph in which each square in the bar graph might represent 5 pets.* (3 MD 3)

3 MD 10. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. (3 MD 4)

Geometry

Analyze, compare, create, and compose shapes.

3 G 1. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). (K G 4)

3 G 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. (2 G 2)

Mathematics

Grade 4

Operations and Algebraic Thinking

Use the four operations with whole numbers to solve problems.

- 4 OAT 1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. (4 OAT 1)
- 4 OAT 2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. (4 OAT 2)
- 4 OAT 3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. (4 OAT 3)

Gain familiarity with factors and multiples.

- 4 OAT 4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. (4 OAT 4)

Generate and analyze patterns.

- 4 OAT 5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. (4 OAT 5)

For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.

Number and Operations in Base Ten

Generalize place value understanding for multi-digit whole numbers.

- 4 NOBT 1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.* (4 NOBT 1)
- 4 NOBT 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. (4 NOBT 2)
- 4 NOBT 3. Use place value understanding to round multi-digit whole numbers to any place. (4 NOBT 3)

Use place value understanding and properties of operations to perform multi-digit arithmetic.

- 4 NOBT 4. Fluently add and subtract multi-digit whole numbers using the standard algorithm. (4 NOBT 4)
- 4 NOBT 5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (4 NOBT 5)
- 4 NOBT 6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (4 NOBT 6)

Number and Operations—Fractions

(Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.) (CC)

Develop understanding of fractions as numbers.

- 4 NOF 1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. (3 NOF 1)
- 4 NOF 2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. (3 NOF 2)

- 4 NOF 2a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line. (3 NOF 2a)
- 4 NOF 2b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. (3 NOF 2b)
- 4 NOF 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. (3 NOF 3)
- 4 NOF 3a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. (3 NOF 3a)
- 4 NOF 3b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. (3 NOF 3b)
- 4 NOF 3c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram. (3 NOF 3c)
- 4 NOF 3d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. (3 NOF 3d)

Extend understanding of fraction equivalence and ordering.

- 4 NOF 4. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. (4 NOF 1)
- 4 NOF 5. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. (4 NOF 2)

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

- 4 NOF 6. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. (4 NOF 3)

- 4 NOF 6a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. (4 NOF 3a)
- 4 NOF 6b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. *Examples:* $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$. (4 NOF 3b)
- 4 NOF 6c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. (4 NOF 3c)
- 4 NOF 6d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. (4 NOF 3d)
- 4 NOF 7. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. (4 NOF 4)
- 4 NOF 7a. Understand a fraction a/b as a multiple of $1/b$. *For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.* (4 NOF 4a)
- 4 NOF 7b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)* (4 NOF 4b)
- 4 NOF 7c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie? (4 NOF 4c)

Measurement and Data

Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

- 4 MD 1. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale. (4 MD 2)
- 4 MD 2. Apply the area and perimeter formulas for rectangles in real world and mathematical problems.

For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor. (4 MD 3)

Represent and interpret data.

4 MD 3. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.

For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection. (4 MD 4)

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

4 MD 4. Recognize area as an attribute of plane figures and understand concepts of area measurement. (3 MD 5)

4 MD 4a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. (3 MD 5a)

4 MD 4b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. (3 MD 5b)

4 MD 5. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). (3 MD 6)

4 MD 6. Relate area to the operations of multiplication and addition. (3 MD 7)

4 MD 6a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. (3 MD 7a)

4 MD 6b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. (3 MD 7b)

4 MD 6c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. (3 MD 7c)

4 MD 6d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. (3 MD 7d)

Geometry

Reason with shapes and their attributes.

- 4 G 1. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape. (3 G 2)
- 4 G 2. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words *halves*, *thirds*, *half of*, *a third of*, etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. (2 G 3) (1 G 3)

Mathematics

Grade 5

Operations and Algebraic Thinking

Write and interpret numerical expressions.

5 OAT 1. Express a whole number in the range 2–50 as a product of its prime factors.

For example, find the prime factors of 24 and express 24 as $2 \times 2 \times 2 \times 3$. CA (5 OAT 2.1)

Analyze patterns and relationships.

5 OAT 2. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.

(5 OAT 3)

Number and Operations in Base Ten

Understand the place value system.

5 NOBT 1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and $1/10$ of what it represents in the place to its left. (5 NOBT 1)

5 NOBT 2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. (5 NOBT 2)

5 NOBT 3. Read, write, and compare decimals to thousandths.

- a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$.

- b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. (5 NOBT 3)

5 NOBT 4. Use place value understanding to round multi-digit whole numbers to any place. (5 NOBT 4)

Perform operations with multi-digit whole numbers and with decimals to hundredths.

5 NOBT 5. Fluently multiply multi-digit whole numbers using the standard algorithm. (5 NOBT 5)

5 NOBT 6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. (5 NOBT 6)

5 NOBT 7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. (5 NOBT 7)

Number and Operations—Fractions

Use equivalent fractions as a strategy to add and subtract fractions.

5 NOF 1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. (5 NOF 1)

*For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$.
(In general, $a/b + c/d = (ad + bc)/bd$.)*

5 NOF 2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. (5 NOF 2)

*For example, recognize an incorrect result $2/5 + 1/2 = 3/7$,
by observing that $3/7 < 1/2$.*

Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.

5 NOF 3. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. (4 NOF 3c)

5 NOF 4. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. *For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.* (4 NOF 4b)

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

5 NOF 5. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. (5 NOF 3)

For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

5 NOF 6. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction. (5 NOF 4)

5 NOF 7. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. (5 NOF 4a)

For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)

5 NOF 8. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. (5 NOF 4b)

5 NOF 9. Interpret multiplication as scaling (resizing), by:

8a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.

8b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given

number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n b)$ to the effect of multiplying a/b by 1.
(5 NOF 5)

5 NOF 10. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
(5 NOF 6)

5 NOF 11. Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (5 NOF 7)

5 NOF 12a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. (5 NOF 7a)

For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.

5 NOF 12b. Interpret division of a whole number by a unit fraction, and compute such quotients. (5 NOF 7b)

For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.

5 NOF 12c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. (5 NOF 7c)

For example, how much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $1/3$ -cup servings are in 2 cups of raisins?

5 NOF 13. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$*
(5 NOF 8)

Note: Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade. (CC)

Understand decimal notation for fractions, and compare decimal fractions.

5 NOF 14. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.* (5 NOF 9)

- 5 NOF 15. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using **the number line or another** visual model. **CA** (5 NOF 10)
- 5 NOF 16. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. *For example, express $3/10$ as $30/100$, and add $3/10 + 4/100 = 34/100$.* (4 NOF 5)
- 5 NOF 17. Use decimal notation for fractions with denominators 10 or 100. *For example, rewrite 0.62 as $62/100$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.* (4 NOF 6)
- 5 NOF 18. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using **the number line or another** visual model. **CA** (4 NOF 7)

Measurement and Data

Convert like measurement units within a given measurement system.

- 5 MD 1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. (5 MD 1)
- 5 MD 2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (3 MD 2)

Represent and interpret data.

- 5 MD 3. Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots. (5 MD 2)

For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

5 MD 4. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters. (3 MD 8)

Geometric measurement: understand concepts of angle and measure angles.

5 MD 5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:

a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles.

b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees
(4 MD 5)

Geometry

Reason with shapes and their attributes.

5 G 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. (2 G 1)

5 G 2. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories. (3 G 1)

Classify two-dimensional figures into categories based on their properties.

5 G 3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. (5 G 3)

For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.

5 G 4. Classify two-dimensional figures in a hierarchy based on properties. (5 G 4)

Mathematics

Grade 6

Ratios and Proportional Relationships

Understand ratio concepts and use ratio reasoning to solve problems.

6 RPR 1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. (6 RPR 1)

For example, “The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.” “For every vote candidate A received, candidate C received nearly three votes.”

6 RPR 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. (6 RPR 3)

6 RPR 3b. Solve unit rate problems including those involving unit pricing and constant speed. (6 RPR 3b)

For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?

6 RPR 3c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. (6 RPR 3c)

6 RPR 3d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. (6 RPR 3d)

The Number System

Apply and extend previous understandings of multiplication and division to divide fractions by fractions.

6 NS 1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. (6 NS 1)

For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general, $(a/b) \div (c/d) = ad/bc$.) How much chocolate will each person get if 3 people share $1/2$ lb of chocolate equally? How many $3/4$ -cup servings are in $2/3$ of a cup of yogurt? How wide is a rectangular strip of land with length $3/4$ mi and area $1/2$ square mi?

Compute fluently with multi-digit numbers and find common factors and multiples.

6 NS 2. Fluently divide multi-digit numbers using the standard algorithm. (6 NS 2)

6 NS 3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. (6 NS 3)

6 NS 4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. (6 NS 4)

For example, express $36 + 8$ as $4(9 + 2)$.

Apply and extend previous understandings of numbers to the system of rational numbers.

6 NS 7d. Distinguish comparisons of absolute value from statements about order. *For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.* (6 NS 7d)

Measurement and Data

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

6 MD 1. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. (3 MD 7c)

Geometric measurement: understand concepts of angle and measure angles.

6 MD 6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. (4 MD 6)

6 MD 7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. (4 MD 7)

Geometry

Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

6 G 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. (4 G 1)

6 G 2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. **(Two dimensional shapes should include special triangles, e.g., equilateral, isosceles, scalene, and special quadrilaterals, e.g., rhombus, square, rectangle, parallelogram, trapezoid.) CA** (4 G 2)

6 G 3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry. (4 G 3)

Statistics and Probability

Develop understanding of statistical variability.

6 SP 1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. (6 SP 1)

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Mathematics

Grade 7

Operations and Algebraic Thinking

Write and interpret numerical expressions.

7 OAT 1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. (5 OAT 1)

7 OAT 2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. (5 OAT 2)

For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.

Ratios and Proportional Relationships

Analyze proportional relationships and use them to solve real-world and mathematical problems.

7 RPR 1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. (7 RPR 1)

For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.

The Number System

Apply and extend previous understandings of numbers to the system of rational numbers.

7 NS 1. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use

positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. (6 NS 5)

7 NS 2. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. (6 NS 6)

7 NS 2a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, e.g., $-(-3) = 3$, and that 0 is its own opposite. (6 NS 6a)

7 NS 2b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. (6 NS 6b)

7 NS 2c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane. (6 NS 6c)

7 NS 3. Understand ordering and absolute value of rational numbers. (6 NS 7)

7 NS 3a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. *For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.* (6 NS 7a)

7 NS 3b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. *For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C .* (6 NS 7b)

7 NS 3c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. *For example, for an account balance of -30 dollars, write $|-30| = 30$ to describe the size of the debt in dollars.* (6 NS 7c)

7 NS 4. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate. (6 NS 8)

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

7 NS 5. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. (7 NS 1)

- 7 NS 5a. Describe situations in which opposite quantities combine to make 0. (1 NS 1a)
For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.
- 7 NS 5b. Understand $p + q$ as the number located a distance $|q|$ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. (7 NS 1b)
- 7 NS 5c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. (7 NS 1c)
- 7 NS 5d. Apply properties of operations as strategies to add and subtract rational numbers. (7 NS 1d)
- 7 NS 6. Solve real-world and mathematical problems involving the four operations with rational numbers. (7 NS 3)

Expressions and Equations

Apply and extend previous understandings of arithmetic to algebraic expressions.

- 7 EE 1. Write and evaluate numerical expressions involving whole-number exponents. (6 EE 1)
- 7 EE 2. Write, read, and evaluate expressions in which letters stand for numbers. (6 EE 2)
- 7 EE 2a. Write expressions that record operations with numbers and with letters standing for numbers. *For example, express the calculation "Subtract y from 5" as $5 - y$.* (6 EE 2a)
- 7 EE 2b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity.
For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms. (6 EE 2b)
- 7 EE 2c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). (6 EE 2c)
For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.

7 EE 3. Apply the properties of operations to generate equivalent expressions. (6 EE 3)

For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of operations to $y + y + y$ to produce the equivalent expression $3y$.

7 EE 4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). (6 EE 4)

For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.

Reason about and solve one-variable equations and inequalities.

7 EE 5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. (6 EE 5)

7 EE 6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. (6 EE 6)

7 EE 7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers. (6 EE 7)

7 EE 8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams. (6 EE 8)

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

7 EE 9. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. (7 EE 4a)

For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?

Geometry

Graph points on the coordinate plane to solve real-world and mathematical problems.

7 G 1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates.

Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x -axis and x -coordinate, y -axis and y -coordinate). (5 G 1)

7 G 2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. (5 G 2)

Draw, construct, and describe geometrical figures and describe the relationships between them.

7 G 3. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. (7 G 1)

7 G 4. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle. (7 G 2)

Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.

7 G 5. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. (6 G 1)

7 G 6. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. (7 G 4)

7 G 7. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. (7 G 5)

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Mathematics

Grade 8

Ratios and Proportional Relationships

Understand ratio concepts and use ratio reasoning to solve problems.

8 RPR 1. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship. (6 RPR 2)

For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."

8 RPR 2. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. (6 RPR 3a)

Analyze proportional relationships and use them to solve real-world and mathematical problems.

8 RPR 3. Recognize and represent proportional relationships between quantities. (7 RPR 2)

8 RPR 3a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin. (7 RPR 2a)

8 RPR 3b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships. (7 RPR 2b)

8 RPR 3c. Represent proportional relationships by equations.

For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$. (7 RPR 2c)

8 RPR 3d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. (7 RPR 2d)

8 RPR 4. Use proportional relationships to solve multistep ratio and percent problems. (7 RPR 3)

Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.

The Number System

Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

8 NS 1. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. (7 NS 2)

8 NS 1a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. (7 NS 2a)

8 NS 1b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real world contexts. (7 NS 2b)

8 NS 1c. Apply properties of operations as strategies to multiply and divide rational numbers. (7 NS 2c)

8 NS 1d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats. (7 NS 2d)

Know that there are numbers that are not rational, and approximate them by rational numbers.

8 NS 2. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. (8 NS 1)

8 NS 3. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). (8 NS 2)

For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.

Expressions and Equations

Represent and analyze quantitative relationships between dependent and independent variables.

- 8 EE 1. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation. (6 EE 9)

For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.

Use properties of operations to generate equivalent expressions.

- 8 EE 2. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. (7 EE 1)
- 8 EE 3. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. (7 EE 2)

For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”

Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

- 8 EE 4. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. (7 EE 3)

For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

- 8 EE 5. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. (7 EE 4)

- 8 EE 5a. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. (7 EE 4b)

For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.

Work with radicals and integer exponents.

- 8 EE 6. Know and apply the properties of integer exponents to generate equivalent numerical expressions. *For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.* (8 EE 1)

- 8 EE 7. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. (8 EE 2)

- 8 EE 8. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. (8 EE 3)

For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger.

- 8 EE 9. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. (8 EE4)

Understand the connections between proportional relationships, lines, and linear equations.

- 8 EE 10. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. (8 EE 5)

For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

- 8 EE 11. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b . (8 EE 6)

Analyze and solve linear equations and pairs of simultaneous linear equations.

8 EE 12. Solve linear equations in one variable. (8 EE 7)

- a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
- b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.

8 EE 13. Analyze and solve pairs of simultaneous linear equations. (8 EE 8)

- a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
- b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. *For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.*
- c. Solve real-world and mathematical problems leading to two linear equations in two variables. *For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.*

Functions

Define, evaluate, and compare functions.

8 F 1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (8 F 1)

8 F 2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). (8 F 2)

For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

8 F 3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. (8 F 3)

For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.

Use functions to model relationships between quantities.

- 8 F 4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. (8 F 4)
- 8 F 5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. (8 F 5)

Measurement and Data

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

- 8 MD 1. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. (5 MD 3)
- A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume.
 - A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units.
- 8 MD 2. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. (5 MD 4)
- 8 MD 3. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. (5 MD 5)
- 8 MD 3a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. (5 MD 5a)
- 8 MD 3b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. (5 MD 5b)

8 MD 3c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. (5 MD 5c)

Geometry

Draw, construct, and describe geometrical figures and describe the relationships between them.

8 G 1. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. (7 G 3)

Solve real-world and mathematical problems involving area, surface area, and volume.

8 G 2. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. (7 G 6)

8 G 3. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. (6 G 2)

8 G 4. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems. (6 G 3)

8 G 5. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. (6 G 4)

Understand congruence and similarity using physical models, transparencies, or geometry software.

8 G 6. Verify experimentally the properties of rotations, reflections, and translations:
a. Lines are taken to lines, and line segments to line segments of the same length.
b. Angles are taken to angles of the same measure.
c. Parallel lines are taken to parallel lines. (8 G 1)

8 G 7. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given

two congruent figures, describe a sequence that exhibits the congruence between them. (8 G 2)

8 G 8. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. (8 G 3)

8 G 9. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. (8 G 4)

8 G 10. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so. (8 G 5)

Understand and apply the Pythagorean Theorem.

8 G 11. Explain a proof of the Pythagorean Theorem and its converse. (8 G 6)

8 G 12. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. (8 G 7)

8 G 13. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. (8 G 8)

Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.

8 G 14. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. (8 G 9)

Statistics and Probability

Develop understanding of statistical variability.

8 SP 1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. (6 SP 1)

8 SP 2. Understand that a set of data collected to answer a statistical question has a distribution that can be described by its center, spread, and overall shape. (6 SP 2)

8 SP 3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. (6 SP 3)

Summarize and describe distributions.

8 SP 4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots. (6 SP 4)

8 SP 5. Summarize numerical data sets in relation to their context, such as by:

5a. Reporting the number of observations.

5b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.

5c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.

5d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered. (6 SP 5)

Use random sampling to draw inferences about a population.

8 SP 6 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. (7 SP 1)

8 SP 7. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. (7 SP 2)

For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.

Draw informal comparative inferences about two populations.

8 SP 8. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. (7 SP 3)

For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean

absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.

- 8 SP 9. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. (7 SP 4)

For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.

Investigate chance processes and develop, use, and evaluate probability models.

- 8 SP 10. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $\frac{1}{2}$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event. (7 SP 5)

- 8 SP 11. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. (7 SP 6)

For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.

- 8 SP 12. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy. (7 SP 7)

- 8 SP 12a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. (7 SP 7a)

For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.

- 8 SP 12b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. (7 SP 7b)

For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?

- 8 SP 13. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation. (7 SP 8)

- 8 SP 13a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. (7 SP 8a)

8 SP 13b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event. (7 SP 8b)

8 SP 13c. Design and use a simulation to generate frequencies for compound events. (7 SP 8c)

For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?

Investigate patterns of association in bivariate data.

8 SP 14. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association. (8 SP 1)

8 SP 15. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line. (8 SP 2)

8 SP 16. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. (8 SP 3)

For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.

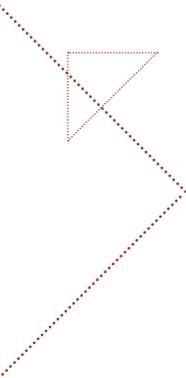
8 SP 17. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. (8 SP 4)

For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?

Growing a Waldorf-Inspired Approach in a Public School District

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and Linda Darling-Hammond





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Table of Contents

| | |
|---|-----|
| Executive Summary..... | i |
| Preface..... | 1 |
| Research on Waldorf Schools..... | 1 |
| Chapter 1: Introduction and Background of the Study..... | 4 |
| Why Examine Public Waldorf-Inspired Schools?..... | 5 |
| A Short History of Steiner Philosophy and Waldorf Schooling..... | 6 |
| Chapter 2: Study Methods..... | 11 |
| Our Research Approach | 11 |
| Chapter 3: Waldorf Education Comes to Sacramento City School District..... | 13 |
| Gradual and Deep Implementation of the Waldorf approach in SCUSD...13 | |
| Chapter 4: Alice Birney Waldorf-Inspired School in Action..... | 21 |
| Inside the Waldorf School..... | 21 |
| Developmentally Appropriate Instruction for the Whole Child..... | 21 |
| Child Development Theories as the Basis for Teaching..... | 34 |
| Teaching Waldorf in a Public School: The Journey of a School as Family..... | 51 |
| Parents as the Glue of Alice Birney..... | 65 |
| Chapter 5: Student Outcomes..... | 72 |
| Life Readiness: Evidence of Success..... | 72 |
| Tracking Alice Birney Graduates to High School and Graduation..... | 79 |
| Prepared for a Full and Engaged Life as Change Makers..... | 80 |
| Chapter 6: Implications for Policy and Practice..... | 86 |
| District Support and School Advocacy Lead to Sustainability..... | 86 |
| Developing and Sustaining Innovative Practice..... | 92 |
| Honoring the Value of Trained Teachers..... | 95 |
| Concluding Thoughts..... | 99 |
| Appendix A: Data Sources and Methodology..... | 100 |
| Appendix B: Main Lesson Examples from Second and Sixth Grade..... | 112 |
| Appendix C: Sample Lesson Planning Template..... | 116 |
| Appendix D: The Expansion of Waldorf-Inspired Schools in SCUSD..... | 117 |
| Endnotes..... | 126 |
| References..... | 127 |

Executive Summary

Growing a Waldorf-Inspired Approach in a Public School District documents the practices and outcomes of Alice Birney, a Waldorf-Inspired School in Sacramento City Unified School District (SCUSD). This study highlights how such a school addresses students' academic, social, emotional, physical, and creative development. Birney students outperform similar students in SCUSD on several behavioral and academic measures. The study also examines how a district supports alternative models of education while working to ensure equitable access to a high quality education for all its students. This study provides an opportunity to learn from alternative approaches to schooling to help surface deeply embedded, often unchallenged, assumptions about public education and expand our understanding of the purpose of education and the practices that support the development of the whole child and deep student learning in public schools.

This mixed methods study was conducted over the 2013–14 and 2014–15 school years. We interviewed nearly 40 educators, students, and parents and engaged in almost 40 observations of classrooms, out-of-classroom activities, school events, and teacher trainings. Our quantitative research included an examination of multiple years of student record data from SCUSD including: 1) student demographic data, 2) student standardized test scores, 3) student attendance and behavioral data, and 4) graduation data.

Learning From an Alternative School in the Public Space

As the country moves from the era of NCLB (No Child Left Behind), with high-stakes accountability and narrowing of the curriculum into the potentially more expansive era of Common Core, we can make the most of this critical window of transition to broaden our understanding of the purpose and essential components of a well-rounded education to better prepare students to both survive within and solve the problems of our world. Although this research focuses on a single school, our careful examination of its practices can help inform these goals. Our research also enables us to explore the potential of Waldorf and other alternative approaches in other public school settings, and explore the contextual conditions that support the effective implementation of such alternative traditions.

Grounded in Steiner's theory of child development. At Birney, the Waldorf-inspired approach differs from many other public schools in the extent to which Birney extends its focus beyond providing students with specific knowledge and skills to prepare them for college and career, to also preparing children for meaningful lives in the broadest sense by developing them for physically, socially, artistically, and cognitively meaningful engagement with the world. A second difference is the extent to which Rudolf Steiner's, the founder of Waldorf Schools, theory of child development and goals for nurturing human development inform every aspect of

how children experience school including the curriculum, pedagogy, and structure of school. This research provides an overview of the nature of Waldorf education from kindergarten through eighth grade in the public system.

Teachers engaged in sustained relationships. The execution of Steiner’s philosophy through its curriculum, pedagogy, and school structure is strongly supported by the sustained relationships formed between and among teachers, students, and families. Central to this relationship is looping, where teachers ideally commit to staying with their students from first through eighth grade. This sustained relationship fosters deep and lasting ties between teachers and their students as well as teachers and the families of the children in their classes. The curricular freedom that looping affords its teachers directly impacts the pacing of instruction as well. When teachers have the luxury of time, as well as the primary responsibility for their student’s education, they are not under pressure to prepare students to a certain level of proficiency at an arbitrary point in time in order to hand off to their next teacher. Teachers can be responsive to the students’ needs, readiness for new learning, and skill development in designing their instruction.

Within the context of sustained relationships, instruction in the Waldorf-inspired classroom is built from several key ideas:

1. The teacher teaches the child rather than the subject;
2. Every child develops at his or her own pace;
3. Children move through different developmental stages in which they need different learning environments to thrive;
4. Children will access learning through multiple learning modalities: art, music, handwork, movement, speech, reading, storytelling, hands-on experimentation, practical life skills, and connection to nature. These modalities are taught both discretely and through an interdisciplinary approach;
5. Teachers monitor and respond to children’s developmental stages and optimal learning modalities by adjusting their instruction, including the needs of special education students and English Language Learners;
6. Long-term relationships with teachers support students’ development.

Well prepared and thoughtful teachers. Steiner’s child development theories, while complex and nuanced, provide the teachers with guideposts that give them purpose, intention, and guidance as they develop their curricula and work with students and their families. Although teachers have autonomy and flexibility, they are bound within the frame of Steiner philosophy. Key to this approach is the notion of and support for teachers as lifelong learners who are continually developing their craft.

Teaching in a Waldorf-inspired school requires a significant commitment. It requires teachers to give of themselves completely into the relationships they form with students and families, to cultivate deep knowledge of Steiner philosophy, Waldorf curriculum and pedagogy, to invest in their own continued learning and growth, to engage collaboratively with colleagues, and to play a leadership role in their school.

Powerful parents. Since Birney's inception, parents' demand for and support of a Waldorf-inspired school have been crucial to Birney's sustainability. Twenty years into its history Birney continues to have one of the longest waitlists in the district. Parents' deep commitment to the school, based on a strong understanding of the Waldorf approach, helps them support the school financially, assist in classrooms, lead community-building school functions, and, when necessary, exert political pressure. Collectively these factors have been critical to Birney's staying power and strength.

Producing Strong Results

Quantitative analysis of student record data as well as qualitative analysis of interviews with Birney graduates, reveals that Birney successfully supports students' development. In particular, Birney produces greater gains for its low-income and African American and Latino students than for its school population as a whole. Birney students demonstrate low transiency and suspension rates, positive student-achievement outcomes, and graduate from high school at high rates. The following are some highlights of the positive outcomes of Birney's approach.

- African American and Latino students at Birney have a suspension rate that is ten times lower than similar students in the district.
- Over five years duration for African American, Latino and socio-economically disadvantaged students the effect of attending Birney was correlated with an increase of 8 percentile ranks (i.e. from 50th percentile to 58th percentile) in ELA. Attending Birney had a smaller but positive effect size for these students in math.

Interviews with graduates reveal that their K–8 experiences support their continued growth and learning orientation through high school and college. In particular graduates report they approached their continued education with the assumption that their voices were worth hearing and sharing, be it with peers or their classroom teachers, even if they were taking a minority or unorthodox position. Driven to pursue personally relevant educational interests, for the purpose of self-improvement and curiosity, they did not fear failure but understood it to be a part of the learning process. Profoundly, many students commented on the social responsibility they felt to engage the world in a meaningful way that makes the world a better place.

Space to Flourish

Alice Birney has succeeded and persisted in retaining fidelity to the Waldorf approach and in serving students well because of both school and district level policies and practices particularly in the areas of instructional practice and well-trained teachers.

At the school level. Gradually over time, Birney cultivated increasing levels of district-sanctioned school-based decision-making over curriculum and assessment, which were critical to developing and sustaining key practices. Although the school taught the Waldorf curriculum since its inception, at times struggle and advocacy were necessary to have the approach officially approved by the district. In turn, the district required Birney to justify its practices and demonstrate its alignment to more mainstream instructional approaches and assessments. This helped the Waldorf educators reflect and deepen their practice and ensure that they were meeting the needs of all their students.

Well-trained and thoughtful teachers play a large role in Birney's success. Ensuring highly qualified teachers proved essential to Birney's sustainability. After several years of advocacy Birney earned control over a range of practices to ensure a high level of professional capacity with their staff. These practices include hiring and job security policies that privileges Waldorf training and support for training in Waldorf methods.

At the district level. When alternative schools are given a say over how to support meaningful learning, it enables the schools to come out of the shadows of non-compliance and to create more coherence in their instructional models. Schools can channel their energy from fighting battles around what they are doing to improving their practice. However, the degree of school-based decision-making that is appropriate is highly dependent upon how well developed the instructional approach, the capacity of the staff, and the resources available to support teacher capacity building and planning time. These are crucial areas where the district can provide differentiated support to schools.

When the unique training and expertise of alternative models are honored with supportive HR policies, schools can achieve stability and sustainability and are more likely to produce strong outcomes. Districts need to ensure that the quality of alternative training is adequate to support the alternative model. Furthermore, from an equity perspective, districts need to be mindful of potentially inequitable distributions of highly trained and skilled teachers across their schools and balance the types of resources and training to which all districts have access.

Context Matters. The success of Alice Birney, a school often at direct odds with prevailing notions of curriculum, pedagogy, and pacing of instruction, is striking.

We assert that Birney has succeeded and persisted because of a number of interwoven factors. First, while varied over the years, the district's commitment to fostering innovation and to allowing some school-based decision-making enabled Birney to maintain fidelity to the Waldorf approach. Second, as Birney produced positive student outcomes and sustained a consistent demand for the school, the district provided increased opportunities for school control over its instructional program. Finally, it may be that the consistent demand for the school and the positive student outcomes are due, in part, to the comprehensive nature and coherence of the Waldorf approach to schooling.

Conclusion

The story of Alice Birney, a public district school of choice, provides a powerful example of the types of alternative educational approaches that are possible within the public system. Often at odds with prevailing norms and assumptions about the nature of schooling, Birney provides a counterbalance for what is possible to nurture the growth of the whole child. Particularly powerful are the examples of the ways the school attends to children's social-emotional, physical, and artistic development and how this focus has profoundly shaped its graduates into the young adults they are today.

It is striking to see such an approach supported and promoted within the context of a school district. Birney was able to achieve fidelity to the Waldorf approach because SCUSD granted them decision-making control, although often hard fought for, over curriculum, assessment and staffing decisions. That fidelity to a cohesive and holistic approach in turn led to high levels of student and parent satisfaction, demand for the school, and strong student outcomes.

These areas of decentralized decision-making permit opportunities in the public district space for alternative approaches, without forcing a de-unionized, deregulated, often profit-driven charter route. Ironically, schools like Birney have the potential to achieve some of the original goals for the charter school movement. By serving as sites for innovation, district schools can learn much from their example about broader ways to conceptualize school and student development.

Preface

Research on Waldorf Schools

Although beyond the scope of our research, we offer a brief overview of past research on Waldorf Schools to place our work in context. The holistic approach championed by proponents of Waldorf-inspired education appears to offer a promising alternative to more traditional attempts to meet the needs of children and youth. However, the validity and efficacy of this alternative has been studied largely by those who are directly involved in the work. As Waldorf-inspired schooling continues its expansion into the public sector, the research base must be enlarged to allow for a more independent evaluation of its legitimacy. Additionally, more research is needed to understand whether and how Waldorf-inspired schools, both individually and collectively, meet the specific academic, social, and emotional needs of racially and linguistically diverse urban public school students.

The Research Institute for Waldorf Education and its semi-annual *Research Bulletin*, along with The Waldorf Early Education Association of North America's *Gateways*, generate most of the English-language research on Waldorf education in North America. This research is neither fully independent nor peer-reviewed by educational scholars not directly affiliated with the Waldorf mission.¹ Though not primarily motivated by the desire to provide outsiders a clear view on the methodologies used to generate the research, both the *Research Bulletin* and *Gateways* serve as barometers for what the larger English-speaking North American Waldorf community considers important.

Most of the recent work produced by the *Research Bulletin* or *Gateways* between 1996 and 2014 tends to be small scale and qualitative or philosophical. Being largely qualitative in nature, research topics from the *Research Bulletin* and *Gateways* ranged from the particularities of implementing specific aspects of the Waldorf Method (Troostli, 2014), to the importance of improving teacher education (Biesta, 2013). This qualitative focus on patterns and trends provides rich, small-scale snapshots of classroom and school life in a variety of largely private Waldorf school settings. However, the lack of large-scale quantitative analysis prevents both Waldorf advocates and independent researchers from having a comprehensive system-wide understanding of long-term trends in Waldorf education.

There are few large-scale quantitative or qualitative comparative studies of Waldorf schools—either public or private—with one another, and fewer still that compare public Waldorf-inspired schools with their similarly constituted public school counterparts (Woods, Ashley, & Woods, 2005). Even smaller are the number of studies that focus on urban public Waldorf-inspired schools. The Waldorf research community in North America seems to be aware of the existing data and methodological criticisms and is attempting to move parts of its own research agenda towards

addressing them through the generation of larger scale quantitative or mixed-methods studies. *The Survey of Waldorf Graduates* (Gerwin & Mitchell, 2007b) is the most comprehensive response to this issue from the community itself. This was reflected in the stated objectives of its authors:

By design, this survey of Waldorf school graduates solicited both quantitative and qualitative data in order to form a living yet statistically based portrait. The thrust of this research was not to give sole credit to Waldorf schools for the achievements of their alumni/ae but to paint a picture of these graduates as a way of seeing who they are as they head out into the world (Gerwin & Mitchell, 2007a, p. 15).

The community is also aware of the importance of supporting independent and comparative examinations of both public and private Waldorf and Waldorf-inspired schools (Gerwin & Mitchell, 2007b).

Outside of the existing Waldorf-generated literature, three independent studies are highlighted here that reflect promising methodological approaches to filling gaps in the existing research base around public Waldorf-inspired schools. The first (McDermott et al., 1996) was a qualitative study of the nation's first public Waldorf school: Milwaukee Urban Waldorf School (no longer in operation as a Waldorf school). It provided independent evidence to support many of the qualitative claims of increased student well-being and academic performance made by the Waldorf research community. The second (Oberman, 2007) was a mixed-methods study comparing public California charter schools to one another, melding statistical analysis of student achievement data with qualitative interviews of members of individual public Waldorf school community members. The third, and most comprehensive, entitled *Twenty Years and Counting: A Look at Waldorf in the Public Sector Using Online Sources* (Larrison, Daly, & Van Vooren, 2012), compared public Waldorf-inspired schools in California to one another, as well as their non-Waldorf peers using three sets of STAR test data. Additionally, the researchers gathered and coded online reviews of public Waldorf-inspired schools in the state to provide a sense of how respondents saw these schools. Though each of these three studies (McDermott et al., 1996; Oberman, 2007; Larrison, Daly, & Van Vooren, 2012) focused on a particular area of interest, when placed together they provide a multilevel view of the public Waldorf-inspired system that is largely missing from the existing research base. Collectively, the studies showed that public Waldorf-inspired schools in a variety of settings (urban, suburban, middle-income, or low-income) have better social and academic outcomes than the majority of similarly constituted public schools. Qualitatively, these studies showed that the Waldorf philosophy provided students and teachers with a space to develop meaningful and lasting relationships where students were seen holistically. These schools were seen as happy, caring places that supported student development in a variety of areas, with the goal of developing well-rounded individuals.

As Waldorf-inspired schooling continues its expansion into the public sector, the research base must be enlarged to allow for a more independent evaluation of its legitimacy. Particularly in urban settings, the holistic approach championed by proponents of Waldorf-inspired education offers a promising alternative to meet the needs of diverse students. However, the validity and efficacy of this alternative remains almost entirely unexplored by the traditional research community. Additionally, more independent research is needed to understand how Waldorf-inspired schools, both individually and collectively, do or do not meet the specific academic, social, cultural, and emotional needs of economically, racially, and linguistically diverse urban public school students.

Chapter 1: Introduction and Background of the Study

For the entire first hour of the morning in a seventh-grade classroom at Alice Birney School, there is not a single sound from Mr. Martin.² And yet order rather than chaos prevails. What is happening here? The teacher, a long-time veteran, conducts the opening of the school day like a mute maestro, greeting each student at the door with a gentle handshake and friendly nod, leading students through their morning routine of calisthenics, making eye contact in some places, using hand signals in others, as the class enthusiastically stretches, twists, and reaches. The class continues through its routine: into choral song, verse recitation, and homework review. All the while, the teacher silently directs and connects with students, prompting particular individuals to answer the questions of their classmates, or gently touching the shoulders of others who have lost focus in order to redirect them. An air of deep, hard-won trust is palpable. The students trust their teacher, and he them. Having traversed their educational journey together beginning in first grade, what transpires in his classroom did not emerge instantaneously, but through hard work and dedication to a core set of values and practices. This pervasive sense of trust, that is so notably absent in many schools, embodies the essence of public Waldorf-inspired education. It is a trust that fuels nearly everything at Alice Birney.



This report is a study of the practices and outcomes of Alice Birney School—a public Waldorf-inspired school in Sacramento, California, that stands in sharp contrast to the common practices of most American schools and accomplishes extraordinary outcomes. Students stay with the same teacher for the eight initial years of their education and engage in a set of deeply personalized and authentic educational experiences that differ dramatically from what they would encounter in any other type of school. The curriculum and teacher’s pedagogy is deeply rooted in a well-developed, complex theory of child development that informs an instructional approach integrating the arts, physical and social-emotional development, and practical skills. At Birney they do not focus primarily on building basic skills in the early grades or implementing a standardized curriculum. And yet the school proves effective at achieving the goals most often advocated for 21st century schools: young people who are highly literate and numerate, deeply knowledgeable about the physical and social world, critical and creative problem solvers, independent thinkers, collaborators, and communicators. In this study, we explain how this occurs.

Why Examine Public Waldorf-Inspired Schools?

“If we taught babies to talk as most skills are taught in school, they would memorize lists of sounds in a predetermined order and practice them alone in a closet.”

—Linda Darling-Hammond

In part because of the narrowing of the curriculum in response to the accountability pressures of No Child Left Behind (NCLB), public education in the United States has often come to mean a set of specific types of experiences based on largely unquestioned assumptions, for example:

- Schools should make students competitive at the local, state, national, and international levels.
- Standardized testing captures student learning better than other measures.
- Educational equity is best achieved through systems of accountability that focus on grade-level standards applied equally to all students in a standardized curriculum.
- Instruction should focus primarily on basic literacy and mathematics skill development.
- Curriculum should prioritize basic skills; there is no time for imagination and creative play
- Explicit reading (decoding) instruction should begin in pre-K.
- The instructional pace should move quickly to keep students engaged.

The Waldorf-inspired approach adopts none of these assumptions or the practices that accompany them. Examining alternative models allows us to surface deeply embedded, unchallenged assumptions about education. Waldorf schooling proves an excellent model for this type of analysis. Although most Waldorf education occurs in private schools, there are several well-implemented and long-standing Waldorf-inspired public schools, including Alice Birney School. This study, of Alice Birney School, founded in 1995, enables us to examine multiple important questions:

1. What are the essential components of a public Waldorf-inspired model that can contribute to positive outcomes for students of any background?
2. What are the academic, social, and personal outcomes for students who attended Alice Birney School overall and from different demographic groups?
3. How was an urban school district able to support alternative models of education, like Waldorf, to flourish in the public system?

Although this research focuses on a single school, we hope that our careful examination of its practices, its district context, and its outcomes will help create a frame from which to examine other schools and to question the very nature of schooling across our public system. This study may enable researchers and practitioners to explore the potential of Waldorf education in other public school settings, suggesting further possibilities for additional research and drawing inferences from the Alice Birney model about the contextual conditions that support the effective implementation of such innovations. This research will help fill a gap in research on the Waldorf model, since it is one of the only studies conducted of a public Waldorf school and one of the few conducted outside the Waldorf establishment.

A Short History of Steiner Philosophy and Waldorf Schooling

An understanding of the history of Rudolf Steiner and the Waldorf Schools provides important context to Waldorf public schools in their current incarnation. Born in 1861 to Austrian parents, Steiner, the creator of Waldorf schools dedicated his life to addressing spiritual questions and cultural challenges by means of philosophical insights and practical solutions. Heavily influenced by the works of Kant, Goethe, and other German idealists, Steiner would call his own philosophy anthroposophy. At the center of anthroposophy is the individual, whose independence and freedom society must encourage. His 1894 book, *The Philosophy of Freedom*, most clearly outlines his view for the bridging of the spiritual, philosophical, scientific, and practical realms. It continues to have significant influence on contemporary adherents of anthroposophy and acts as a philosophical foundation for the curriculum of many

private Waldorf schools. Though the philosophy of anthroposophy is the backbone of much of the Waldorf approach to schooling, it is not directly taught to children (<http://www.waldorfanswers.com/Waldorf.htm>).

Steiner viewed education as a vehicle for reimagining the development of individuals within society and, therefore, for reimagining society as a whole. He believed that the health of society was at stake. He viewed society as having three independent and interdependent spheres: economic, political, and cultural. Known as social threefolding, Steiner saw these three aspects of society as constantly evolving and growing in greater independence from and interdependence with one another. This belief in the independence of each sphere came out of Germany's experience with World War I where, according to Steiner, the fusion of all three social realms created the conditions that resulted in the war (Staudenmaier, 2009).

Steiner believed no sphere should dominate the development of the others. For instance, the economic realm should not dictate the cultural, or vice versa. Steiner thought cultural institutions like museums and libraries should be open to all free of charge, and all families—not just those who had the money to do so—should have the freedom to select the type of education that best fit their children's needs (Usher, n.d.). Additionally, Steiner advocated for the independence of science and academics from politics, and argued government had no business regulating expression or thought. Steiner's exaltation of the individual and his or her independence did not mean that he abandoned cooperation. He argued, for example, that "economic activity should be organized and carried out in the spirit of brotherhood with the objective of meeting the needs of all human beings on the planet" (Usher, n.d., para. 4). Schools would play a central role in the creation of a world where man's independence, and thus the independence of these larger social spheres, would be fostered.

In 1917, Emil Molt, owner of the Waldorf Astoria Cigarette Factory in Stuttgart, Germany, attended a series of lectures by Steiner (Tautz, 1982, p. 16). Moved by their content, Molt publicly advocated for Steiner's philosophical positions and in 1919 invited Steiner to lead a school for the children of his employees (pp. 26-27). Initially funded by the company, the school gained full independence by 1920. Radically different from traditional German forms of education, which encouraged rigid discipline and conformity, the Waldorf school engaged in several progressive practices: For example, it was co-educational and open to all regardless of ethnicity or religion, with the children of company employees having their tuition fully paid by the company (http://www.rudolfsteinerweb.com/a/emil_molt.php). The school proved to be popular, and within five years its population grew from roughly 300 students to over 1,100.

Introduced to this new approach to education by Steiner and developmental in their methods, the faculty believed their job was to facilitate the individual growth of each child through three distinct seven-year phases. The curriculum integrated arts, music, and practical skills with traditional academic subject matter.

Other anthroposophically influenced courses, such as eurythmy (movement) and form drawing, further differentiated the Waldorf school from its other German counterparts.

Because of their progressive nature, Waldorf schools spread relatively quickly both inside and outside of Germany throughout the 1920s amongst families looking for a different way of educating their children (Werner & Von Plato, n.d.). However, with the rise of the Nazi party, growth of Waldorf schools throughout Europe was slowed or stopped altogether (Werner, 1999).

After World War II, many of the formerly shuttered German Waldorf schools reopened and others were founded. Fueled largely by the Waldorf commitment to cooperation, mutual understanding and the development of the whole person, post-War Germany saw a rapid rise in the number of Waldorf schools. Similar, though slower, growth took place in Western Europe and the U.K. Though present in North America since 1928, much of the growth in Waldorf education began in the 1960s, amongst a climate of anti-authoritarianism and experimentation, and continues today in communities committed to a slower, more holistic approach to the education of their children. Since the 1990s, Waldorf-inspired schools have expanded into the public school sector (largely charter). California leads the nation with approximately 24 public Waldorf or Waldorf-inspired schools (<http://www.allianceforpublicwaldorfeducation.org/find-a-school/>). In 2013, there were approximately 1,056 Waldorf schools in over 60 countries (Federation of Waldorf Schools in Germany, 2015).³

Though Steiner, who died in 1925, did not live to see the global expansion of his ideas, his intellectual and philosophical presence continues to dominate the modern Waldorf movement. Some aspects of his philosophy have proven controversial (Chertoff, 2012; McDermott & Oberman, 1996), but others, like his advocacy for physicality, music, arts, relationships, and a holistic developmental approach to children, attract scores of families and educators who seek an alternative to the NCLB-influenced narrowing of curriculum in many schools. As Waldorf schools have moved into the 21st century, the community negotiates a balance between staying true to the core tenets of Steiner's philosophy while expanding their mission in a world often at odds with those tenets.

Waldorf schools and theory today. Nearly 100 years after the founding of the first Waldorf School, Steiner's theory of child development continues to have salience for many educators. From curriculum to pedagogy, nearly every choice made in a Waldorf school setting is motivated by a belief in Steiner's theory of human development that breaks child development into three 7-year stages. According to *The Alliance for Public Waldorf Education* (2013), teachers in a Waldorf setting *must* [emphasis added] accept a human development view of their students to effectively implement the curriculum (p. 9). The Alliance also argues "Through a shared

understanding of child development, teachers across grades can work in concert and in correspondence with a child’s level of maturity and developing capacities” (2013, p. 10). The overarching theory influences nearly every aspect of the school, from personal relationships between teachers and students, to what will be taught and when, to how the classroom is laid out. It provides teachers with a structure and philosophy to follow and within which to have autonomy and creativity. Many public schools lack this well-defined philosophy leaving teachers more adrift in determining their intentions for student learning and shaping their practice.

Academics remain central to the Waldorf approach, however teachers are motivated by the desire to develop the entire child, not just his or her cognitive capacities. Although non-Waldorf educators may agree with holistic approaches to child development, they are limited by the structures of their school environments to fully realize these goals. However, the Waldorf classroom puts this belief in holism into daily practice. In an educational system obsessed with college and career readiness, Waldorf schools are devoted to life readiness. This focus on patience and holism is a radical departure from what larger society currently demands of its teachers and students. In recent years the increased focus on accountability and narrowed curriculum has emphasized speed and content breadth. In a Waldorf school, that focus is deemed developmentally inappropriate and a slower pace and depth of study are privileged.

From a Waldorf perspective, the child, like society, is a dynamic and evolving being, whose independence and freedom should be carefully maximized. *The Alliance for Public Waldorf Education* explains the theory this way:

The individual child’s journey is considered to be a microcosm of the human journey, with emerging capacities and an ever-expanding worldview at each step...The relationship between self and world changes, and the child’s consciousness moves from [an] early dreamy state, through concrete engagement with the physical world [stage 1]; to imaginative, picture-filled thinking [stage 2]; to the independent critical thinking and self-direction of the young adult [stage 3]. (2013, p. 9)

Few schools or programs describe who children are supposed to be at different points in their lives like Waldorf schools. Most tend to think of each grade in terms of what students should be able to do in specific content areas. Rarely do schools describe children in terms of a larger vision for who the children should be as people. This is a key distinction, one that has dramatic impacts on the choices made for students in a Waldorf setting. This also partially explains why Waldorf children underperform on standardized measures of reading and mathematics in the first three grades. Steiner’s theory of child development finds it inappropriate to force students to learn to do things if they are not ready. This does not mean that Waldorf teachers are not laying

the foundations for future development. However, it does mean that they will not force development onto students, especially if that development comes at the cost of the cultivation of other important skills—skills that most standardized tests do not measure. Indeed, *The Alliance for Public Waldorf Education* encourages Waldorf educators to see curriculum as:

Not a fixed or rigid document—or a set of student outcomes progressively laid out on a prescribed timeline—but a living instrument of educators, who become engaged in a thoughtful, creative process, fostering the healthy growth of their students. (2013, p. 9)

The healthy growth of students, from a Waldorf perspective, involves significant interaction with natural materials and human life processes: growing and eating organic foods from the school garden; carding and knitting items from real wool; building and investigating with wood, sand, earth, clay, and water; painting, sculpting, moving, and making music. In later sections of this report, we discuss in more detail how Steiner’s theories play out in the lived experiences of students, teachers and parents at Alice Birney.

Chapter 2: Study Methods

Our Research Approach

Our study uses a mixed-methods approach to examine school practices and outcomes for students in public urban Waldorf-inspired schools. Few independent studies have generated the amount of qualitative data around this topic as we have, and this study helps to demystify the largely misunderstood world of Waldorf-inspired schools. We believe that the words and stories of the parents, faculty, staff, alumni, and students provide a level of insight into what makes the school function that would otherwise be missed if our methodology were primarily quantitative.

The study was conducted over the 2013–14 and 2014–15 school years with several intensive site visits to Alice Birney Waldorf-Inspired School as well as visits to the other public Waldorf-inspired schools in the Sacramento City School District, A.M. Winn and George Washington Carver School of Arts and Science. For this study we conducted 39 interviews and focus groups with a Steiner College administrator, district administrators, school administrators, teachers, support staff, students, graduates, parents, and community members and conducted 38 observations of classrooms, out-of-classroom activities, school events, and teacher training.

In order to examine the outcomes for students who attended a Waldorf-inspired public school in Sacramento City Unified School District (SCUSD), we examined student-level data. We analyzed multiple years of student record data including the following elements: 1) student demographic data, 2) student achievement data, 3) student attendance and behavioral data, and 4) graduation data.

To analyze student experiences and engagement in school we compared student attendance and suspension rates at Birney with other Sacramento City Unified School District (SCUSD) schools from the 2010–2014 school years. We used value-added methodologies (VAM) to examine the influence of attending Birney on students' achievement gains on the California Star Tests (CST) in ELA and math relative to other similar students in SCUSD. This regression model based on five years of consecutive data (2008–09 through 2012–13) includes student-level demographic variables to control for the influence of student characteristics (gender, free/reduced price lunch status, race/ethnicity, language status, special education status, and prior achievement) on students ELA and math performance. Finally, although the data were limited, we were able to track two eighth-grade cohorts of John Morse (the school site prior to Birney) for their four-year high school enrollment and completion status in SCUSD. (See Appendix A for more details about the study methods.)

Our study is among the first to access detailed public data and provide an up-to-date picture of the academic performance of a public Waldorf-inspired school. Placed together, both methods allow researchers, practitioners, and policymakers, along with other interested parties, to have the most comprehensive view of a public Waldorf-inspired school currently available.

Chapter 3: Waldorf Education Comes to Sacramento City School District

Gradual and Deep Implementation of the Waldorf approach in SCUSD

Key elements in place in Sacramento enabled educators to sow the seeds of public Waldorf-inspired schools. First, in 1959, the Sacramento Waldorf School was founded as a private school. Today the school is “one of the largest private Waldorf schools in North America with over 400 students, it is viewed as a mature and successful Waldorf school” (<http://www.sacwaldorf.org/about-sws.html>). Second, Rudolf Steiner College, founded in 1976, is the largest and one of the oldest Waldorf teacher training centers on the West Coast. In addition, several other private Waldorf schools have sprung up in the Sacramento area as well in the past 25 years. All of these institutions provided: a dedicated community of activists committed to expanding Waldorf education to as many students as possible; a supply of teachers with an awareness of and interest in Waldorf methods, resources, and knowledge; and a parent community hungry for Waldorf learning environments for their children. These institutions planted the seeds for the birth of three public Waldorf-inspired schools in the Sacramento City Unified School District (SCUSD) over the past 20 years.

The first public school. The move towards public Waldorf-inspired schools began with SCUSD Superintendent Rudy Crew in the early 1990s. Crew was inspired by a visit to Milwaukee to the first public Waldorf-inspired school in the country. He requested that the faculty of Steiner College help him start five public Waldorf-inspired schools. They responded that the first step was to see if there was interest from Waldorf-trained teachers.

In 1991–92, Crew formally formed a committee to explore the possibility of a public Waldorf-inspired school in Sacramento that followed the Milwaukee model. Out of this work came more formal district financial support, in the form of Title I funds, for training interested teachers; almost 60 showed up. One current Birney teacher recalled being sent to the training despite a lack of interest and being transformed, thinking “Oh my gosh, this is something!” The training allowed like-minded teachers to network and meet one another. Through this initiative, several teachers, including Birney’s founding teachers, Katherine Lehman and Lauren Rice,⁴ organized teachers into a group called Waldorf Inspired Educators (WISE). Rice described the group’s genesis this way:

There were various other people, some that knew nothing about Waldorf Education, all different schools all over the district, most of us did not know each other....[T]here was probably a core of about six or eight teachers really that just kept meeting.

However, their momentum would be subdued with departure of Superintendent Crew. Rice describes the difficulties they faced:

[W]e were in this swamp of no man's land, there was no administrative support, we were all teaching at different schools, there was no core, and so we just kept meeting at different peoples' classrooms... we just decided we were not going to stop meeting. And so we kept meeting and we found a few little inroads, we found some special education money that we did some teacher training through that because, of course, movement and arts education and rhythm activities and all of those things that were good for special needs children...but that was one way we kept sort of dangling bait out in the district.

The group began to explore the possibility of creating their own school. They met with district leadership, only to be told they would have to convince an entire faculty at a school site and they were told:

Nobody really cared about many things that we thought were important, social-emotional learning? No, that was off the table....
[W]e were moving into standards, and we had to show how Waldorf Education was going to teach these academic standards.

During this time SCUSD underwent a dramatic restructuring to desegregate its schools. Out of this came several magnet programs designed to lure white parents into schools with low white populations. Oakridge Elementary School was one of the schools that explored the possibility of converting into a magnet school. WISE and representatives from Steiner College were asked to make a presentation to Oakridge's school community. To their surprise, the Oakridge teachers voted to adopt the Waldorf model, although as later events indicate, they did not fully understand the implications of their vote.

Several WISE teachers, including Lehman and Rice, were hired to teach at Oakridge as it restructured as a Waldorf-inspired school in the 1995–96 school year. However, the district did not approach the transformation of the school thoughtfully. They did not sufficiently address building teacher and community understanding or buy-in to the model. Rather, it was imposed on the community. Rice discussed some of the early challenges:

[T]here was a very sort of uncomfortable and ugly transition of the teachers that were there. [They] either had to become Waldorf teachers whether they wanted to or not, or leave the school, and many did leave the school....[The school district] dropped it in without any parent education. They didn't know what we were. There were all kinds of language and cultural issues, including Southeast Asian fathers

saying, “You want my son to knit, that’s women’s work.” It went from that to the Latino families saying, “I’m sending my kid to school so he doesn’t have to dig in the dirt....why is he in the garden? I want him on the computer.” There was just no cultural foundation to build a school, so that was a very painful year that involved lawsuits and really bad press and very ugly.

The founding Oakridge teachers questioned the district’s commitment to train teachers and fully adopt the Waldorf approach. Many Oakridge teachers were not willing to fully commit to the Waldorf philosophy and approach and resisted efforts at retraining. But a core of highly committed teachers were open to the new ideas and carried them forward in spite of the turmoil and dissent.

By the start of the second year, 1996–1997, a small organized public opposition emerged amid accusations of “witchcraft” (Lindeloff, 2003). The small group responsible for the claims, People for Legal and Non-Sectarian Schools (PLANS), “an unlikely coalition of conservative Christians, agnostics, and atheists,” issued legal challenges asserting that the program at Oakridge, and later John Morse, violated the establishment clause of the constitution, asserting that anthroposophy was a religion (Lindeloff, 2003). All of these lawsuits were dismissed (the last in 2012) over issues of standing or the plaintiff’s inability to establish that anthroposophy was indeed a religion (PLANS, 2012). The legal action consumed much of the teachers’ time and energy and required them to distance themselves from using public district dollars towards Steiner College training, in case anthroposophy was deemed a religion. Teachers, therefore, had to spend their own money to receive training.

A new start for the Waldorf-inspired school. In order to give the school respite from its critics—both internal and external—as well as other issues resulting from its founding, the district relocated the school to the John Morse Elementary campus in 1997, in its third year. All the Waldorf teachers at Oakridge were moved to an unused campus at Morse School. Although a bus was provided to any families that wanted to continue at Morse, very few came. The district placed responsibility on the teachers to recruit students to the school. One teacher recalls that process:

And we literally went to door-to-door knocking on peoples’ doors, like we looked for strollers in the front yard, they’ve got kids...it wasn’t a neighborhood school, it was just an empty building, and so we sort of canvassed the neighborhood and we got some people there.

However on the first day of school, the school started with 10 teachers and 86 students, which was clearly not sustainable. The district gave the staff a year to increase enrollment and provided support through direct mail campaigns. The staff was desperate for students and one of the outcomes of that need was a high percentage of special education students. As a founding teacher recalls:

So if you were breathing and you wanted to come to this school, we said, yes...[W]hen the dust settles you often find yourselves with a very high number of special ed. kids and kids with lots of various kinds of learning and social problems, and that was the case. But by the end of the year we had doubled in size and...the district allowed us to keep our 10 staff members and continue the program.

This level of faculty engagement and programmatic advocacy would play a central role in the school's development. The teachers at Morse went above and beyond what many would have expected of them because they truly believed in the value of what they were doing and the promise it provided for their students, including testifying at school board meetings and spending their summers surveying neighborhood families. As a founder recalls, "The core group of teachers knew every school board member, and they knew us, and there was a tremendous political advocacy on the staff to protect this program."

Teacher involvement would be the core driver of the school as it matured. As one founding teacher explains, "Waldorf schools are teacher-driven schools, and so in the early years I think we had to be really...really firm about what we would try, what we weren't going to try, and why, and we had to really know the why." The first administrators of the school were not strong advocates for Waldorf methods and struggled with the district perception that they could not control their teachers. However, it was the teachers' clarity of vision that enabled the school to persist.

The school has had four principals since its inception, and only the last two—former principal, Cheryl Eining, and current principal, Mechelle Horning—could be classified as strong advocates for Waldorf methods. A founding teacher described the evolving relationship between teachers and administrators in the following way:

We had to sort of thread this needle and find people that were willing...there were times when rules could be bent, and there were times that rules could be broken, and there were times that they couldn't.... And I think it took, especially in the beginning, teachers that were just willing to say, no, this is what it should look like, really create a division of what a public school would look like. We knew it wouldn't be like the private schools.

The district-mandated Open Court reading program became a source of tension as it directly contradicted the Waldorf approach to literacy development. At times the school has had to rally parents to engage the district to ensure that the school could sustain its commitment to the Waldorf curriculum, as it did when the kindergarten teachers were supposed to implement Open Court district-wide. As a founding teacher recalls:

[S]o the parents contacted the school district and the school district realized they had a number of parents...who were really opposed to this adoption, and were clear that they had chosen Waldorf Education, they weren't blind to the differences in pacing between Waldorf Education and the mainstream, and so that was able to stop, but it was another kind of emergency that happened.

The advocacy efforts of parents and teachers prevented the school's teachers from having to teach Open Court. These challenges are discussed further in the last section of the report on policy issues.

Another time, another founding teacher recalls, district reading coaches were being sent into the school to teach the teachers how to use the basal reader.

We all looked at each other and said, "well, number one, we know how to use a basal reader, and number two, we are not going to." And we didn't pitch a fit, we just said, "you can visit another school because this isn't what we're doing."

After these experiences the teachers realized the importance of developing a strong line of communication with the curriculum department and showing that their curriculum was aligned to district expectations. They were also careful not to react negatively to the district-mandated curriculum.

It became really pressing that we explain to the curriculum department what were we doing, and when. Thus began years of work about looking at...the district standards, then later it became the district adopted state standards, [and we created] curriculum maps, where we would address every single standard and show when we were teaching it.

This effort took a tremendous time commitment on the part of the teachers, again further deepening their understanding of and commitment to the Waldorf approach. As a founding teacher explains:

We truly had to make our own scope and sequence for our curriculum....We said...what are we, what are we covering every grade, you can imagine how many hours this took as a whole faculty to...it didn't matter what grade you taught because if you're a class teacher, you're coming around sooner or later, it was a collective effort....But we did the work so that we could stand behind our curriculum and say, absolutely, we're teaching every single one of these skills, but our timeline is completely different, almost completely different in the lower grades. And then we finally got board approval.

This willingness to compromise in order to protect the larger vision of the school played a key role in its growth. A key decision that the faculty of Morse made was to become a school of choice. Though this has had a direct impact on the school's racial, economic, and linguistic diversity, it reflects, further still, the staff's willingness to compromise. They understood that having parents and students who want to be a part of the community is important in any school, but that for something as radically different as Waldorf education, choice mattered even more. Though founding teachers appreciated the upsides of being a school of choice, they also expressed a contradiction:

[A]s the school was becoming more successful, it was becoming noticed by the white community and then people in higher socioeconomic group within the white community, so now people were signing up ahead of time, and our classes were beginning to fill, and we saw that our diversity was going down, which was very frustrating, especially because of these high hopes in the beginning...I came to at least one conclusion, which is that it has...in the beginning, when it's coming into the public system, it had to be where teachers and parents felt strong enough that they could go down to the school board and say, "What are you doing? We went to this school because it was like this, please don't change it, please support it."

Despite its challenging start, Morse grew rapidly and eventually had a substantial waiting list.

Maturing and spreading Waldorf-inspired schools in the district. The arrival of Jonathan Raymond as district superintendent (2009–2013) profoundly influenced the future growth of public Waldorf-inspired schools in Sacramento, and the community at Morse in particular. In his first 100 days as superintendent, Raymond committed himself to visiting every school in the district, spending about 40 minutes at each site. He had a vague notion of what Waldorf schools were about but had never seen one in action. He described his visit to Morse this way:

When I got to John Morse, there was such a sweetness—there was a garden, there were mud boots outside of the door, children were singing, and I was taken by that. I visited every classroom and ended up staying for two-and-a-half hours. I was impressed by the physical set up of the classrooms, the calm demeanor of the teachers and the students, the children's respectful attitudes; by eurythmy, music, violin. This was a school where students, staff, and parents were happy. I liked that. (Romer, 2012, p. 3)

Raymond's personal investment in maintaining the programmatic integrity of Morse motivated him to work with the local teachers' union in order to make sure that

all teachers at Morse would have Waldorf training or commit to Waldorf training. Raymond remembers responding to concerns from parents who reported to him that “this great experiment was going down the tubes fast.” Superintendent Raymond hired the school’s current principal, Mechelle Horning, due to her willingness to work with the teachers and school community in not only protecting the essence of the school but also expanding it. Perhaps the ultimate testament to Raymond’s belief in the vision at Morse was the fact that he enrolled his son and two daughters there. Raymond would also oversee the expansion of George Washington Carver School of Arts and Sciences, the first public Waldorf-inspired high school in the country and the creation of a second K–8 Waldorf-inspired school, A.M. Winn, during his tenure. These schools’ creation and development are discussed in Appendix D.

Fourteen years after the move to Morse, in 2010–2011, Raymond spearheaded the school’s relocation to Alice Birney School, an empty campus a couple of miles away, to allow for its expansion to accommodate its long waiting list. This move also enabled the Morse campus to be used for students with cognitive difficulties who had been previously housed at a remote location. Superintendent Raymond hoped that expanding to the Birney campus would help stem the loss of children from the district and “bring more of our kids from non-public spaces back.”

Instead of having only one grade-level class at a time, by 2014 the school had two classes per grade level in Grades 1–8 and expanded into a program for early kindergarten through eighth grade. The school now brims with children and has separate classrooms slightly away from the other classrooms specifically for its seventh- and eighth-grade students. Even with this move, Birney has one of the longest waitlists of any school in the district. Despite its growth the community still uses familial language to describe itself. Be it parents, administrators, students, or teachers, a sense of family and community permeates the experience provided by the school. Table 1 illustrates the population of Birney students.

Yet, the real key to the long-term and sustained success of the Morse/Birney project is the faculty’s commitment to a clear vision for what they wanted and continue to want the school to be, as well as the continued availability of teachers both committed to the Waldorf approach as well as trained in it. Teachers tend to stay at Birney for many, many years and make strong connections with parents, who in turn become extremely strong advocates for the school’s program. The average tenure of the current staff is 15 years although many have been at the school

Table 1: Alice Birney School Demographics, 2014–15

| Student characteristics | |
|--|-----|
| Enrollment | 584 |
| Race/ethnicity | |
| African American | 7% |
| Asian/Pacific Islander | 4% |
| Latino | 20% |
| White | 60% |
| Multiple ethnic groups | 8% |
| English language learners | 4% |
| Socioeconomically disadvantaged | 29% |

Source: <http://dq.cde.ca.gov/dataquest>

for 20 years since its founding. A veteran teacher talked of the importance of having a stable vision to which the community could attach itself:

I think whenever a group is working towards one goal...when everybody knows what they're doing and they're all on the same page, I think that those schools are going to be successful when everybody kind of has that focus and that guided mission that they're working on.

Indeed, the clarity of teacher and community vision helped empower the school to directly confront, and triumph over many obstacles that would have proven fatal to less committed schools.

Chapter 4: Alice Birney Waldorf-Inspired School in Action

Inside the Waldorf School

Few studies external to the Waldorf community have documented student, teacher, and parent experiences in a Waldorf-inspired school. We hope this study will help give a more in-depth picture of the nature of Waldorf education from kindergarten through eighth grade in the public system. In particular, we focus on how Steiner's theory of child development informs every aspect of the educational experience, including the goals of school; the nature of relationships within the school; the structure of the school day, curriculum, pedagogy; and how the space is configured. In addition, in this section we discuss the role of parents in supporting public Waldorf-inspired education in Sacramento.

Developmentally Appropriate Instruction for the Whole Child

The Waldorf instructional approach differs substantively from many other approaches to schooling in the United States. One of the key ideas that most differentiates a Waldorf education from other models, is its ultimate goal: whole-life preparation. In addition to providing students with specific knowledge and skills to prepare them for college and career, a Waldorf education seeks to prepare children for meaningful lives in the broadest sense. It seeks to prepare students for physically, socially, artistically, and cognitively meaningful engagement with the world. A second difference is the extent to which Steiner's theory of child development and goals for nurturing human development inform every aspect of how children experience school.

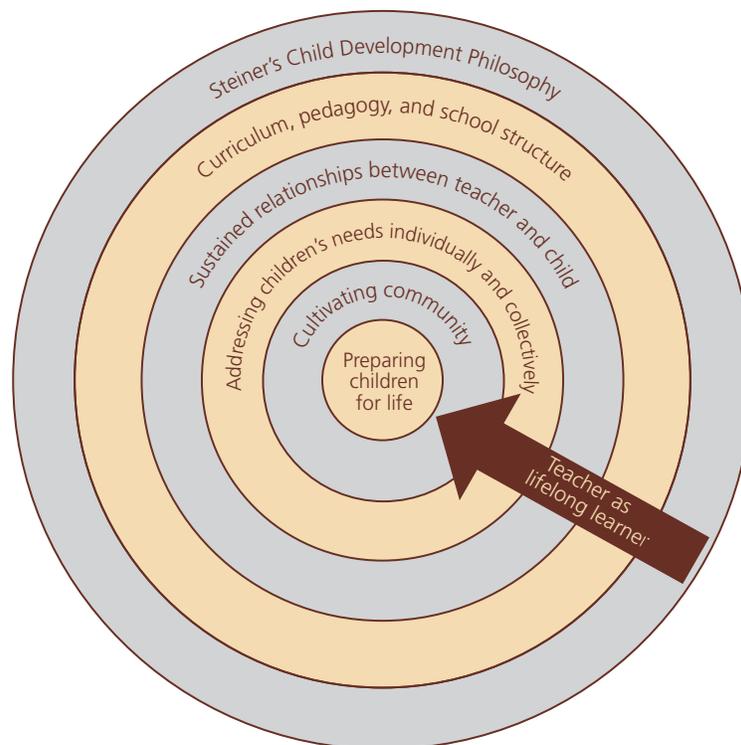
The Waldorf approach to education is inherently non-linear and mutually reinforcing and therefore difficult to describe through the linear form of a written report. Figure 1 (on next page) is an attempt to capture the interactive and complex approach of a Waldorf education.

Steiner's philosophy of child development directly influences the curriculum, pedagogy, and structure of the Waldorf-inspired school. These explicit links, while complex and nuanced, provide teachers' guideposts that give them purpose, intention, and guidance as they develop their curricula. Although there is autonomy and flexibility for teachers, they are bound within the broad frame of the Steiner philosophy. Key to this approach is the notion of and support for teachers as lifelong learners who are continually developing their craft.

The execution of Steiner philosophy through its curriculum, pedagogy, and school structure is strongly supported by the sustained relationships formed between and

among teachers, students, and families. Central to this relationship is the eight-year loop that teachers ideally commit to staying with their students from first through eighth grade. This sustained looping fosters deep and lasting relationships between a teacher and the students as well as the teacher and the families of the children in their class. Furthermore, it fosters deep relationships among the children and families in the class to create a strong sense of caring and community. It is because teachers have both the luxury of time as well as the primary responsibility for their children's education that they are enabled to enact the curriculum through a pedagogy that is responsive to students' individual and collective needs. Ultimately, looping is an important vehicle to enact Waldorf philosophy through its curriculum and pedagogy. The sustained relationships developed through looping, as well as the developmentally grounded curriculum, enable teachers to address the needs of their students holistically.

FIGURE 1. A WALDORF-INSPIRED APPROACH TO SCHOOLING



In the following sections, we parse out and delve into these ideas as if they were discrete for the purpose of illustrating how they are lived in one Waldorf-inspired public school, Alice Birney. We hope that this rich description brings to life the theoretical constructs of Steiner philosophy.

Intentionality of place and pedagogy.

“Not only is our curriculum different, but the way we feel when we come to school is different.”

—Parent

“[At] our school they say stuff in a different way and sometimes it helps [you] understand what they’re trying to teach you better. The teachers explain it in a way that’s easier to learn it.”

—Sixth grader

At Waldorf-inspired Alice Birney School there is a high level of intentionality in what is taught, how it is taught and when it is taught. In many ways the classrooms at Alice Birney are the antithesis of many American classrooms in their appearance, the materials used, and the pedagogical approaches of the teacher. One way Waldorf-inspired classrooms differ is in teachers’ ideas about child development and what is developmentally appropriate. In contrast to ideas about what children need in many public school classrooms, where it is believed that if the walls are not covered with stimulating colors and a text-rich environment, the children will not be engaged, Steiner philosophy suggests that children need a soothing calm environment to learn. A Waldorf classroom is painted in muted non-industrial colors, like light purple, or a soft yellow.

Since there are no computers in the classrooms, the classrooms are outfitted with blackboards, upon which the teachers draw a detailed and colorful chalk drawing related to the current main lesson, the core instructional period of the day discussed later in this report. Homemade curtains cover the windows and all classroom furniture is wood or wicker. There is an absence of synthetic materials or store-bought teacher materials in the classroom. The walls have student work but are not cluttered. In each classroom a nature-based display marks the season. Similarly, the learning materials the students use are different. They have special oversized paper bound books for the main lesson study, high-quality beeswax crayons, and colored pencils. Students keep their art materials in a homemade fabric pouch.

As students progress through the grades, particular features of the classrooms remain the same, like the soft color schemes of the walls, but others fade away or exist with greater sophistication and complexity. An eighth-grade classroom has the same warm and familiar feeling of a first-grade classroom, but the displayed work is more sophisticated and the desks are often arranged to encourage greater student collaboration. The same care and deliberation that goes into curricular choices and decisions are also reflected in the organization of the space to best meet the students’ developmental needs.

Teachers interact with their students in ways that also diverge from how many teachers are trained to perceive their role. Alice Birney teachers are uniformly soft



spoken and non-judgmental regarding their students. It is rare to hear a teacher praise a student; he or she is more likely to make a comment that reflects a factual observation and recognizes the student's effort, such as "you took a lot of time with that drawing." This is the kind of comment that is now recognized as supporting a growth mindset and contributing to student success. Even as students are reciting memorized verses, the teacher will not respond differently to the well-prepared student compared to the student struggling to remember the words. This lack of expressed judgment implies a level of faith in the child that they will progress without an evaluative stance, either positive or negative, from the teacher.

The modulated and calm voice extends to the way the teachers manage classroom discipline. In Waldorf-inspired classrooms there are no point or reward systems for compliance. At Birney, the teachers rely on the predictability of routine and rhythm with set practices for transitions, like the use of songs to move children from one activity to the next. They also emphasize classroom unity to support a calm and cohesive learning environment. Children know what is expected of them. When addressing individual children who are not engaged or who are disruptive, teachers take the position that a child's needs are not being met and respond in a soft-spoken way often using touch to connect to their students and understand the nature of the problem. For example, when a second-grade student was not helping his classmates move desks to clear an open floor space as they were singing, the teacher just pulled him close, wrapped her arm around his shoulder and sang with him. Nothing

corrective was said; no harsh looks were directed at him. Just firm but loving support. As a special education teacher explains the Birney approach to discipline:

It's not so much a punishment system as it's wanting to see progress. It's more positive in that way, and then a big thing is that students don't get yelled at or talked to in a way that sometimes can happen in other schools.

In the Waldorf-inspired classroom, the teacher's role changes over time as the students progress through the curriculum. The early grades are primarily teacher directed, with moments of more child-led activities, such as during practical life studies in third grade where students demonstrate independence in cooking and gardening. In fourth grade, students begin engaging in more group learning. The teacher gradually releases control to the students, but explains to students, "freedom comes with responsibility" and that students need to demonstrate their ability to manage the increased freedom. By sixth grade, according to a teacher:

The groups are very efficient and they work together and they take care of each other, and I don't have people not doing the work. Everybody knows there's an expectation and there's an end goal and we are trying to get somewhere with this.

A veteran teacher lays out visually how the change in the teacher's role physically situates them differently in the classroom:

[In the early years] I'm in front of them, I'm directing them, I'm calling the shots. Somewhere around fifth/sixth grade I have to step to the side of the room and guide them, and in seventh and eighth grade [when we are studying] revolutions, let's live in chaos and anarchy, so you have to change your position. I can go from the front of the class, to the side of the class facilitating and guiding, and then at the end of eighth grade it's like, I'm here, like this old tree, deeply rooted here, and come back and visit me. It's beautiful.

Learning revolves around main lesson. From first through eighth grade, morning instruction is dedicated to *main lesson study*. During this approximately two-hour time block students are engaged in interdisciplinary thematic instruction. Main lesson blocks, or themes, last three to five weeks. Students work in oversized paper bound books referred to as their main lesson books in which students record their learning, in verse, creative writing, discursive writing, and drawing. One student describes them in this way, "Instead of getting textbooks we're basically like making textbooks." Most teachers integrate the arts and movement into their main lesson units, to make them more engaging as well as a more well-rounded and experiential exploration of the topic. Drawing is often a central component of the main lesson book.

Main lessons are the primary opportunity for teachers to teach English language arts, math, social studies, and science while integrating the arts. Central to the main lesson is its alignment to children’s developmental stage and its integration of multiple areas of growth. Consequently, main lesson looks very different in the younger grades versus the older grades, as older children can sustain a focused study of a topic for longer periods of time. For a detailed account of two main lesson activities in second and sixth grades, see Appendix B.

Because it is a long block of time, teachers often integrate physical activity and music into their main lesson class time to break up the intensity and the type of focus required of students and to integrate learning. In a fifth-grade classroom, we observed the teacher began the day with song, verse, and a short set of stretches. After a bit of sustained silent reading, he took his students to the blacktop, where he incorporated multiplication with movement activities and then did a jogging loop around the black top with them. This was all done between intellectually demanding tasks, in order to help focus the students and lower their anxiety. Similar integration of physical activity took place in every classroom observed. Whenever a teacher felt that a student’s energy flagged or the class needed recharging, he or she would spontaneously lead a physical exercise to support student engagement and physical development.

Physical activity is used not only to break up sedentary cognitive focus but also to help deepen cognitive growth. For example, in a third-grade classroom students practice cupping a ball, letting it drop, and catching it with both hands while saying their spelling words. The teacher explains:

[Students who] are having a really hard time with their bodies are not able to spell at the same time that they’re doing the ball. And the goal is that you feel enough in control of your body and your actions that your brain can do something else.

Teachers carefully observe each student’s ability to integrate physically and cognitively and continue to give them opportunities to practice as long as they need it.

A slow and multi-faceted approach to reading instruction. Birney, like other Waldorf-inspired schools, takes a slow and deliberate approach to teaching reading. Although reading instruction begins in first grade with the introduction of letters, children are not expected to read fluently until third grade. According to Principal Horning, “We don’t get too worried or upset about it until fourth grade; that is the big difference.”

Birney teachers are all comfortable with this approach and do not see it harming children, but rather enabling them to be better readers when they do read. As one teacher explains, “The danger of asking a kid to read too early, they decode and they don’t have a rich mental capacity, and then they lose interest, no wonder they don’t

want to read.” Principal Horning further elaborates that the emphasis is placed on the learning rather than students’ demonstration of proficiency, which marks a dramatic difference from more assessment-driven approaches to reading instruction. She says, “It’s a matter of the pressure and emphasis; they are taught to love language and love words before they are forced to demonstrate their ability of how much and how quickly.” In addition, focusing on reading early, before many children are developmentally ready, takes up considerable time in the schedule leaving little time for the rich and wide-ranging instruction that Birney offers.

Children are taught to write before they can read. They are taught to copy and engage with language before they can decode it. A teacher describes the impact of this approach:

The pressure to read or not read is completely taken out....We learn to write first...they’ve been writing for years, even when they had no idea what it said. So it was like they were engaged already in a physical will engagement kind of way and then it was look at the words you’re writing....now they are starting to realize I am not just writing swirls and swishes.

Each letter as it is introduced is accompanied with a picture and a story, which helps students integrate it into their mental schemas. Because of this developmental approach and deep commitment to serving each child’s individual needs, Birney teachers believe that when children are not mastering something, such as reading, it is probably because they are not developmentally ready. However, teachers are continually assessing students’ progression and responding with what they believe the students need. Teachers tell countless stories of children who don’t read or speak for years, only to fully blossom when they are ready. For example, a teacher remembers a student who did not read until the end of sixth grade. By taking a developmental approach while also continuously assessing for any underlying difficulty with this child they preserved his love of learning:

There is a lot of good research out there saying that some boys particularly don’t have their brain fully developed until they’re 11, so we’re asking them to do something that they’re not ready to do, so giving him that gift of time allowed him to fall in love with reading.

In many public schools driven by pressure to prepare students to perform well at early ages on reading assessments, this child would likely have been labeled as poor at school, given remedial work, and perhaps persuaded that he was unintelligent. A graduate of John Morse (the site of the school prior to moving to Birney), who now attends UC Berkeley, described how even though some children learned to read in second grade, she herself did not master reading until the end of third grade, and then progressed rapidly. She describes her early literacy activities and how she benefited from the gentle approach of Morse:

First grade was learning all the letters. So we'd take maybe like every week or every couple of days we'd pick a new letter. We'd learn the sounds. We'd draw a picture with the letter and then a picture of something like an animal that started with the letter....And then in second grade we moved on to learning things like all the vowels and beginning to read. We had reading groups so those kids who were more advanced were in one reading group and those kids who needed more help were in another. I learned to read at the end of third grade, where I could actually read really solidly by myself, and then after that I just absolutely loved reading because I was given the time to actually find it for myself. I wasn't forced to sit down and read...I never felt like I was stupid because I couldn't read and all the other kids [could]. It was just I could move at my own pace. After really learning to read I was reading Harry Potter and I was going through lots of books.

A current parent who transferred her stressed-out daughter to Birney shares a similar experience:

Our daughter was at the traditional school and forced to read, her hair was falling out, she was super stressed out. So we came here and it was exactly what my kids needed, and they have completely blossomed under less stress.

Developing the art of speech. At Birney, speech is valued as an area for competency in itself and as a way to support literacy development. It has many facets, including a connection between spoken and heard language, articulation, and artistic connection, as well as building a sense of community. Celebrating the beauty and power of language, both spoken and written, is highly valued at Birney. It is a side of literacy development often completely neglected in classrooms focused on students' decoding abilities. The increasingly narrow and formulaic way literacy is taught in many public schools to prepare students to perform well on standardized tests has resulted in students losing an understanding of the art of using language. A Birney teacher wonders, "How do you love language if you don't create beautiful language... how do we use our voice as an artistic instrument, as well as a communicative tool?" Hearing and speaking language is an essential part of literacy development in the early years, as a teacher explains, "There's this connection between language coming in and language going out" with the listening to and telling of stories.

One of the prime vehicles for developing speech is the recitation of verses, which begins in kindergarten in choral recitation. There are verses for starting and closing the day, for transitioning from one activity to another, for the themes of the year. The recitation of verses is taken seriously and engaged in physically as students stand up straight behind their desks so they can breathe deeply and fully enunciate

their words. A teacher describes the multiple purposes for which she selects verses for her students:

But for speech exercises in the morning opening, I usually try to have two types going: one that's more artistic and then there's articulation exercises. They did "splendid is the light, splendor of the fall, splatters of orange", all s-p-l's, and especially in the primary grades when I'm in a language block I'm teaching letters and sounds, there might be "big brown bears biting big black bugs," and then we read that together. So it's this connection between articulation, language, and reading, all of it, all balled up together.

Verses are connected to the main lesson study. For example, as the sixth graders studied Rome they recited with passion and excitement a verse, O Roma Nobilis, in Latin. The teacher describes how the students relate to the verse:

The kids feel it. They think they're Roman soldiers. So as long as there's passion and they're feeling it we can live with that, and then as soon as I see that it's losing something then we'll bring in something new.

The choral recitation aspect of verses builds class community as a teacher explains, "I think that unison speaking too is huge with building the culture of the class. When you're speaking together, or singing together...there's a group unity."

Starting in the second grade children are given their own short verses that they don't have to recite out loud. By fourth grade students start learning their own verses to recite on the day of the week of their birth, each week. They are called *birth day verses*. One teacher describes how she selects a verse for each child. "We gift them this...I gave them a verse that I felt was something that I see potential or a striving within each of them." The students recite the same verse once a week for the entire year. Over time they perfect the recitation of the verse. By sixth grade, many students can recite their verse with tremendous theatrical ability. The teacher helps direct them in their inflection, their subtle use of gestures and eye contact. Speech is also enacted through class plays that in the early grades are mostly choral speaking but develop over the years to memorization of individual parts.

Learning to get along.

A Waldorf school has more than just learning. It has more adapting to your environment, learning about different things you never would learn if you were in different schools, and mostly a way to actually attract a friend instead of like just rejecting people.

—Sixth grader

Supporting the whole child at Alice Birney also includes nurturing each child's social-emotional development. Children are taught, encouraged, and expected to get along with each other. Staying with the same children and teacher for eight years supports this value as well. The nature of learning how to care for each other evolves as children develop. For example, at the kindergarten level there are three rules: "Be kind, be safe, be a good worker," according to a teacher. Children are encouraged to take care of each other. The teacher explains, if a child gets hurt, another child will run into the room to get an "ice crystal for someone who has fallen down; taking care of each other, and taking care of themselves" is an important skill that children learn. The kindergarten teacher talks about "golden deeds" meaning taking care of each other. The expectation of what caring for each other means grows as the children mature. In the early elementary grades the teacher uses stories to teach about being kind and caring for others. A teacher explains:

You are always tracking the social progress. If there's a child that I see left behind, or alone a lot, you'll tell a healing story that kind of speaks to the duckling who's left when everybody else has traveled across the lake and the kids know and they respond to it. It's amazing how wise they are socially at this age.

An upper elementary teacher focuses on building her students' awareness of opportunities to care for others. "I am always trying to work on helping [my students] not just think about themselves but to look around and make sure everybody's o.k. right now, and if they're not, what can you do to make it o.k.?" Middle school teachers tend to use class meetings to address social issues within their classes. According to a teacher the school focuses on "cooperative play and having fun and celebrating everyone's ability level rather than just favoring the kids who are good at the thing." Parents are most appreciative of this aspect of their children's experience at Birney. One parent explains:

It is a whole lot less *Lord of the Flies* here....That there is, from day one, an alternative presented to the children, that first we figure it out yourself by using words, and that we do not resort to physical pushing or bullying, and honestly, I haven't seen any of that, or really heard about it at this school.

Another parent adds, "I think that socially the expectation is higher here, that you are a citizen of your classroom, and of the school, so you behave like that. I think that's kind of a big deal."

Supporting students' needs. Looping facilitates Birney teachers meeting their individual students' needs in ways that teachers who spend just one year with students cannot. Part of knowing students well through many years together is that the teacher understands what each child needs to thrive and can identify different areas of growth for each child holistically.



Lunchtime at Alice Birney embodies the “getting along” ethos that motivates the entire school. Adults do not control the large play space and tend to fade to the periphery, present but not central to the goings on of the blacktop, play structures, or grass. Mixed-gender groups abound, there is some cross-age play, and almost all play seems more cooperative than competitive. Students enter and exit games at will. Few students play a single game for the entire length of lunch. Balls are tossed or friends chased with no apparent end purpose. Some children dance, others sit under the large trees. Laughter and smiles abound and almost no children sit alone. Students in the middle school grades (seventh and eighth in particular) tended to sit and play away from the younger kids. However, there were notable exceptions on the basketball court where the older children played with their younger schoolmates in an inclusive and cooperative manner, rather than against them. In general, there existed a sense of belonging, inclusion, and safety. One mixed-gender and mixed-age group played a game of keep-away with a soccer ball. One boy fell while chasing another who possessed the ball. Rather than laugh or humiliate the other student, the boy with the ball passed it to another schoolmate, stopped and checked on his fallen comrade. Moments like this show how different the communal space at Birney is and how the fruits of the community’s efforts are reflected in the actions of its students.

The students also recognize that they are well known by their teachers and that they can count on their teachers for support. When discussing what enables them to do well in school, a sixth grader explains, “Like if [you] don’t know what’s going on they’ll actually take the time to explain it to us or they’ll pull us out during recess.” Parents express gratitude for the individualized support from teachers: “I like how [a Waldorf education] approaches the whole child, nothing is really forced, they find the ebb and flow of the child and figure out what works for them.” Another parent says what they love about the school is that their child “was allowed to be an individual and not be an outcast, so he was himself, and he’s been learning at his own pace.”

Despite the holistic and individualized approach for all children, some children enter Alice Birney with specific special education needs that extend beyond the classroom teacher’s capacity. In truth, because of its holistic approach, parents of special needs children are particularly attracted to Birney. Some hope that Birney will “save” or “fix” their children while others hope it will be a more humane place for their child. Some of the children who attend Birney fall into traditional definitions of special education and others do not. Some parents bring their children to Birney to avoid labeling them as special education students. However, there does not appear to be a stigma, at Birney, for receiving special education services. According to one teacher, regular education students are sometimes jealous of the fun that students have with their special education teachers. In addition, according to a teacher because of the multiple ways that students experience school, every child has “many chances to shine.”

Birney provides a range of support for children with diagnosed needs, including speech, language, occupational therapy, reading, writing, and math support. There are five educators who provide special education support (two resource specialists, a speech and language therapist, an intervention specialist, and an instructional aide). Teachers provide push-in and pull-out supports and hold small groups for RSP reading, writing, and math support. Some children with academic or emotional needs or motivational issues are referred to the intervention teacher as well as the other special education teachers, by the principal or a teacher. He works with students one-on-one, in small groups and pushes into the classroom. One of the particular ways he offers support to third and fourth graders is on numeracy issues. Some students need support with their math skills but others just need to build their self-confidence.

The special education teachers are challenged to build schedules that do not interfere with the children accessing all the aspects of the holistic instruction. They try never to pull out a student during main lesson, looking for time most often during specialty classes, and trying to vary their pullout schedule so students do not miss the same specialty class repeatedly. The special education teacher joins the main lesson and joins sixth-, seventh-, and eighth-grade math groups to provide support to the students who need it. The principal gives the teachers a high level of autonomy to build the support program themselves.

Although the RSP and special education teachers have certain skills and procedures they have to follow and have not yet received full Waldorf training, they try to

incorporate Waldorf-style instruction in their work with students, including hands-on learning approaches, movement, and singing. “It’s traditional science-based methods for reading....I tell everybody it isn’t Waldorf but I can try to make it look as much like Waldorf as possible,” describes one of the teachers.

The special education teachers feel that Birney’s holistic approach to education serves special needs students better than in many other public schools. Many of the children who are fully included in the classroom at Birney would likely be separated in a communicative handicapped class in a different school. In one class a Down Syndrome child is fully integrated into the class where he receives a considerable amount of assistance from a full inclusion aide, the teacher, and even the other children in the classroom.

The special education teachers also collaborate with the classroom teachers to identify ways to best support each of the students, providing guidance to teachers on how to scaffold the learning for individual students. The teachers love working with the special education teachers and aides because they see how “present they are with the kids. They love the kids.”

In general, teachers feel that the Waldorf approach provides students greater access to the curriculum because they can learn through multiple modalities. This is true regardless of a child’s learning needs. Most commonly instruction is delivered primarily through auditory and visual modalities, however, in a Waldorf-inspired school, like Birney, instruction can be accessed through movement, music, art, hand-work, and speech. As one teacher says:

You are going to jump your math and then you are going to sing about it and then you’re going to work it out with some art work and your teacher is going to put some drawing up on the board to remind you all of it. All the learning styles are being addressed.

In this way the students have so many more access points to learning than in many other educational settings.

Although Birney serves very few English language learners (about 30 students during 2014–15), the school does provide those students who are fourth grade and older with additional supports through an afterschool tutoring program. One of the reasons the school has so few designated English language learners above fourth grade is because of its high redesignation rate. Children who indicate on the state-required home language survey that they are an English language learner are invited to attend an afterschool tutoring program three days a week. Even after a child graduates from the program they can still attend for an additional two years. The program is co-run by the English language coordinator/Spanish teacher and an intervention teacher.

Child Development Theories as the Basis for Teaching

At the heart of the Waldorf instructional approach, built on a well-defined theory of child development, is respect for children, not as partially formed adults but as their own beings. A teacher explains, “We talk about receiving children with reverence, that there is something special about every child that enters here.”

Reverence extends to every stage of child development. Steiner identified distinct stages of development that span seven years each. Even though Steiner’s developmental philosophy follows a person into adulthood, given that this research focuses primarily on children from kindergarten to eighth grade, we elaborate most fully on the first two 7-year stages. Within each stage, the child’s developmental needs shape the curricular focus and the pedagogical approach of the teacher.⁵ Under the guidance of a number of founding teachers and supported by a well-trained staff, Birney teachers have been able to maintain strong fidelity to Steiner philosophy and Waldorf curriculum. Teacher training is elaborated upon more fully in a later section.

In this section we lay out the Steiner developmental philosophy and corresponding curriculum in a grade-by-grade chronology. The description of the Steiner philosophy is derived from a document produced by the Alliance for Public Waldorf Education (2013), led by a former lead in assessment from the California State Department of Education, and contributed to by members of Steiner College in Sacramento and educators from Alice Birney School as well as other Waldorf-inspired public schools.⁶

Play is their work: Birth through kindergarten.

“Play is their work really, and it is a place where they can also learn how to deal with each other in a social context, not where I’m going to go in and necessarily solve right away.”

—Birney kindergarten teacher

At Birney, children may attend two years of an early kindergarten program from ages 5–6 in a mixed-age classroom, which is towards the end of the first stage of Steiner’s first 7-year stage of development. The number of years they spend in the program depends upon their birthdate and developmental readiness as determined by teacher assessment and observation. The classroom space is designed to gently ease children into school life. Children can bring slippers to wear in the classroom at school and boots for outside play. The classroom is home-like with a kitchen, imaginative play spaces, and vast outside spaces. In contrast to widely held notions of children’s developmental needs in preschool and kindergarten, a Waldorf-inspired kindergarten is decorated in muted colors, it is not a text-rich environment but a subdued environment. There are many spaces for children to physically engage with open-ended play objects in their environment.



Children’s developmental needs include physical exploration, sensory-motor function, the engagement of the will, rhythm, language development, connection to the natural world, and imitation. All these developmental needs are met as the teacher establishes the structure, rhythm, routines, and environment for the children. Repetition and routine carry the children—guided by the adults. The children engage in activities that address their developmental needs in multiple ways.

At Birney, the day begins outside where children play. Although there are a few play structures, children gravitate to the natural spaces. They play in the playhouse, the sandpit, among the trees and plants, and dig in the dirt. Stumps and large rocks of various sizes permeate the landscape for children to navigate across and through. The outside space is intentionally set up with physical obstacles for children to navigate. For example, children have large wagons outfitted with sturdy off-road tires that they can pull each other in. Although there are small sections of the yard that are paved, much of it is bumpy dirt and even a section with large river rocks. Children have to work together to pull the wagon over these physical challenges; it takes persistence, cooperation and is an authentic task. The outside play is almost all child-directed. Outside time also includes cooking projects in small groups with the teacher, washing towels, and other craft activities, like sanding wood swords.

Building off the importance of outdoor child-directed play, one day a week, children spend the day at a nearby park where, rain or shine, they play in the woods. They take a 30-minute walk, then play outside, and have snack outside. The teacher made backpacks for every child and they carry their own bowl, spoon, and napkin for

snack. The children have little hand drills that they use to drill into acorns or wood. After they play, they go to “rolling hill” and roll down it. Through these activities children develop sensory-motor integration, physical and imitation abilities, social skills, and they connect to the natural world.

Four days a week, part of the day is spent inside the classroom and includes a circle time in which children are immersed in a language-rich environment of storytelling, singing, and movement. Stories and songs are chosen to reflect the seasons and cultural traditions. A kindergarten teacher describes:

It’s a foundation of literacy and moving, singing rhymes. Some of it is loud, some of it is soft, some of it is big body movement, some of it is little body movement, and then we just let it rest for a moment.

Then children have snack and play inside. Materials in the classroom are all natural wood, wicker, or fabric. Children can play in a pretend kitchen area or baby area, or with blocks to make forts. Drawing and sewing supplies are always available. There is a sensory washtub where children can wash rocks in water and always some kind of seasonal display. Children’s play also mimics home life, with work activities like cooking, sweeping, gardening, and building.



The school day is organized into “a schedule that is strongly rhythmical...they occur in a predictable schedule, allowing the child to relax into the rhythm of the day, week, season, or year” (Alliance, 2013, p. 11). Even the snack is rhythmical, according to their teacher. “We don’t say Monday, Tuesday, Wednesday, Thursday, Friday; it’s rice day, oatmeal day, bread day, quinoa day, soup day.” On soup day children bring something for the soup from home and it is cut up during outside playtime and added to the soup, to make a kind of stone soup. After the children eat, a crew of children will wash, rinse, dry, and put away the cups and put leftover food into a compost bucket. Other routines are rhythmical as well, for example, Tuesdays they hear a story, Wednesdays they paint with watercolors, and Thursdays model with beeswax. “All this rhythm and organization just helps a young child feel so secure because it’s always expected, always the same,” explains their teacher.

A time of imagination: first and second grade. Stage two of Steiner’s child development theory begins at age 7 and lasts through age 14. Within each stage are distinct phases. The first phase includes first and second grades. In contrast to many schools preparing students to excel on standardized literacy assessments in which this period marks a laser-like focus on literacy through decoding, according to Steiner philosophy, children develop literacy skills best by first developing the ability to tell stories and imitate writing, before they learn to read and write.

According to Steiner’s child development theory while children still need to develop themselves physically and rhythmically as they did in the first stage, in the second stage children develop their capacity for imagination as well. Children also learn through connecting to emotions and feeling. For this reason, much of the instruction focuses on sparking the child’s imagination through storytelling, drawing, and singing. The curriculum responds to this focus on learning through imagination, which one teacher calls “oral literacy.” “The rich story curriculum of the lower grades invites the child to be inwardly active, creating her own images for each scene of every story.” The intent behind this process is to “take the child from story image, to picture, to letter, to word, and onwards to reading and arithmetic” (Alliance, 2013, pp. 12–13).

The idea of supporting children creating their own imagery is a central tenet of Waldorf developmental theory. Younger, pre-literate students are theorized to see their mental world in pictures rather than words. Developing a student’s ability to mentally visualize a story plays an



essential role in the student's later ability to move towards the concrete world of words. Telling vivid, descriptive tales fosters this inner world. Teachers select texts and plan curricula with this developmental goal in mind. Stories are also intended to connect to children's feelings, because it is believed that what resonates with children's feelings will be remembered and integrated rather than just presented as disconnected facts that may be "received, briefly retained, tested, and often quickly forgotten" as is more common in educational approaches (Alliance, 2013, p. 12).

The curriculum in first grade is connected to fairy tales from many cultures and nature stories. These stories often contain "archetypes of human existence and have been used throughout history to explain the world around us" (Alliance, 2013, p. 12). According to Steiner, at this age, children are still in a "somewhat dreamy consciousness and feeling of connection to the world" (Alliance, 2013, p. 13). As a teacher explains:

It's very experiential, and incredibly developmentally appropriate. Children in second grade particularly are still very much in that dreamy place, they haven't completely landed on the earth, and so as many images and pictures you can give them, it just feeds their soul, it seeps deeply into their being and it kind of ferments for a couple of years and then it springs forth in something quite beautiful in reading, in writing, in beautiful recitations.

First graders also go on nature walks. When the school was at John Morse, they could go on nature walks adjacent to the school. There was a little stream and tree area. Some middle schoolers reminisce about nature walks and how magical that time was for them:

Student 1: We used to go on nature walks almost every morning...and it was all about...building fairy houses and building things and finding sticks and twigs and building things and making little stick figures and playing with them.

Student 2: I loved doing that.

Student 3: We also had this little nature table where we'd put this little silk cloth over it and all the things that we found nature wise would go on it. If we found like this cool stone we'd stick it on there or like an acorn with the cap still on it or just like a little feather. We'd just put it on there or even a wasp nest, like just a little one, we'd just stick on there and it was like really nice and decorative. It was pretty cool to find stuff and just put it on there.

Throughout the years, the teachers strive to help children connect to nature in developmentally appropriate ways. Just as the younger students looked back fondly on these nature walks, so too did older former students. Almost all of the graduates interviewed for this study mentioned how important having the freedom to explore, observe, and interact with nature was in shaping how they see the world.

In second grade, the curriculum shifts to respond to children's increasing self-awareness, where fairy tales are replaced by fables and legends, which focus elements of human nature and "examples of extraordinary humans who worked in harmony with nature to bring goodness to the world" (Alliance, 2013, p. 13). A veteran Birney teacher describes the developmental stage of the second grader:

I see this budding mischievous[ness], just these kids kind of playing with words or playing with what I am saying or bringing their joke that's horrendous but thinking it's hysterically funny, and they're ready for that world of fables and riddles.

In this early phase of schooling, art plays a central role in facilitating the child's ever increasing exploration of large parts of the world. Teachers use stories rich in imagery and pictures that convey facts and processes (Alliance, 2013, p. 12). Music is also central, as students sing throughout the day and as they transition from one activity to another. The place of song in the day also reinforces the rhythm of the day, in these early years as well as throughout a Waldorf education.

With active imagination and oral abilities developed, as well as imitation skills nurtured since early stages, this phase is also viewed as a time when children are receptive to memorization of verse and mathematical facts. The memorization and recitation of verse, as described earlier, is a central component of a Waldorf education. The verses often relate to the seasons and are full of imagery. A Birney teacher explains:

You are asking a lot of a child when you are asking them to speak, you're asking them to claim a place on the earth, and proclaim their light-filled presence, so that's pretty powerful for a child, for [people] to stop and listen. You're asking them to articulate their speaking clearly as a gift from the speaker to the receiver, and that's a wonderful gift... there is a lot of brain development that's going on when you're asking a child to speak clearly, crisply, and with a place of mental images... building mental memory.

Memorization of verse is also viewed as an essential pre-reading activity. Steiner philosophy suggests that before reading, when nurtured, children have a huge capacity to take in oral sounds since that is how small children learn from their parents. One graduate describes how this emphasis on developing memory continues to impact her:

My memory is really good. I have a lot of visual memory but I also have oral memory too. I have a lot of different ways of remembering things, a lot of different ways of working with things. There's a lot of flexibility when you learn with Waldorf. You know you're not just learning in one way, but you're learning in so many different ways, and that really helps as you get older because sometimes you can't just read something and remember it.



Awakening to the world: third grade. Third grade is a pivotal year in a Waldorf-inspired education. According to Steiner's theory of child development it is at this age when children increasingly see themselves as separate from the world around them. Steiner literature describes this phase as a time when children's increased self-awareness makes them more "awake." A temporary loss of confidence and insecurity often accompanies this growing self-awareness. One teacher describes his experiences with his students, "after the summer they come in with a different awareness."

The curriculum is selected to mirror this phase, as the children study the story of the ancient Jewish people. This study of the Jews is studied not as religious education, but as mythology that includes "ordering of a world out of nothing, the departure from paradise (mirroring the child's departure from early childhood), and the need to learn a range of practical skills that will be required to successfully live on earth" (Alliance, 2013, p. 13). As one teacher explains, "By studying how the Hebrew people deal with the amazing difficulties in their lives we're giving them insight on how they deal with tragedy and difficulty in their own lives." Another teacher describes it as:

It's just kind of what they're experiencing. It's not always fairy tales.... We're asking the third grader to write long pieces and do cursive and to really start thinking of math in a different way. It's not a story anymore. There's a sort of sadness that comes with 9. There's a sort of sadness in the story of the Hebrew people from the very, very beginning.

In correspondence with the focus on the Hebrew people the children at Birney build a Sukkah outside as a celebration of a Jewish festival and have many of their lessons inside it. In addition, students study measurement, time, and money in connection with the ancient times. For example, students measure their desk width, height, and depth, using a range of ancient measurement techniques, such as their palm, hand span, and cubit (from fingertip to elbow). They compare their measurements, double-check them, and discuss the strengths and weaknesses of the units of measurement.

The development of practical skills is also an essential component of children's learning in third grade, although it happens across all grades. At Alice Birney third-grade students spend a considerable portion of time learning to cook, sew, garden, farm, and build. In three-week rotations, 10 children cook, 10 children set up a garden and care for chickens, and 10 children build, including a wooden calendar. Children also crochet their own hats. They go on field trips to farms and help care for farm animals. A middle school student recalls how practical life study is integrated naturally into core academic content areas. "Cooking is kind of the Waldorf way of learning fractions."

Although third grade marks a new level of awareness, the integration of music, the arts, and movement is still seen as vitally important to developing the whole child. Each day starts with the recitation of a morning verse, followed by a movement exercise in which students have to remember a sequence of movements, like twiddle your thumbs, clap your hands, then stamp your feet.

Finding balance and integrating into the world: fourth and fifth grade. Fourth and fifth grade is a time of increasing stability, according to Steiner philosophy. Children feel more comfortable with themselves and their increasing independence. Their body proportions have evened out and they are more coordinated. Children demonstrate an eagerness to learn and a deep interest in the world around them. They are ready for understanding the complexity of life. As a veteran Birney teacher explains:

In fourth grade when they're starting to pull away from their parents and their teacher and they're starting to see...the foibles of their friends and they start to piece apart the world, we bring them fractions, and we bring them precision and beauty of the animal world, so it just feeds their souls in ways that I just can't express.

The curriculum corresponds to these changes. The children study Norse legends in fourth grade and the mythologies of Ancient India, Persia, Mesopotamia, Egypt, and Greece in fifth grade as well as a variety of religions that arose from these civilizations including Hinduism, Zoroastrianism, and Buddhism. This variety of mythology illustrates to the children that there are many, and often competing, ways of explaining life and that those perspectives are often linked to geography, culture, and historical circumstances. At the end of fifth grade the study of mythology transitions to the study of ancient history.

According to the Steiner philosophy:

This transition marks a point in human history at which the Greeks moved from an earlier worldview that was holistic and external to a more philosophical, individual, and questioning approach. It mirrors a change in the child's thinking from picture-based thought to the dawning of formal thought. (Alliance, 2013, p. 14)

In connection with the study of ancient civilizations in fifth grade the students visit an Egyptian museum and participate in a pentathlon at another Waldorf school in the area. The pentathlon includes classic sports such as javelin, races, and jumping contests. A teacher explains:

They tied it back in to the grace and beauty of the Greek times. So it wasn't so much about being first and being the fastest; it's more about just enjoying the movements and the grace and beauty of it rather than just the competitive nature.

The child's growing awareness of the complexity in the world leads to the study of fractions, decimals, verb tenses, and parts of speech. Children are also increasingly feeling connected to their communities, which leads to a study of local and state geography in fourth grade and of North American geography in fifth grade. Field



trips align to the curriculum including an overnight at Fort Ross, an old Russian Fort on the coast of California. On this trip each child takes on a historical role. A teacher explains, “They became a militia or a gardener or a hunter and they had to do it the whole two days. It wasn’t superficial.” Middle school students remember the experience fondly and with detail.

Student: You had to write a letter and militias were...the guarders of the Fort Ross. This Fort Ross has been there since the early 1800s so it was really cool to see that, and they let you sleep in like some of the old places that they used to sleep in. I slept in the church because we were gardeners.

Student: You had to dress up and...

Student: I still remember my name...It was Igor Leontivitch Chernik, because we were all Russian.

Student: There was Russians and natives....there would be two militia from our class, guarding the doors of the whole fort, and there was this big wall around it. There would be militias and you’d have to sign in with them, and I remember the militias they slept in the guard area. They had cannons, like old cannons that were out of the windows.

Student: I remember at night we’d have a night shift...ours was at like 2:00 in the morning.

Student:...We’d have to keep the fire. We just relived what they used to do back then.

Continuing the connection to nature developed in the early years, students study animals and zoology in fourth grade and botany in fifth grade. Arts are integral to the student’s study of geography and life science, by supporting a more in-depth and experiential connection to the material through the drawing of representational maps and engaging in close observational drawings of animals and plants. This study also further cements children’s connection to nature and sense that they are part of the natural world. However, it also preserves a connection to story, imagination, and wonder. A teacher describes how all the pieces fit together:

If we’re going to study...the deer, I’m giving a little story about it. “Hiding among the tall dry grasses near an oak grove the fawn awaits his mother. They spent most of the day away. The sun is setting slowly playing with red and orange hues in the blue sky canvas.” So after talking about this we may talk about the characteristics of the animals. And for some parents, they want us to go further into more of the dissecting. And it’s hard for anybody to

understand that, why we don't too early. There is the sense that if you do, you kind of lose the sense of wonder that is connected to the beauty of something. Yes it's important that you get there, but we need to do that gradually rather than just knowing facts. There was a great quote about that, "What signifies knowing the names if you know not the nature of things?"

In this way learning goes beyond the literal understanding of facts and is about the connection to and passion for the world. In connection with their study of animals and botany, the students go to observe the elephant seals on the coast and camp among giant sequoias and learn about the trees.

A time to connect with concrete reality: sixth grade. On the verge of adolescence, according to Steiner philosophy, the sixth grader both can begin to engage in causal thinking and needs to engage in a matter-of-fact engagement with the material rather than the fanciful or emotional aspects that characterized earlier stages of development. The history curriculum mirrors this developmental stage:

The turning inward, the foreshadowing of adolescence, is mirrored historically by the European Dark Ages, when knowledge and civilization seemed to disappear. It is reassuring for teacher and parent alike to recall that knowledge and culture had not vanished but were hidden for protection and deepening, waiting to reappear in a flurry of learning and progress in the High Middle Ages. By the end of sixth grade, we see greater mastery of critical thinking or formal operations; the child's world is expanding again.
(Alliance, 2013, p. 15)

Sixth grade curriculum includes the rise and fall of the Roman Empire, the birth of Christianity and Islam before turning to the Dark and Middle Ages. The sixth-grade teachers at Birney require a considerable amount of in-class writing. In correspondence with the study of medieval times, the students participate in medieval games with other Waldorf schools on a big farm where the students get to do archery, sword fighting, ropes challenges, and other games. In their hand-craft class the sixth graders explain that they "make this tunic and then we put a design on it and that's for the medieval games." A teacher describes it as "Robin Hood out in the forest." In this way the students' study of these historical times is experiential, and connected to writing, handcrafts, and the arts. Math is also connected to their historical study as they learn business math, including transactions, profit and loss, and interest as it connects to the rise of towns' trade and guilds in the Middle Ages.

According to Steiner philosophy, the sixth grader's grounding in a rational and concrete notion of reality supports the study of physics, including optics, acoustics,



magnetism, static electricity, heat, and cold. Children are introduced to these topics through experiential activities, rather than definition of the concepts. Children then can deduce meaning from their experiences. The children also study geology as well as the study of naked eye astronomy (the astronomy of the Middle Ages), corresponding to their historical studies. Students experience the geology they study as they camp and climb around the base of Mount Lassen, a nearby volcano.

The final phase, intense exploration and restlessness: seventh and eighth grade. In response to the end of the second stage of child development, children are ready to launch into a period of intense exploration and discovery. This focus extends to growth in terms of thinking, beliefs, and relationships. “Traditional beliefs will be challenged and tested and the young person must learn to stand firmly in her own thoughts. Perspectives will change dramatically, just as they did for the artists of the Renaissance” (Alliance, 2013, p. 15). Correspondingly, in seventh grade the students study the ideas of the Age of Discovery, the Reformation, and the Renaissance, which mirror their own growth cognitively and artistically. At this age, students are able to turn away from stories and mythologies to biographies of leading historical figures. Geography includes the study of Europe and Africa mirroring much of the Age of Discovery. In accordance with the Age of Discovery, the students spend a night on the *Balclutha*, an old sailing ship docked in the San Francisco Bay, and pretend to be shipmates for the night.



As students’ bodies change they study human physiology, health, and nutrition. Science also includes the study of inorganic chemistry. “Scientific study continues to emphasize the careful objective observation of phenomena before concepts are formed.” The study of naked eye astronomy covered in sixth grade expands to encompass a heliocentric view, “with an examination of the conviction and courage of the pioneering Renaissance astronomers” (Alliance, 2013, p. 16). Students also begin their two-year study of algebra. At Birney all upper grade students take math at the same time to provide flexibility in math groupings as well. In sixth, seventh, and eighth grade there are two math groups; both cover the same material but one works at a faster pace than the other. Student empathy and the generally non-competitive environment fostered throughout the years at Birney make this differentiated instruction possible in a way in which students do not feel labeled or judged.

Eighth grade marks the end of the looping cycle with the classroom teacher and the beginning of a new stage of development focused on critical thinking and specialized instruction. In seventh and eighth grade to accommodate scheduling challenges and give teachers planning time during the specialties, Birney has chosen to shorten the main lesson block from 2 hours to 90 minutes. In eighth grade the two teachers decided to each specialize in a main lesson block and to teach it to both their own students as well as their partner’s students to provide the students with experience with more than one main teacher in preparation for high school.

The eighth-grade main lesson curriculum corresponds to the students’ developmental orientation. As a veteran teacher explains, “In eighth grade, when they have had it with authority, we give them revolution.” The study of revolutions leads into

a study of the founding of the United States. Students compare the American and French revolutions and study the worldwide impact of the Industrial Revolution. Biographies continue to serve as a key source of understanding for students, providing them access to connect with historical events as lived experiences. Students also study American literature and the short story and develop their ability to understand and write with perspective, voice, point of view, and style.

For science, students study hydraulics, aerodynamics, and motors in connection with the developments of the industrial age. Organic chemistry is introduced with a focus on the chemistry of food. Students' science lab reports are as much written documents of the scientific process as carefully executed visual representations.

Eighth grade culminates with a series of events that include a major play, a week-long class trip, and a major project presentation of individual student projects. The exhibition of student projects exemplifies the school's commitment to nurturing the development of the whole child and their individual passions as well as the cumulative effect of the school's emphasis on art and language development.

The eighth-grade exhibition is a forum where students present culminating multiweek research rooted in a particular interest. The classroom in which the exhibition took place was packed with family, staff, and non-presenting students offering their classmates support. During the exhibition itself, individual students orally presented their findings to the audience and each incorporated an artistic component. The art was placed prominently behind or near them while they orally presented their findings. The eighth-grade teacher for this group facilitated the program, introducing students and their topics. The exhibition covered a range of student-selected topics, from the effects of oceanic pollution, to the history of cycling, to discrimination against transgendered students, as well as a demonstration of method acting. Each presentation also included an artistic component: One student showed a series of impressionistic watercolor paintings, another a tile mosaic of the word "equality," another a vivid collage of cycling images. All of the artwork was of exceptionally high quality and indicative of long-term artistic training. The verbal presentations themselves showed the students' familiarity and comfort with public speaking. After presenting their research and art, they fielded audience questions skillfully while generally lacking the awkwardness found in most eighth graders placed in similar situations. Graduates of Alice Birney reinforce this observation by crediting their ability to speak publicly and organize their ideas in high school and college directly to experiences like these exhibitions.

Indeed, the exhibitions showed that Birney actively prepares its students for college, career, and life beyond even if that language is not actively used by the adults in the school. The school's commitment to elevating the arts, music, and creative expression helps produce students capable of thinking outside of the box, confident in who they are and will be, with a willingness to share with others.

Educating the whole child through the fine and practical arts.

“I think every school should be like this. We should all learn how to sew and knit. We should all learn how to carve. We should all learn how to cook.”

—Seventh-grade student

“It brings the arts in various ways to develop the whole student, and along with that music and language. And in building this base you build a whole learner and you build someone who loves learning and someone who is going to pursue knowledge rather than having it poured down their throats.”

—Birney teacher

In addition to the interdisciplinary and thematic nature of core classroom learning, learning in the fine and practical arts also differentiates a Waldorf-inspired education from many other public schools.

Across the grade levels, students take specialty classes, which enable students to have access to learning through the arts, movement, foreign language, handwork, and gardening. Some of the classes are taught by professional teachers and some are run by parent volunteers. Table 2 provides an overview of the specialty classes offered.

Table 2: Specialty Classes

| Class | Grade | Teacher |
|----------------------------------|---|----------------------|
| Eurythmy (movement) ⁷ | All grades | Professional teacher |
| Gardening | All grades | Parent volunteer |
| Handwork | Kindergarten—finger knitting 1st–2nd grade—2-needle knitting 3rd grade—crocheting 4th—needlepoint 5th—knitting with 4 needles 6th—embroidery 7th—needle felting 8th—sewing machines, book making | Professional teacher |
| Multicultural folk dance | 3rd–8th grade | Professional teacher |
| Spanish | 1st–8th | Professional teacher |
| String instruments | 4th–8th grade | Professional teacher |
| Woodworking | 4th–8th grade | Parent volunteer |

Students attend most of the specialty classes one to two times a week. Some last all year; others are for shorter spans of time. In addition to the specialty classes taught by other teachers, the classroom teacher teaches cooking, singing, flute playing, drama, and art, including drawing, painting, and sculpture.

Students relish their time in specialty classes. For example, in the early elementary grades in handwork class, students work with laser-like focus on completing their knitting tasks. Some sing quietly to themselves, while others chat about events in their lives, but most are silently engaged in the act of working with their hands towards the completion of a pattern. The space exudes a soothing calmness. The handwork instructor gently guides the students to improve their work, to consider different techniques or to even go back because they can “do better.” The work students engage in is not superfluous or frivolous, it feels purposeful and intentional.

The teachers are also intentional in how they engage students in the arts in terms of the timing. As one teacher explains:

Clay work is bringing them into their bodies so you’ve got to do it early in the week, to bring them out of their weekend. Then water-color painting is more for their thoughts so I do it midweek, and then we end the week on form drawings so that we’re ending by collecting all of our intellectual thoughts.

The emphasis on the beauty of carefully executed drawing is internalized by the students, who remember how excited they were when they were first given a compass to draw circles (in sixth grade):

Student 1: When you get the compass...you will be so happy when you get a compass because you draw perfect circles. It’s so beautiful.

Student 2: All those times you’ve made a circle that just looks terrible, gone. The compass makes it perfect.

Drawing has multiple purposes in the Waldorf-inspired classroom from a way to communicate understanding to a way to stimulate brain functioning through clearly articulated form drawing activities aligned to the children’s developmental stage.

The specialty and in-class art, music, and cooking instruction benefit children in innumerable ways but include a deep appreciation and understanding of beauty, the development of fine and gross motor skills, a connection to nature, cognitive development as it relates to making music, art, and learning a language. In addition, specialty classes provide students with experiences learning from other teachers besides their classroom teacher. A seventh grader identifies developing creativity



as an important and valued component of an education at Birney. “I think it has helped my creative mind to progress more with the art and the little creative things they had us do.”

Students’ proficiency and mastery of the arts is not a criterion for their exploration in them. All children are viewed as needing the learning that comes from engaging with the arts. A veteran teacher explains, “[If a student doesn’t feel] very artistic, but you still have to get your hands in the clay. You still have to play your flute.” Teachers also speak to the healing nature of the arts and handwork. “They get to work with their hands, their hearts; it just nurtures them and heals them.” The arts are also seen by teachers as a way to help students find their path in life. As one teacher explains:

It’s an education where the teacher strives to find out what is the potential of each child? What did they come here for onto the earth... and how do we help them to reach their highest potential? And not knowing what it is, we need to introduce them to everything that’s out there, and we do that through images and through music and through art, visual and performing. We want to find out what it is that each child can be passionate about and then how they can contribute that hopefully later on in life. We want to guide them into being good people who want to do that.

Teaching Waldorf in a Public School: The Journey of a School as Family

“It’s not a job, it’s a life.”
—Birney teacher

Teaching in a Waldorf-inspired school takes tremendous commitment. It requires teachers to give of themselves completely into the relationships they form with students and families, to cultivate deep knowledge of Steiner philosophy, Waldorf curriculum and pedagogy, to invest in their own continued learning and growth, to engage collaboratively with colleagues, and to play a leadership role in their school.

Looping redefines teaching. Looping enables Waldorf-inspired teachers to approach setting learning goals for students differently than in many other approaches to schooling. In a Waldorf-inspired education, teachers do not speak about students being “at grade level.” Students are measured against themselves rather than standardized measures. This is possible because of the commitment that teachers make to stay with their students from first grade through eighth grade. This radical form of looping dramatically changes the role of the teacher. Not only

does the teacher remain with their class, ideally, for eight years, but the class stays together as a cohort. An individual teacher holds vastly more responsibility for a child's growth than any individual teacher who does not loop with their students as is more common in public schools; a Waldorf-inspired teacher cannot either blame a previous teacher for not covering certain material or ensuring that a child had learned it, nor can they write a child off, knowing that they just have to endure one difficult year. They have to find ways to engage, support, and challenge their students for up to eight years. One teacher explains:

There's nothing you can sweep under a rug. You look at the people in front of you, you really see them for their strengths, weaknesses, the family that they have been dealt, and you look at all of that as just a big large picture and nothing can just get waited out.... Everything has to be in a process of being worked on.... You don't have that attitude of how you're going to tolerate; you're [thinking] how am I going to help him to become the best person that he can be, but also the person that we can all live with for eight years (laughing)? It was great to not have that sort of "ugh I can't wait to pass this person away from me," because I think it changes the whole way that you teach, the way you make decisions. It's not about rewards and punishments; it's about creating relationships that are going to last forever potentially.

Looping embodies the essence of what it means to be a Waldorf teacher in a public school better than almost anything else. It takes a special teacher to be willing to embark on the eight-year journey that looping requires. It demands that a teacher see himself or herself as more than a grade-level teacher. Indeed, the teacher must see himself or herself as a student as well, one developing as a human being by helping in the development of others. More importantly, it requires the teacher to see himself or herself as a member of a family. Waldorf teachers understand that they are committed to the children under their care not merely for the course of the school day, or school year, but for life. This relationship will change and evolve over time, but the relationship between student and teacher is what makes the entire school go.

The prospect of being with the same group of students may seem daunting; however, because of the vision provided by Steiner's developmental theory, Waldorf teachers meet it with joy and enthusiasm. Each grade has associated characteristics, all tied to the larger theory. This understanding that each level is distinct, with familiar themes emerging regardless of the group, gives teachers who have yet to teach students at a given grade level a way to think about their children. It does not mean that individual differences within a classroom will be ignored or erased, but rather the collectively shared vision of what third graders will face

versus what fifth graders face helps provide a sense of security for a teacher. At the same time, the developmental model helps teachers plan activities that the community feels are appropriate for each grade's developmental level. Teachers also have to develop new curriculum each year, as one explains, "We are basically reinventing the wheel almost all the time because we bring a twist to it that seems to be very useful. It makes us very present as teachers." Even if a teacher has completed a full loop in prior years, they revise their instruction to meet the needs of each cohort of students with whom they work. The Birney teachers, however, relish this challenge. One explained:

I love to learn and keep up; I like the challenge of putting together different lessons and I like the subject matter as you move your way through the grades. You see that the curriculum really does offer opportunities for engagement in the learning.

The curricular freedom that looping affords its teachers directly impacts the pacing of instruction as well. Since the teachers are not under pressure to prepare students to a certain level of proficiency to hand off to their next teacher they can be responsive to the students' needs, readiness for new learning, and skill development in designing their instruction. One parent describes it as "a very forgiving, child-paced method of teaching." Central to the Waldorf philosophy is taking time for quiet, to let the new learning sink in, to pause, to absorb, to come at the learning from various angles. A teacher explains the approach "learning through wonder, imposing questions and then letting it rest and coming back and thinking about it versus just putting in and demanding facts." Although, to an outsider the slower pace of instruction can appear to be less rigorous, it can open the door for deeper understanding and integration. A parent explains, "Sometimes the slower pace is mistaken for less information and less learning...it's definitely not, it's just not vomited at you, it's just not skin deep, it goes in, it's absorbed and lived." As a result, teachers can be much more responsive to the needs of both their individual students and their class as a whole. There is also less need to have absolute standards for each grade level. A veteran teacher shares that she measures the growth and progress of each of her 31 children, with explicit tracking three times a year in math and language. "I don't care [about] their second grade reading level, they're moving forward. The child that is stagnating, that's the child that I lose sleep over." However, the teacher's role is to create the type of environment that supports each child's development. One teacher wrote in a reflection about being a Waldorf teacher:

[Child] development is at times like a river which has gone underground temporarily, just to emerge fuller and robust a few miles downstream and teachers don't just wait for this development to take place, but nurture the healthy environment that warrants this becoming.

Another challenge of looping is developing and sustaining a teacher's comfort zone with a range of age groups. For the most part teachers have to work through their discomfort with certain ages, showing students that adults struggle and are not experts at everything. One teacher reflected on the challenges she faced as she progressed through the grades with her students:

I went through a huge transition last year where I didn't think I would move on. I thought...I might not be the right teacher to keep going...I told everyone in fifth grade, it's the golden year. You know it's the age of Greek beauty and balance. It's going to be amazing. And then I felt like we just slid downhill all year long, but this year we just climbed right back up again...I had to get through a lot of hesitation on my own part and learn about the kids and be open to the experiences that they and their parents bring me. So last year was just full of experiences. This year has been so nice so I'm feeling like it's going to be ok, but my goal is to make sure that I can be happy and successful day by day and just work on that. But I feel like I'm in it for the long haul. I had to get through that big transition last year, and I know I'm not the only one who has to go through that.

As students get older, the teacher has a wealth of personal experience with the students to draw from, to refer back to, and to share with the students. Without teachers willing to loop, this unbroken line of shared experience would not be possible. Looping also forces teachers to confront their own discomfort and insecurities in ways that other schooling models do not. One teacher described how looping required her to evolve and undergo a pedagogical paradigm shift she would have otherwise been able to avoid:

[W]hen I became a teacher I was like, "I'm not going to be a middle school teacher." I hated middle school, didn't want to be in middle school, nothing. High school I'd like, college I would like, the little ones were fine, and it turned out with my last group sixth, seventh and eighth were the best years because you see their personalities coming out and you get to know them and you get to see what they were becoming and be a guide and navigator on that journey.

But perhaps the most striking testament of the familial bonds fostered between teachers and their students is the willingness of teachers at Alice Birney to feel vulnerable with their students and to know that their students will support them. One teacher spoke of her personal insecurities and how the connections she has with her students allowed her to confront those insecurities:

[O]ne of the deepest darkest secrets I hold as a Waldorf teacher is that I am not an artist and I'm not a singer. So every day I have to



push myself to come in here and put my chalkboard drawing up on that board and let the whole world see it and I have to sing songs... [I]nitially when they were second grade, third grade, even fourth grade, they just thought I was wonderful and I could do everything so beautifully. And then when we hit fifth grade it was like “whoa!” I was suddenly way out of tune. They could hear it. I always was but they could hear it now and they could draw better than I could, a lot of them....because there are still a lot of kids who struggle just as much as I do or more, so I just remind them, “I get your struggle. I understand.”

A veteran seventh-grade teacher corroborated the necessity of struggle and the learning brought about through the teacher’s own challenges:

You don’t have to be an expert, the students will see that you’re striving to learn the material and that’s ok. If you make mistakes, that’s ok, it’s your effort, you’re striving, through which they learn almost as much as [if you were an expert]...I know that’s a Steiner tenet for teachers. It’s ok, you’re going to be struggling and the students will see that and that’s good.

In addition to being able to be responsive to individual students' needs, classes develop a group identity with explicit needs. A support teacher observed that: "[E]ach class here has a personality. It's a big part of the looping of staying together first through eighth. It ends up each class has its own identity." Parents, students, and teachers all credit the sustained relationships between teacher and student as instrumental in the positive experiences students have at Alice Birney in terms of having both their individual needs and collective needs addressed. For example, one parent notes:

I feel that the teachers here are more vested in what they're teaching the children because they helped develop what they're teaching the children, and they can tailor it to the classroom, so that way nobody has that left behind feeling. The group is moving forward.

Where at many schools, teachers may one year teach first grade and the next fourth, the stability of looping, organized around a clear philosophy, allows teachers to more confidently meet the unexpected. It also allows for deep bonds between students and teachers. The sustained relationship creates a more efficient learning environment. Teachers and students do not need to take time at the beginning of the year to get to know each other and the expectations that the teacher has of the students. As one parent explains:

The whole anxiety of who's my teacher, who is going to be in my class...all of that is gone and the teacher gets to build every year, build and build and build. The first day of school it's like they never left, we're just moving on.

Although teachers look at the relationships over the long haul they also take seriously the responsibility of teaching as well. If they do not teach their students, no one else will. As one middle school teacher reflects, "I feel a huge responsibility to the kids for their learning...and I want to help them as much as possible." Another teacher adds, "The Waldorf teacher is almost like a co-parent. We spend a disproportionate amount of quality time with each child not only during the six hours of the school day but on and on." A sixth-grade teacher described the importance of these relationships in her own identity: "It's about connections. You can either connect with the children, you can connect with the curriculum, they can connect with each other...I mean it just fits my DNA and most of these kids' here, too."

Additionally, teachers must be willing and able to facilitate a sense of community between students and all of their families. This means understanding that looping with students requires getting to know who they are outside of the school and the out-of-school forces that shape them. It means bringing together families who would otherwise likely never meet, and helping maintain their long-term commitment to what looping entails. Again, it takes a special teacher who is not only willing to take this extra task on, but to take it on year after year. A district administrator shared

the way Birney teachers modeled, not only for students, but parents as well, what a healthy and supportive environment looks like:

[T]he teachers at Birney are incredible, just incredible, and parents sense that. [The teachers] model all of the things that we teach children about working out and working through our differences...[They] don't move a child from a classroom because a parent has a squabble with another parent. [They] say, "Ok we're going to model this for our children, and that's a very different approach than traditional schools."

For parents to be willing to commit to such a fundamental and important process, and to work towards supporting the teacher and his or her students, they too must see the classroom as an extension of the family. As students exit Birney, the experience of looping forges a sense of lasting community that transcends the walls of the classroom and the fences of the campus. None of this would be possible without teachers willing to take risks, move outside of their comfort zones, and do challenging extra work necessary for the success of the entire endeavor.

The added demands (and rewards) of learning to master Waldorf methods.

As discussed in previous sections, teaching at a Waldorf-inspired school requires teachers to have a deep understanding of the Steiner philosophy of child development as well as the Waldorf approach to schooling because it operates in such sharp contrast to commonly held ideas of public schooling. Teachers need intensive training on Steiner philosophy and the Waldorf instructional approach to be able to develop a sense of mastery once they are teaching within a Waldorf-inspired school. After many years of the school, district, and teachers' union working together, Principal Horning was able to restrict her hiring to teachers who have at least one year of Waldorf experience—working as a teacher or teaching assistant in a Waldorf school or some training through any Waldorf training program and express commitment to complete their training. Once hired, all Birney teachers are expected to complete their Waldorf teaching training in a reasonable amount of time. However, since teachers have to pay for their education themselves, Birney is not in a position to enforce this expectation. In addition, Principal Horning states, "We always believe that we are life-long learners and that we are never truly done with learning."

Because Alice Birney is located in Sacramento, in close proximity to the Rudolf Steiner College, teachers do have access to high-quality training. All Birney teachers have been exposed in some way to Steiner College, either from having taken a few summer classes or having completed a Waldorf teaching diploma from two full years of study.

For teachers interested in the Waldorf approach, however, Steiner College can be prohibitively expensive. In response to this challenge, in 2012 the Birney and Carver principals responded to a request from then-Superintendent Raymond for a proposal

for a district-funded Waldorf education program called Waldorf Education Seminar for Teachers (WEST). The district agreed to sponsor this introductory seminar for all teachers in the SCUSD district to ensure that Birney, Carver, and more recently A.M. Winn had a pipeline of teachers with some Waldorf training. The Birney and Carver principals design and administrate WEST. The funding covers materials, supplies, and instructors from Steiner College faculty and Birney and Carver to teach specific topics of Waldorf education.

In 2012, teachers signed up for the two-year WEST program that includes two weeks of seminar classes in the summer and 4-hour monthly meetings throughout the school year. In 2014, 34 teachers graduated from the first cohort. In 2014 a second cohort began with 25 teachers. All three Waldorf-inspired public schools in Sacramento hire some of their teachers out of this cohort.

The content of the WEST program is vastly different from typical public education professional development. It involves as much personal reflection as discussion of the role of the Waldorf teacher. For example, one instructor, widely respected as an important teacher of Steiner philosophy, stated, “We need to care for ourselves so we can stand before the children as models worth imitating and we can stand before teenagers with an uncynical look at ideals and ideas.” He went on to encourage the participants as they were reading about Steiner philosophy to identify their “edge experience and questions, what puts them at the edge of discomfort, because that is where the growth is.” Learning topics included Steiner philosophy, main lesson, movement, and form drawing among other topics. Furthermore, a sense of community is fostered as the participants all contribute to communal lunches that they enjoy together each day.

Participants shared some of their takeaways from their learning. “I like the concept that learning is a process of gaining and losing abilities; it cultivates reverence for what the young child brings to us.” Another person stated:

The more I learn about Waldorf, the more I feel I need to unlearn about myself. There is a slowing down. I wanted to protect my own children from the world. I want to bring what I had in my childhood to my life today. Joy, living fully in my body.

An afterschool teacher said, “[This method] forces me to slow down. Kids need the attention so much.” When she greets students at the door, they just stop and breathe and tell her all about their day and say “I can use some knitting today.” Liz Beaven, president of Steiner College, expressed confidence that the WEST program provides high-quality foundational learning, professional development, and instruction in methodology and has fidelity to the Steiner model. Although it is not nearly as comprehensive as Waldorf teaching certification through Steiner College, it does make the Waldorf approach accessible to more teachers.

In the 2014–15 school year almost all teachers had completed the majority of their Waldorf education. Table 3 details Birney teachers’ level of training.

Table 3: Birney Teacher Training

| Training Completed | Percent of Teachers |
|---|-----------------------------|
| Completed training through Steiner College | 10 teachers (50%) |
| Will complete Steiner College training summer of 2015 | 5 teachers (25%) |
| Completed 1 year of training from Steiner College and 2 years of WEST | 4 teachers (20%) |
| Completed grade level trainings only in Waldorf curriculum | 1 teacher ⁸ (5%) |

The Waldorf model requires a level of commitment to outside study and training that many other school models do not. The fact that there is a regular and consistent cohort willing to commit to doing them for multiple years shows both their level of belief in the method and their understanding in the necessity of the extra work required to master it. Not only do teachers have to master the state-mandated grade-level standards for the grade they are teaching in any given year, they must also master the Waldorf equivalent for that grade. As one teacher explained:

Many people refer to our spouses as Waldorf widows or widowers because...it takes so much time. And in our training in the summer at Steiner College one of the teachers there...said we need to make it beautiful but we also need to work on [developing] a certain speed because we have lives and we need to get on to other things we’re doing. So that’s part of what we work on.

As difficult and demanding as the path through the grades is, teacher willingness to grow and learn ultimately helps make the classroom a safer and more understanding space. For teachers new to the method, this often proves to be a daunting task; however, the broader community accepts that the teacher is growing and learning as well as his or her students, providing a space for flexibility and growth that a school more organized around hard data such as test scores would not be able to provide. However, Waldorf teachers feel that their commitment to continual learning and growth not only helps them be better teachers but also helps them grow personally. A veteran teacher who came to Birney after years of teaching in public schools explained why he was willing to sacrifice in order to master Waldorf methods:

Waldorf to me is very inspiring...That was why I came here. I knew that I was going to work on myself to improve, to be able to read more about everything...[I]t’s child development for the children but

it's also human development for us in huge ways. Talking about health for me, the amount of work is unbelievable. So people ask me...“Is this easier? ” and I say “It is easier in the way that it's meaningful, but it's extremely demanding.”

Another teacher with public school experience added:

I love the intellectual study of Waldorf education. I love going to Steiner College, so that has been incredibly freeing for me, and I see it working. I see things that in the very beginning I was thinking...is this going to work? I'm seeing it play out so beautifully in the children I'm working with.

Teachers in public Waldorf-inspired schools understand that they are on a journey, and that motivates their willingness to do so much extra work. They understand that the journey will be rewarding and that even though the school may consume much of their life, the impact they make on the larger world makes their sacrifices worth it.

Collaboration and curriculum development for independence. Looping presents unique challenges to fostering a sense of community, as teachers, with the exception of specialty teachers, do not share students. Each teacher, in a sense, operates in an isolated sphere of influence over their classroom community. Given this context, it is particularly important the staff has a sense of community with one another and knowledge about each other's students. The supportive, collaborative environment at Birney makes the extra work required of teachers at Birney much more manageable. No teacher feels like he or she is alone, even though all are expected to be independent shepherds of their classes. A central tenet of Steiner philosophy is collective effort aimed at providing maximum independence for the individual. At Alice Birney, the teachers deeply internalize this axiom.

The nature of looping with students in an eight-year cycle means that teachers teaching new material each year are in a constant state of curriculum design. For guidance, teachers rely on (a) the grade-level main lesson topics, (b) teachers who have taught those grades already, and (c) their partner teacher who is teaching the same grade as they. In many public schools, early career teachers are often overwhelmed by having to design a portion of their curriculum, and much of it is designed for them in off-the-shelf curriculum guides. But Waldorf teachers design their curriculum every year. They often take time during the summer to plan together. The teachers use that time to figure out their main lesson blocks and their learning goals for each main lesson block and for the year as a whole in grade-level teams. A sample lesson planning template can be found in Appendix C.

Even when teachers have access to curriculum from other teachers, they often choose to redesign it to meet the needs of their students and their teaching style. One veteran teacher explains:

People hand down binders of references...I like looking at them but I usually do my own thing. I went to a Waldorf school and just the creative process of putting it together, I need that. I need to almost take it apart in order to build it myself. I love looking at people's stuff, but then I end up usually doing my own thing.

Another teacher adds that although there are Waldorf topics and approaches, he adds his own flavor as well. He feels that a good teacher has to constantly question whether his approach is working with his students.

At Alice Birney the school strikes a careful balance between respect for the Waldorf curriculum and for a teacher's autonomy and professionalism. Principal Horning explains:

Because of my teachers' vast knowledge, personal study, and experience, I trust them to make decisions that are best for the children that sit in front of them each day. They are the experts and deserve to be honored and treated as such. They know they can use me as a resource as needed and I check in with them regularly.

A teacher, new to Birney but experienced in other public settings, reflects:

The biggest thing is teacher autonomy and creativity. That feels so good. It feels so good to be treated like an intelligent person who's been to 9 years of college and who can make decisions based on information.

Before its expansion to having two teachers working at each grade level, the faculty at Birney had a different form of collaboration. Since each teacher was at a different point in the looping process, daily collaboration proved more difficult. However, teachers made time to check in with one another and for the more experienced to support the less experienced by looking at lessons and giving feedback.

As Birney has expanded to having two teachers for each grade, collaboration at the school has increased in a more direct way. Many of the grade-level teachers frequently check in with one another, compare progress and make suggestions on how to approach challenges. Although Birney teachers meet weekly, compared to other district teachers who only have opportunities for monthly collaboration, teachers could benefit from even more collaboration. Some teachers plan in lockstep with each other while others use the time to share ideas. A middle school teacher explained how this process worked for her:

[W]e just share. We're totally teaching different things. Yesterday I explained to her what I was doing and she was doing more of a math-based economics block. She was telling me "I'm doing...decimals, percentages right now" and then I told her what I was doing and she said "Oh, I didn't even think of doing the social studies kind of aspect to it." And so those are the kinds of things we're able to share with one another and then we decide, you know, is that what my class needs? Is that where I want to go?

Because of looping, many teachers realize that what they need to teach their students varies, based upon what they have already taught or not taught their students as well as the speed at which they move through the curriculum. For example, one teacher taught more fractions in fourth grade than the other fourth-grade teacher so by the time the students got to sixth grade the teacher who had taught less in fourth grade completed her coverage of fractions with her students. This approach informs assessment as well. As a veteran teacher explains, "What's the point of having a hard line (assessing certain skills and knowledge) if you haven't learned steps 1–5 pretty well." Although how teachers assess student learning daily or weekly is differentiated by teacher and student, every grade level has common assessments that they use every trimester, in which grade-level teachers use the same assessment. Birney was able to negotiate with the district for the creation of its own benchmark assessments but it does have to use the district timeline in its administration.

All teachers understand that each class is, in many ways, a world unto itself, and they deeply value the autonomy and independence that this understanding fosters. An eighth-grade teacher described her view of collaboration saying:

We [the eighth-grade teachers] actually have been pretty independent. Not all teachers...some teachers plan more together, but we've kind of done our thing. We have very different classes, too, so it kind of makes sense that we would choose to plan differently to accommodate our classes and how they are. Also our own interests and how we develop...The joy of teaching too comes from bringing your own authorship, if you will, to it.

The community creates an environment where everyone is collaborating towards maximizing the independence of its members. Teachers want to take and mold curriculum that fits their needs and the needs of their students, but that is best done with as much information as possible so teachers do share all of their curriculum with each other.

Weekly, dedicated time is set aside for specialty teachers to meet with special education, speech therapist, and intervention teachers as well as with the principal to discuss student progress and determine what more can be done to make students successful. Using the class roster they discuss each student, starting with students who have IEPs

and 504 plans. Over the course of the year they discuss each student several times. According to the principal they each share what they know about the student, and teachers often come to the team to ask for suggestions for a specific student.

Collaborative leadership: the evolution of an idea. The spirit of deep collaboration that exists between the teachers and staff has only recently extended to the administration. In its early years, the school's administration did not work well with the teachers. The teachers often felt that they were being put in near impossible situations, where they wanted to preserve the essence of what it meant to have fidelity to the Waldorf approach, and what they were asked to do by the state and district and the school's administrators did not always buffer those pressures for them.

A veteran teacher described what this was like:

Waldorf schools are teacher-driven schools, and so in the early years I think we had to be really...firm about what we would try, what we weren't going to try, and why, and we had to really know the why... [T]hat was very painful for some administrators. There were things like, "Why can't you control your teachers, and why are the teachers deciding what you're doing?" and...well, we wouldn't have a school without them. [W]e had to sort of thread this needle...there were times when rules could be bent, and there were times that rules could be broken, and there were times that they couldn't, and so we had to sort of learn...there are others that we just go, "OK, that's one we just lose on." [I] think it took, especially in the beginning, teachers that were just willing to say "No, this is what it should look like" [to] really create a vision of what a public [Waldorf] school would look like.

It is hard to say which factors have most enabled the sustainability of the school and its fidelity to the Waldorf approach, however, the extent to which its success depends upon intense teacher training and teacher implementation of that approach is certainly a key factor.

With the hiring of Mechelle Horning as principal in 2009 and the support from former Superintendent Jonathan Raymond, the contested relationship that existed between administrators and faculty almost completely disappeared. Although Horning had taught many years in the district in other schools, she received a master's degree in curriculum and instruction with an emphasis in the arts in a program that was a collaboration between Rudolf Steiner College and Cal State Sacramento. She believes in, and understands, what the teachers are doing in ways that previous administrators did not. Under her stewardship, the school has grown tremendously and several teachers spoke about how, for the first time, they felt totally supported in what they were doing. As one newer teacher stated, "She was wonderful from the very beginning; what do you need, how can I help you? This is how your parents can help you."

Birney now supports teacher learning, leadership, and a strong sense of community by providing teachers with time to learn together. Three Mondays a month teachers meet for 90 minutes for a common planning time. Each staff meeting begins with saying a verse together, followed by a personal check-in, the principal gives important announcements, they sing together, do an artistic activity led by a teacher and engage in a child study, and conclude by reciting a verse and holding hands. Principal Horning recognizes the importance of nurturing all the members of her school community, including the teachers. As one teacher explains:

When we meet we always take time, and sometimes it takes 45 minutes to go around and check-in, “How is everything with you?” Many times, “What are you doing for yourself to keep yourself together?” because like I said it’s very demanding. It’s a work of love.

Child study is a significant part of each meeting. The child study requires each teacher, over a three-week period, to quietly observe a particular child that a teacher has “brought forward out of some type of concern,” according to Principal Horning. Parents give permission for this activity prior to it occurring. Observations are shared over a three-week period of time in a very structured way. The activity concludes with the teachers offering suggestions for next steps to support that student. This activity differs dramatically from approaches taken in public schools in terms of the depth and duration of the study and the extent to which the whole school is invested in supporting the child.

One Monday a month, the teachers meet with their mentor—new teachers are assigned a veteran teacher from the staff as a mentor. They meet weekly or biweekly and observe each other teaching. Occasionally, when they have the funds, the school hires a master mentor teacher to support Birney staff as well. Furthermore, once a year the staff takes two days to have an exchange day where teachers from grades above and below share their curricula and pedagogy with each other. Occasionally, teachers are given an extra day or two for planning by the district to align their instruction to the Common Core.

Journeys begin, journeys end. At Birney, the commitment to the creation of a meaningful journey for all its members continues to drive the work that goes on there. The students are in the care of people who see their own personal journeys reflected in the lives of those students. The sense of everyone moving towards becoming better people who are trying to make the world a better place is palpable. It is what sustains the difficult and demanding work.

Birney is a harmonious environment. From the orderly entrances of students into their classrooms at the start of the school day, to the cooperative, largely non-competitive play that they engage in at lunch, Birney feels safe and supportive. The harmony that exists throughout the school comes from years of hard work by the teachers and staff, which the school’s students further strengthen.

Parents as the Glue of Alice Birney

Since its inception, parents have been crucial to Alice Birney’s survival and the quality of its programs. Parents’ deep commitment to the school, based on a strong understanding of the Waldorf approach, helps them support the school financially and with political pressure when needed and contributes to decision-making in key ways. In this section, we discuss all of these aspects of the parents’ role.

Since Alice Birney has one of the longest waiting lists of any district school, the school has not had to pay as much attention to recruitment for many years. However, they do want to ensure that they are attracting a diverse population of families and so have invested some effort to ensure some level of diversity. For example, around 2012, some of the kindergarten teachers went to preschools in the area that served the Latino community and spoke to families about their program at parent nights. A few families came to Birney and then word spread in the community and more enrolled over the next few years. As a Spanish-speaking teacher explained, parents learned about the program and thought, “Oh, this is like what we do in Mexico, because we do the woodwork and we do the knitting and crocheting,” and they thought, “This is a fantastic place.” Because of its approach to literacy, its alternative approach in general, and its location in a more middle-class part of town than when it was at Morse, the school attracts more educated families and has less ethnic diversity than many schools in the district. Birney continues to promote itself to a



diverse population through information sessions in the neighborhood, open houses, and pancake breakfasts for prospective families. Increasing diversity is a part of the school's most recent vision planning.

While Birney does not have the ethnic diversity of some Sacramento schools, it does have a high percentage of students with diagnosed and undiagnosed special needs. As a public school, Birney takes all children. This proves a special challenge for parents and teachers working together to ensure that these parents and children are fully included in the school and parents feel that their children's needs are being met.

Understanding Waldorf. Because of the strong family engagement and buy-in necessary to make a public Waldorf-inspired school work, the staff wants to make sure that families understand the Waldorf approach fully before they commit to enrolling. The school continues to provide parents with education on parenting and Waldorf philosophy throughout their years at Birney.

Prior to enrolling at Birney, families are required to take a tour of the school and attend an information session. Principal Horning explains:

We tell parents when you choose this school you are making a family lifestyle decision. We are on campus several nights a month and some weekends. We are asking you to be engaged with your children and to reduce screen time.

These tours and informational sessions have been widely attended with 75 people attending each session. At these informational sessions Principal Horning describes the Waldorf approach including that it is not an early literacy program but rather that they provide oral language and imaginative play.

In recent years, the school has given all parents who register for kindergarten a book, called *Simplicity Parenting* (Payne, 2010). For families entering at kindergarten, the kindergarten teachers invite them to a welcome tea before school starts, so the children can look at the yard and find their cubby and get to know the school to ease the transition.

One veteran teacher credits Principal Horning with doing an excellent job educating parents through the school visitation and mandatory meeting prior to their enrollment, so less burden for parent education falls upon the teachers. She remarks that this represents a change from the past when parents would enroll in the school without fully understanding the approach, in particular the later introduction of the alphabet and numbers.

Once families enroll, the school continues the parent education component and building relationships with families. First-grade teachers often conduct home visits

to learn about their students. One teacher explains, “I visited every family at home and learned a lot from them just listening to what they loved about [their child]. I asked questions, like what did you love about kindergarten? What are you looking forward to in first grade?” Another teacher took his guitar on home visits and played music and sang with the children.

The school hosts parent education nights where they address different components of the instructional program like eurythmy and painting. The goal is to make the experience hands-on for parents, coupled with a theoretical component so it is accessible but grounded in Steiner philosophy. The school will often send an article home with families as well that discusses the topic. One teacher describes the articles as “pretty intimidating [even for] native English speakers,” so she makes an effort to personally invite parents to attend the parenting night events.

While it can’t be enforced, enrolling at Alice Birney represents a commitment not only to support the schooling approach, but also to commit to Steiner philosophy on parenting at home. This philosophy includes limiting children’s screen time via cell phones, video games, TV, and movies. It also includes not wearing clothes with commercial characters. These recommendations are all grounded in research and professional recommendations such as the American Pediatric Society to limit screen time to protect children’s brain development and facilitate physical activity and social and developmental needs. The recommendation against commercial clothing is intended to protect childhood and not use children as vehicles for commercial marketing. Although the school cannot regulate parenting at home, they do work with parents to help them see the causes of their children’s challenges concentrating at school if they feel that they spent all their time playing video games. As one veteran teacher explains:

We have a school rule that we don’t discuss movies and television at school and video games...I know on Monday morning when they come in bleary-eyed exactly what they’ve done, [kid’s name] has spent every waking minute playing Minecraft....My approach is [to say to the parent] he seems to have trouble concentrating, how could he better spend and fill his weekend hours.

Despite the Waldorf approach suggesting an ideal home environment, teachers try to approach their interactions with parents from a position of compassion and understanding. As one teacher explains, “I can only encourage and support, give articles. That’s all I can do, and not judge...but understand our job is hard all the way around. Being parents is [hard].” The commitment to looping not only impacts the ongoing relationship between teachers and students but with families over many years and enables the teacher to support children and their parents more deeply than in many other schools. A parent explains the value of the deeper relationships with the looping teacher and other families in the class:

You have this person who becomes another parent, another part of your family. There's consistency in the class, and they really grow up with these other students...and it's amazing and we go camping every summer with the other families....it does become an extended family.

One elementary teacher talks about how her work with parents around a child's behavioral issues at home has transformed the family:

I've given them *Simplicity Parenting* to read and they're kind of having a Waldorf revolution. There's been a lot of tears and a lot of adjustment but it isn't just a child thing. It's a whole family thing.

Parents also value the deeper relationships with teachers and sense of connection to the school. One parent commented that he particularly appreciated the play-based curriculum, stating "It gave me confidence at home when they're just playing, doing block stuff and I know what is happening and say 'Oh, that's why this is helpful.'"

Teachers developing relationships with parents. Teachers hold two to three meetings with all their parents in their classroom each year. For example, one teacher holds an initial meeting with parents to give an overview of the year's curriculum, gather feedback from parents, and request volunteering time as well as discussing the children's developmental stage. In October the teacher meets with families again to check in and learn about how things are working at home. In November, teachers have individual conferences with parents in which they review how each child is growing. Some teachers write narrative reports on student progress three times a year. One parent appreciates the in-depth nature of these conversations and the written reports about their children that the teachers produce:

They really take the time to say what their strengths and weaknesses are...I think we get the added bonus of the teacher really sitting down and thinking about the child and writing something. And sometimes it can be three pages, I mean incredible undertaking for the teacher to do that three times a year, so I really honor their time and commitment.

Beyond the formal structures in place to facilitate communication with parents, teachers make themselves available before and after school, by phone and e-mail.

Parent support crucial to Birney's success. In large part, parent support of Alice Birney/Morse/Oakridge has been crucial to its success. Now that the school is established and successful, parent support is more traditional in its nature including assistance in the classroom, fundraising, and special events. However, in the first decade of the school's formation, parent support was vital to its existence as parents exerted political pressure on district officials and physically helped transform the school sites.

In the early years, it was parents' advocacy that ensured that the school remained viable. Parents advocated that the school only hire Waldorf-trained teachers, that the teachers have curricular autonomy to teach the Waldorf methods, that the school have a supportive principal, and that the school expand to two classes per grade level. They have also been responsible for creating the physical space in transforming the kindergarten yard and big playground, funding and promoting monthly field trips in every grade, creating an environmental waste plan, and planting 28 trees. According to one teacher who began as a parent at the school:

I was asked to fight a lot of battles for the teachers with the district, and had a lot of meetings with the superintendent that he did not want to have...parents are the strongest, most articulate organizers and backers of the curriculum....We've had principals that I pretty much think were brought here to bring us in line, like toe the line, did not always last long because parents are great organizers.

The act of advocating for their students and their school further connects parents to the school and builds a sense of commitment and community.

When the school moved from John Morse to the Alice Birney site, the parents spent countless hours and donated materials and equipment to tear up the cement and part of the parking lot on the school grounds to make an entirely natural play space for the kindergarten classes. This space, formerly mostly paved, is entirely natural with trees, dirt, a hill, rocky area, sandbox, playhouse, and gardens. This effort was entirely parent-led and executed.

Beyond the crucial advocacy and school transformation role, parents continue to sustain the school through their assistance in the classroom and with school activities. Parents are critical to the success of community events like the Harvest Festival, Knit-a-thon, Pancake Breakfast/Earth Day, and Whole World Festival. In the kindergarten years, there is at least one parent helping in each classroom every day. In third grade when students study practical life, parents are very involved supporting gardening, cooking, and woodworking and expected to help out several times a week. In addition, across all grades parents are responsible to bring in snacks for their class for one week a few times a year and to donate additional supplies to the school. A district official describes the expectation for parent involvement in the school as a "way of life."

Parent engagement is crucial for Birney to fully implement the Waldorf approach to instruction. As classes go on a variety of field trips over the years, from climbing Mount Lassen to doing an overnight historical simulation at Fort Ross, teachers must facilitate trust between all of the families in the classroom. Some families are willing to financially support these activities in order to make sure that all children can participate. The trust generated by the teacher and the relationships between



families that he or she facilitates makes all of this possible. Similar things happen in other school environments, but the depth of connection between families in an eighth-grade classroom at Alice Birney is almost unique in a public setting. The families, which have been through so much together, know one another with a refreshing familiarity. During an eighth-grade exhibition of work, more than fifty parents, students, family, and community members showed up in the evening to support students in their presentations. Families genuinely interacted with each other in a deeply familiar way. Parents had obviously seen not only their own students grow through looping, but also had played roles in the growth of other children in the space. As the presentations commenced and ended, the audience was genuinely engaged. This engagement came from the familiarity it had with each student, his or her development, and evolving interests.

Fully realizing all the components of a Waldorf education requires considerable fundraising as the district does not pay for specialty teachers and programs or Waldorf materials, such as beeswax crayons, main lesson books, and watercolor paper. The Parent Guild was formed originally to provide subsidies to teachers' summer Waldorf workshops for professional development in the "Art of Teaching" from Steiner College. Since the district has financed the WEST program for teachers, the

Parent Guild supports most of the specialty teachers. Unlike most schools' fundraising organizations, the Parent Guild employs the specialty teachers directly, including the eurythmy, handwork, and folk dance teachers. The Guild also purchases all Waldorf materials directly and then distributes them to the teachers. The programs depend upon the fundraising activities of the Guild. In past years, when funding fell short the handwork classes had to be shortened by a few weeks and at times they run out of Waldorf materials such as watercolor paper.

One of the prime ways the Guild raises money is through several large fundraising events, including Earth and Vine, which is an annual dinner and auction, and the Winter Faire. Events like these become strong traditions and serve a dual purpose of raising funds and building community. Annual pledges and materials donations are the big emphases for raising funds. The Guild also runs a little store that sells Waldorf supplies and handcrafts.

Like a PTA, every parent is automatically a member of the Parent Guild. Within the guild there is an elective executive committee that includes co-chairs, secretary, treasurer, volunteer coordinator, social activities coordinator, and publications coordinator. This executive committee functions as the voting body of the guild.

However, in contrast to many public schools where a small group of parents do the majority of the work, at Birney parent involvement is shared by many parents. Furthermore, in many schools often the white and most affluent parents are disproportionately involved in the school, however at Birney involved parents include low-income parents, working parents, Latino parents, and limited English speaking parents. The two parents who lead the Parent Guild expressed concern and awareness that parent activities are structured in ways to feel inclusive to all parents. Beyond the fundraisers, the school is conscious of creating opportunities for parents to be engaged that do not require financial donations. One of the parent leaders describes the most involved parents as cutting across cultural and socioeconomic differences and being those parents where the "underlying factor is the emphasis placed on wanting to get what they came for, to make sure that they are helping with that."

When parents choose Birney, they recognize that much of what makes Birney unique is not funded by the district and requires a high level of involvement in work hours and dollars to sustain. However, parents appreciate being able to send their children to a school with other "like-minded parents" that meets the needs of their children.

Chapter 5: Student Outcomes

Life Readiness: Evidence of Success

For public Waldorf-inspired schools like Alice Birney, a commitment to preparing students for the adult world extends beyond preparation for college and career readiness to include life readiness. They do this by attending to students' social, emotional, physical, artistic, and creative development. Analysis of student outcomes both through quantitative measures of student academic success as well as qualitative measures from Morse/Birney graduates illustrates that Morse/Birney is successfully supporting students to achieve these broad goals.⁹ In particular, Morse/Birney has a stable student population, positive discipline and student achievement outcomes as well as positive graduation rates. Morse/Birney outperformed many other district schools in reducing ethnic and socioeconomic inequities. More details about our methodological approach can be found in Appendix A.

Stability and connection to school. Students are more able to benefit from the goals of a school when their enrollment is steady. Measuring school stability rates provides one indicator of its ability to meet the needs of its students and families. High school stability rates help students develop a connection to school and benefit from the goals of the school. The high stability of Birney students both within each school year and across years in school supports students benefiting from the nuanced multiyear approach to instruction characterized by the Waldorf approach.

To better understand student stability we used district data to measure the extent to which students stay in the district or school for the entire year. Table 4 (next page) illustrates the comparative stability rates of Alice Birney to other SCUSD public schools for three consecutive years, and shows consistently high stability rates.

In addition, we examined the rates at which students intended to return to Birney from one year to the next in K–7 compared to students in other SCUSD schools in the same grade levels. For Alice Birney, over 90% of the students for all grade levels (K–7) reported to the district that they expected to return, with a range of 90%–97% within each grade level. In contrast, for other schools at SCUSD, the percentages of students who reported expecting to return to the same school were from 76%–86% for grades K–7. These results indicated a stable learning environment of Alice Birney Waldorf School where a majority of students can develop strong relationships with their classmates and teachers and have a consistent instructional environment. It is unclear the extent that income differences may play into the differences in stability rates and transiency from one year to the next in these district comparisons. SCUSD in 2014–15 served about 68% low-income students compared to Birney's 41%.

Table 4: Stability Rates of Alice Birney Waldorf-Inspired K-8 School Compared to Other SCUSD Schools (2011-12 through 2013-14)

| Grade | Alice Birney Waldorf | | | Other SCUSD Schools | | |
|-------|----------------------|---------|---------|---------------------|---------|---------|
| | 2011–12 | 2012–13 | 2013–14 | 2011–12 | 2012–13 | 2013–14 |
| K | 97% | 95% | 97% | 83% | 86% | 87% |
| 1st | 94% | 97% | 98% | 86% | 87% | 89% |
| 2nd | 98% | 97% | 97% | 87% | 88% | 89% |
| 3rd | 97% | 97% | 100% | 88% | 89% | 90% |
| 4th | 97% | 97% | 100% | 89% | 88% | 92% |
| 5th | 97% | 97% | 92% | 89% | 88% | 90% |
| 6th | 91% | 97% | 98% | 90% | 90% | 91% |
| 7th | 97% | 94% | 95% | 89% | 90% | 91% |
| 8th | 100% | 100% | 100% | 89% | 90% | 90% |

Supportive discipline practices. Since the early 1990s, “zero tolerance” policies (American Psychological Association, 2008) implemented in districts and schools have resulted in increased disciplinary actions including suspension. For instance, during the school year of 2009–10, among the U.S. schools, 2.4% of elementary school students and 11.3% of secondary school students were suspended (Losen & Martinez, 2013). The suspension rates in SCUSD were more than double these national averages, with 5.4 to 6.6% of elementary students suspended in the years between 2011 and 2013. Rates for African American and Latino students were at least one third higher in each of these years.

Research shows that higher percentages of student suspension are associated with lower levels of academic achievement (Eitle & Eitle, 2004; Raffaele-Mendez, Knoff, & Ferron, 2002), as well as environments less conducive to learning (Steinber, Allensworth, & Johnson, 2011). Furthermore, considerable research documents the disproportionate suspension rates for African American and Latino students, further limiting access to educational opportunity (Gonzalez & Szecsy, 2004; Losen, Hodson, Keith, Morrison, and Belway, 2015; Skiba, Michael, Nardo, & Peterson, 2000; Skiba & Peterson, 1999; Skiba & Rausch, 2006). Students who are suspended are more likely to repeat a grade, drop out, and become involved in the juvenile justice system (Fabelo et al., 2011; Lee et al., 2011).

The suspension rates of Alice Birney Waldorf School have been at least two thirds lower than those in the city as a whole in each of the years between 2011 and 2013 (see Table 5, next page). In 2013, suspension rates for the school as a whole and for African American and Latino students were only 0.7%. In SCUSD, the rates were 8

times higher overall, and 10 times higher for African American and Latino students. Our qualitative data illustrating Birney’s positive approach to student discipline explains these findings.

Table 5: Student Suspension Rate Comparison for K–8th Grade

| Year | Alice Birney Waldorf | | | | Other SCUSD Schools | | | |
|---------|----------------------|-----------------|--------------------------------|-----------------|---------------------|-----------------|--------------------------------|-----------------|
| | Total Students | Suspension Rate | Latino/ African American | Suspension Rate | Total Students | Suspension Rate | Latino/ African American | Suspension Rate |
| 2010–11 | 416 | 1.7% | 121 | 2.4% | 30,028 | 6.6% | 15,042 | 8.5% |
| 2011–12 | 472 | 2.0% | 136 | 2.2% | 31,178 | 6.3% | 15,625 | 8.3% |
| 2012–13 | 488 | 0.7% | 136 | 0.7% | 30,446 | 5.4% | 15,558 | 7.2% |

Birney supports strong student performance on state assessments. We examined how the Waldorf-inspired approach of Morse/Birney supported the academic success of all its students generally, and African American and Latino students, and socioeconomically disadvantaged students specifically. Although teachers at Morse/Birney do not spend instructional time engaging in test preparation and their curriculum does not align closely to the tests, standardized tests are the most widely used measure of student achievement that can be used to compare across schools in the district and state.

To estimate the effects of Morse/Birney on student achievement, we used data from the California Star Tests (CST) in English Language Arts (ELA) and math from 2008–09 through 2012–13.¹⁰ Our models controlled for the influences of prior year achievement in the same subject and student demographic characteristics (gender, race/ethnicity, socioeconomic status, English Language Learner (ELL) status, and special education status).

Based on multiple years of student outcome data for all students in SCUSD, we developed longitudinal data sets with students matched to schools by year. We used value-added methodology (VAM) to examine whether attending Morse/Birney was a significant predictor of student achievement gains on CST English Language Arts (ELA) and Mathematics (Math) exams relative to those achieved by similar students in other district schools. CST tests were taken annually in each grade and all students in a given grade level took the same test. As the tests do not use a comparable scale across grades, we converted CST scale scores to standardized units (known as z-scores) to enable comparability.¹¹

We ran three separate regression models on students of Grades 3–8 in ELA and mathematics, respectively. Model 1 includes Grades 3–8; Model 2 includes Grades 3–4; Model 3 includes Grades 5–8. We chose this approach because past research on

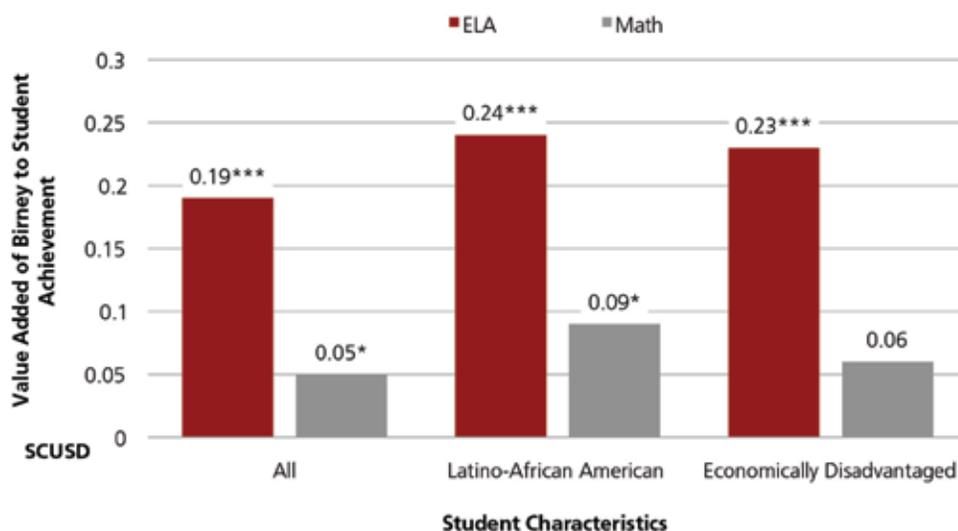
public Waldorf-inspired schools indicated below average academic performance in early grades with above average performance in later grades.

We also ran regression models on the CST test scores of Latino and African American students of Morse/Birney in comparison with the same ethnic group students in SCUSD (with controls for other demographic characteristics) as well as the comparison of Morse/Birney’s socioeconomically disadvantaged students (including other demographic controls) with their counterparts in SCUSD.

The models showed that around 60%–66% of the student achievement on CST ELA and around 52%–60% on CST mathematics were explained by the statistical models in this study. The detailed description of the statistical models and results are available in Appendix A.

At all grade levels, students at Morse/Birney outperformed other district students in ELA in our examination of all students, the Latino–African American subgroup, and the socioeconomically disadvantaged subgroup, respectively. More specifically, the results of the regression models indicated Morse/Birney had a positive value-added effect on students’ ELA achievement of all grade levels (Grades 3–8). For math, Morse/Birney had a positive value-added effect on students’ mathematics achievement in Grades 5–8, which was also found for African American and Latino students relatively to similar students in other schools. The key results from the regression models are displayed in Figure 2. The achievement data were adjusted using z-scores and the mean achievement of the SCUSD school district is set at zero.

FIGURE 2: VALUE ADDED TO STUDENT ACHIEVEMENT: ALICE BIRNEY WALDORF IN COMPARISON TO SACRAMENTO CITY UNIFIED SCHOOL DISTRICT (GRADES 5–8)



* $p < .05$; ** $p < .01$; *** $p < .001$.

The positive number in Figure 2 represents the estimated value added to student achievement associated with attending Morse/Birney relative to that of similar students attending other district schools, after accounting for students' prior test scores in the same subject and student demographic characteristics.

The positive findings shown in Figure 2 indicate that a greater value added to student achievement both in English language arts and in mathematics was associated with Alice Birney Waldorf relative to other district schools. The average added value associated with Alice Birney Waldorf ranged from 0.19 to 0.24 standard units in English language arts and from 0.05 to 0.09 standard units in mathematics. These effects were greater for traditionally underserved students: Latino and African American students, and socioeconomically disadvantaged students. For instance, for the Latino and African American students and those enrolled in free or reduced lunch programs, the added value associated with the school ranged from 0.23 to 0.24 standard units in ELA relative to that of other similar students in their district.

How large are these positive school effects? While there is no simple conversion of standard deviation to more familiar assessment scores, we made rough approximations. For example, for students in the middle of the range, a difference of 0.2 standard deviations translates into about 8 percentile ranks (i.e., from 50th percentile to 58th percentile). Note that the difference is slightly less for students further away from the middle of the distribution. When we converted the effect sizes using standard units to percentile points, Morse/Birney students, in comparison with students at other SCUSD schools, made relatively positive CST ELA test score gains for about 8 percentile points increase in mean student achievement.

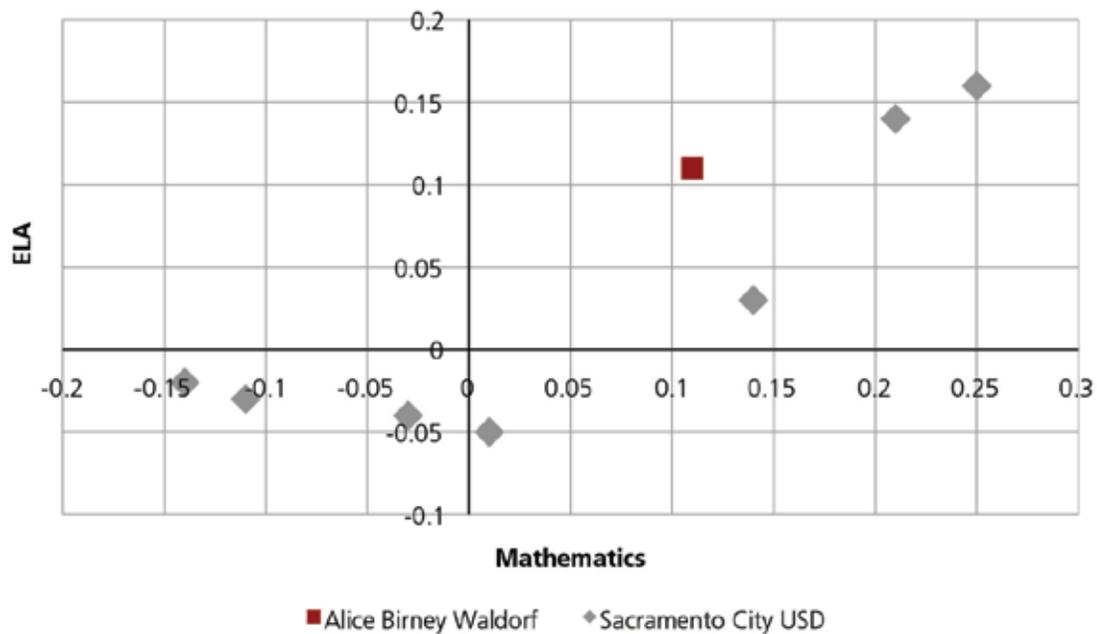
Outperforming other schools and narrowing the achievement gap. Another way to examine relative learning gains across schools is to compare the productivity statistics for all district schools. How does Morse/Birney compare with other K–8 schools in the district, when we control for student characteristics and students' prior achievement? We opted to compare Morse/Birney to other K–8 schools rather than middle schools for two reasons. First, it is a more comparable group of schools (typically K–8 schools have higher achievement by the middle grades than middle schools), and second, there are more K–8 schools than middle schools in the district. We examined the relative learning gains of students in Grades 5–8 at the school level to compare the relative gains for Alice Birney students to those of same grade-level students at all SCUSD K–8 schools (see Figures 3–5).

The regression models provided the basis for students' projected test scores. School productivity was assessed by comparing the mean difference between actual and projected scores for students in the SCUSD K–8 schools. The school productivity outcomes for each K–8 school are also standardized units (z-scores). A positive value indicates the estimated value added by the school to student achievement for similar students at other K–8 schools in Sacramento City Unified School District.

These figures show the relative learning gains in English language art and mathematics for each SCUSD school for Grades 5–8, while controlling for student background characteristics and prior learning.¹²

Figure 3 reflects the school productivity scores with inclusion of all students in Grades 5–8. The red square in Figure 4 indicates that Alice Birney students are outperforming other similar students in Grade 5–8 in five of SCUSD’s seven K–8 schools (grey diamond) in ELA, and they are outperforming similar students in four of SCUSD’s seven K–8 schools in mathematics.

FIGURE 3: VALUE ADDED TO STUDENT ACHIEVEMENT: ALICE BIRNEY WALDORF IN COMPARISON TO OTHER SCUSD K–8 SCHOOLS (5TH–8TH GRADE) (CST)



Figures 4 and 5 (next page) show the mean productivity levels subgroups of each school (Grades 5–8): Latino–African American students and socioeconomically disadvantaged students of individual schools, respectively.

Figure 4 indicates that compared with seven other K–8 schools, after accounting for other demographic characteristics and prior achievement, the Latino and African American students at Birney (red square) are outperforming African American and Latino students in six other SCUSD K–8 schools in ELA and outperforming Latino and African American students in four SCUSD K–8 schools in mathematics (grey diamonds).

FIGURE 4: VALUE ADDED TO LATINO/AFRICAN AMERICAN STUDENT ACHIEVEMENT: ALICE BIRNEY WALDORF IN COMPARISON TO OTHER SCUSD K-8 SCHOOLS (5TH-8TH GRADE) (CST)

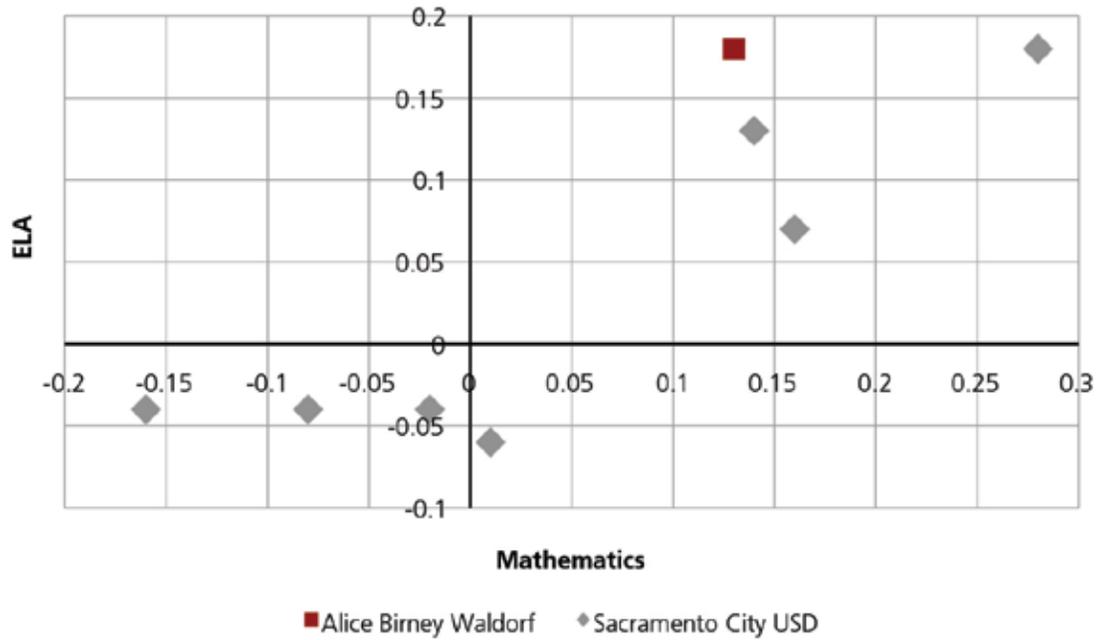


FIGURE 5: VALUE ADDED TO SOCIOECONOMICALLY DISADVANTAGED STUDENT ACHIEVEMENT: ALICE BIRNEY WALDORF IN COMPARISON TO OTHER SCUSD K-8 SCHOOLS (5TH-8TH GRADE) (CST)

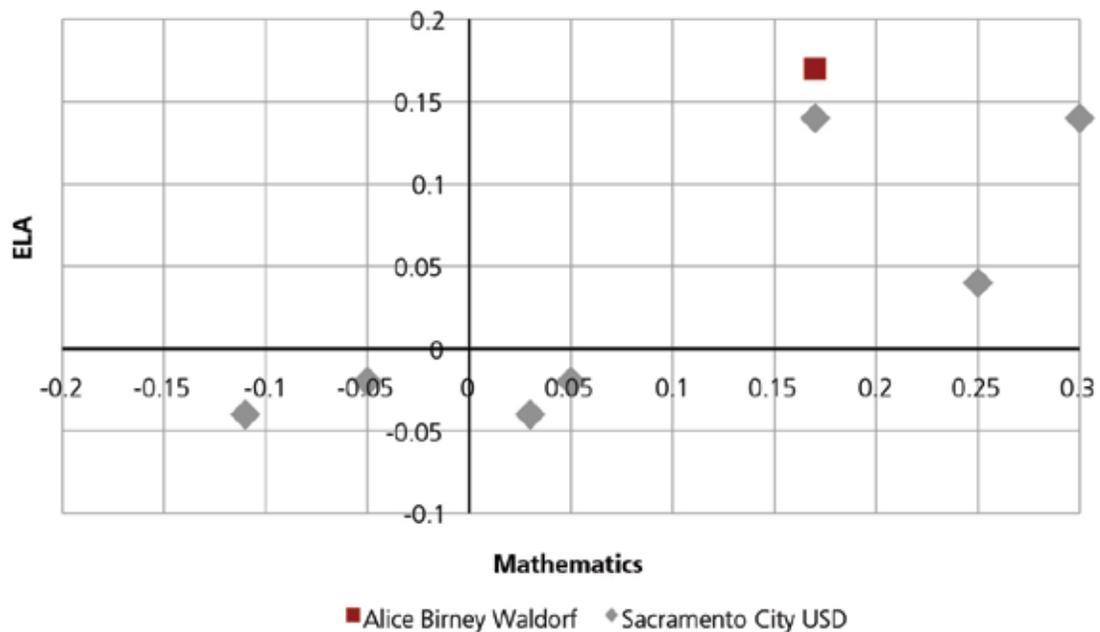


Figure 5 indicates that the socioeconomically disadvantaged students at Birney (red square) are outperforming the socioeconomically disadvantaged students in all other SCUSD K–8 schools in ELA and outperforming the socioeconomically disadvantaged students in four SCUSD K–8 schools in mathematics after accounting for other student characteristics and prior achievement (grey diamond).

The positive school productivity scores of Morse/Birney were even more profound in the traditionally underserved groups, Latino and African American students and socioeconomically disadvantaged students. It is important to note that for Latino and African American students and socioeconomically disadvantaged students Morse/Birney is associated with the highest value added of any K–8 school in the district for ELA.

Our multiple regression analyses on multiyear student-level standardized test scores offer one way to examine the effectiveness of Morse/Birney. The results of our statistical models suggest that Birney makes a significant contribution to enhance students' academic achievement and growth, even though its curriculum is not focused on preparing students for CST tests but on broader goals aimed at higher order thinking skills.

Tracking Alice Birney Graduates to High School and Graduation

We also sought to understand how well Morse/Birney prepares students for high school. Therefore, we tracked Birney graduates through high school to graduation. Unfortunately, our ability to offer a comprehensive picture of high school attendance and graduation was limited because there are many neighboring districts and private schools that draw Morse/Birney graduates, therefore with SCUSD data we could only track those students who remained within the district, which represents about half the graduates.

We tracked two eighth-grade cohorts of John Morse for their four-year high school enrollment and completion status with the available SCUSD data. The two cohorts are students who finished eighth grade at John Morse in 2008–09 and 2009–10, respectively. Since the small sample size prevented us from conducting a statistical analysis of the students, we can only show descriptive statistics of their enrollment pattern, see Table 6 (next page). Among these cohorts, a few students attended Waldorf-inspired George Washington Carver School of Arts and Science each year.

For the 2008–09 cohort, 24 students enrolled in public high schools in SCUSD. Across the four-year period, six students transferred to other districts within California and no drop-out was found with their record data at SCUSD. Among the 18 students who stayed and completed the four-year high school education, 17 students graduated from SCUSD high schools successfully in 2013, and the

high school graduation rate is 94% for the non-transferred students. In comparison, the high school graduation rate of SCUSD in 2013 is 85%. For the 2009–10 cohort, 22 students enrolled in the ninth grade in SCUSD and then 2 students transferred to non-SCUSD schools in California without indication of dropping out according to the SCUSD data. All 20 students who stayed successfully completed their high school education with high school diploma in 2014 with a graduation rate of 100%, which is much higher than the graduation rate of 85% of the SCUSD.

Table 6: High School Attendance and Graduation in SCUSD

| Year of Cohort | 8th-Grade Cohort at Alice Birney Waldorf | The Cohort Tracked in SCUSD | | | | High School Graduation | |
|----------------|--|-----------------------------|-----------------|-----------------|-----------------|------------------------|-----------------|
| | N of 8th Graders | N of 9th Grade | N of 10th Grade | N of 11th Grade | N of 12th Grade | Year of Graduation | Graduation Rate |
| 2008–09 | 31 | 24 | 23 | 20 | 18 | 2012–13 | 16/17 (94%) |
| 2009–10 | 32 | 22 | 21 | 20 | 20 | 2013–14 | 20/20 (100%) |

Note: The high school cohort graduation rates for the SCUSD were obtained from California Longitudinal Pupil Achievement Data System (CALPADS), <http://dq.cde.ca.gov/dataquest>

Prepared for a Full and Engaged Life as Change Makers

Beyond student achievement data and graduation data, it is helpful to understand qualitatively how attendance at Morse/Birney prepared students for high school, college, and life. To address this question we interviewed nine graduates of Morse/Birney who were either students at George Washington Carver or who were enrolled in a four-year or community college after having attended Carver or other high schools.

Universally the graduates believed that their experience at Morse/Birney played an instrumental role in them feeling “life ready.” Indeed, all spoke of the school’s paramount role in shaping them into the young adults they had become. All said they would want a similar experience for their own children (when they have them) or the children of friends and family. They spoke of being deeply engaged in the world, in both thought and action, in ways that transcended mere college and career readiness.

Some of the ways students felt “life ready” was through Morse/Birney’s focus on emotional development, the deep connections they formed with their peers and teachers as well as the frequent opportunities they had to engage through oral language (public speaking, plays, recitation of verse). These experiences empowered

students to feel that their voices were worth hearing and sharing, be it with peers or their classroom teachers. Entering classroom discussions did not seem like a barrier to any of them, nor did taking a minority or unorthodox position on papers or in debates. Nearly all of them spoke of the confidence they had in and out of the classroom space, a confidence carefully nurtured by their elementary and middle school experiences. Public speaking was something they all felt they excelled at, and all of them attributed that confidence directly to the pedagogical and curricular choices of their teachers at Morse/Birney. A student explained:

Waldorf made me a strong person who could speak up for myself...I could argue points and be rational. I really feel that—how much Waldorf made you...be the mover and the shaker. That's what Waldorf creates.

Another student spoke of the social assets and confidence he acquired and how they helped him transition to life in a public school in a much more conservative town:

I definitely felt socially [adept] to any scenario and I still do. I know in Waldorf every year we had to do plays in the same class and orchestra performances and a lot of public speaking and I was never afraid of that. I was never afraid to be an individual I think because of my Waldorf education. So socially I definitely took hold in high school. You know not knowing anybody was kind of rough in the beginning but I definitely made my presence known in my new community.

Asking for assistance or letting a teacher know that one was struggling did not seem to be a major issue either. Being taught by their teachers that failure and struggle was regular and important to the process of growing also allowed graduates to pursue personally relevant educational interests, not because high grades or accolades would come through that pursuit, but that following one's interest was paramount to being a well-rounded human being. One student recalled conducting an independent research project on Constitutional Law as an eighth grader, for which she shadowed and interviewed lawyers. She remembers:

It was all about the individual, like what were you ready for, what can we challenge you with?...I wrote a report about it and then created an art project and an oral presentation. It really encouraged me to be independent and that really helped me.

Although the students valued the ways that they have been prepared for life, the transition to high school varied in smoothness depending on where graduates went for high school. Those who moved into comprehensive public high schools spoke of the difficulty of transitioning from a small, close-knit, family-like environment into the larger, more impersonal setting of their new schools. All spoke of the difficulty of getting used to larger classes organized around subject-specific content.

For graduates the transition from a primary and deep relationship with one teacher to connecting with and understanding the expectations of six teachers who did not have the time or space to know them well proved difficult emotionally, and sometimes academically. For some, adjusting to these new relationships and structures took multiple years, while others were able to leverage the social skills they acquired at Morse/Birney to build strong relationships with their high school teachers fairly quickly. For instance, one, a current university student who attended a large public high school, described the difficulty he had adjusting:

My [new] peers were just better educated in the stupid things like test taking. My friends who went to traditional middle schools knew the system, knew how to navigate the bureaucracy of high school. They knew how to meet the standards. They knew what they needed to do to get an A. They had the experience of letter grades...and it was all so new to me and folks had two years of advantage...John Morse had pieces of that, but not wholly. That's not a bad thing because that would not be a Waldorf education...but it took me a year and a half to fully transition into a high school mindset in a traditional high school environment and mindset. Once I got the hang of it, I was fine and I excelled academically, but it was a rough transition.

Another student, who now attends UC Berkeley, described the stark differences she encountered at an all-girls private catholic high school and how her time at Morse/Birney prepared her for new academic challenges:

Well, I would say [it] is probably the complete opposite of Waldorf. It's very, very traditional, very structured...it's very rigorous. It's known in the area as being one of the very difficult schools, and I was ready for that challenge; I felt very prepared. I felt ready for college. I felt through Waldorf, even though it was a lot different than what I was going into I had the skills to do it.

Some said that they had few adults whom they had any connection with in high school, while conversely almost all spoke of their ongoing personal relationships with their former Morse/Birney teachers. These continued relationships often played an important role in serving as a source of stability and comfort. No matter how difficult things were in their new environments, graduates knew that they could return to Morse/Birney to find an adult who knew them deeply, and who could give them clear and specific guidance based on that knowledge. The struggles Morse/Birney graduates articulated are not uncommon for many students transitioning to high school, but the bonds forged between Morse/Birney students and with their teachers seem exceptional. A former student, who now attends a California State University, described his public high school experience this way:

I actually remember entering my class the first day and standing behind my desk ready to say verse. [W]e had textbooks. Just the atmosphere was different. The kids were rude to their teachers and...I wasn't used to it. In Waldorf, your teacher is another parent to you. There's this respect that you have for your teacher that wasn't there in the public school setting. That really disappointed me.

Graduates who attend or attended Carver seemed to feel this transition was less jarring, but still spoke of the difficulty of getting used to having multiple teachers in multiple subject areas. However, Carver students and alumni hailed the school's familial feel and spoke of how having a group of well-known classmates who were also going through a similar transition helped make the move to high school much easier. One student described the environment at Carver this way:

I had a cool social life, but I mean there weren't large instances of bullying. There weren't like super cliques. There wasn't any bullying of the queer kids, and we all just got [along]...all the queer kids sat at a table outside during lunch...Actually it was really great. It was pretty nonjudgmental because we were the queer nerds and we would dress up in costumes just because we felt like it and no one cared, so it was fantastic.

Another common thread that ran across all of the interviews was the "outside-of-the-box thinking" they acquired in elementary and middle school. The student who attended the all-girls Catholic high school talked about how hard it was for her to not think outside of the box, of having to adjust to a more rigid way of teaching and learning rooted primarily in factual recall:

The only thing was that I wasn't used to not thinking outside of the box, but I don't think that's something that I would have wanted to be prepared for. [T]hinking outside of the box helped me in my AP classes in high school, and coming to college now at Berkeley it's bringing me back to that because it's about writing essays, about thinking, about talking and seeing outside of the box.

Others who attended public comprehensive high schools told of learning how to navigate the less flexible demands of their new environments. As one student stated, "I was disappointed by the lack of creativity. It was all about filling in the boxes while I was taught to think outside [the box]." Even within a more rigid and competitive setting, most talked about how their preparations in art and music, helped them excel. If high school itself did not directly and explicitly reward the creative and innovative thinking that they developed in elementary and middle school, almost all of the graduates now attending college spoke about how college-level work did. Even students who did not personally feel as optimally academically well-prepared

for academics beyond high school spoke glowingly about their earlier experiences and how those early experiences helped make them well-rounded people:

Our slogan was head, heart, and hands, which really just embraces the aspect of a style of learning that has to engage all of you. It has to engage the whole person, the mind, the empathy, and the actual physical doing of things. It's really a very all-around approach from many different angles.

Specifically, students also spoke of how a Waldorf-inspired education taught them more ways to learn deeply and retain what they had learned. For example one student explained:

My memory is really good. I have a lot of visual memory but I have oral memory too. I have a lot of different ways of remembering things and a lot of different ways of working with things....There's a lot of flexibility when you learn with Waldorf. You're not just learning in one way... and that really helps as you get older because sometimes you can't just read something and remember it. Maybe you have to say it out loud or walk around with it or write it down, and that's what I learned through Waldorf was all these different tools to help me with learning.

Although students spoke vividly and passionately about their love for nature, most tended to focus their interests and feel most prepared in the arts, humanities, and social sciences. This is not to say that Morse/Birney graduates were poorly prepared in math and science; indeed many go on to take Advanced Placement STEM coursework in high school. Most had a deep appreciation for science and the natural world, but did not feel drawn to careers that would formalize that love.

For most, academic accolades came as a result of their love of learning, questioning, and thinking about the world. Nearly all said that they thought of learning as largely a competition within one's self rather than between an individual and his or her classmates. The goal was almost always self-improvement and the satisfying of curiosity. They approached school with a sense that they would be fine in the end, and prepared to enter the wider world in curious, engaged, and deep-thinking ways. Profoundly, many students commented on the social responsibility they felt to engage the world in a meaningful way that makes the world a better place. As one student articulated, "Whatever I do has to not only be important to me but it has to help those around me." The student went on to say, "I think if I were to send my kids to a Waldorf School...I feel like they would become people that change the world instead of just someone who learned how to read."

Every graduate interviewed asserted that the core parts of who they are today was shaped by their elementary and middle school experiences at Morse/Birney. In their

own words, they said things like, “My creative expression, my quirksiness, are lasting legacies of my Waldorf education, things that I really value, things that are part of my identity.” A senior at Carver stated:

I remember how excited I was every single day. I was so excited to go to school. That was a feeling that was shared throughout the class. “What are we going to do today, where are we going, what are we going to learn?” and that’s the biggest thing about Waldorf. It infuses that excitement, that love for learning.

For them, their loves of nature, reading, art, music, exploration, history, or people come from their time at Morse/Birney. Though some felt less prepared for the rigors and impersonality of higher education, all felt prepared for life, and felt that they had the skills to be successful in nearly any situation. The Waldorf commitment to developing the “head, hands, and heart” invariably prepared these students for college, career, and life. In a time where education is framed in increasingly transactional and competitive ways, as a source for personal advantage and individual success, the Morse/Birney students were refreshing in their views of education. For them, education aligned with the visions of elite institutions like Harvard or Yale: Humanity is best served by those who have a broad, classically liberal education, who think critically, and engage in the world not merely for their own gain, but for the gain of all.



Chapter 6: Implications for Policy and Practice

District Support and School Advocacy Lead to Sustainability

What is so striking about the story of John Morse/Alice Birney¹³ is that it was able to achieve strong student outcomes and maintain a high level of parent demand for the school by implementing practices often at direct odds with the prevailing notions of public education in this country. When considering the nature of the pedagogy, curriculum, and pacing of instruction detailed in this report, this fact in itself is remarkable. How could a school sustain itself for 20 years through multiple superintendents and principals, some more supportive than others, and a changing education policy context?

The lessons learned and policy implications from this study can be examined at two levels. At one level, the study is about a public Waldorf-inspired school in a large urban district, shedding light on what is possible within the public Waldorf context, including positive student outcomes and continuing demand from parents to enroll their children in the school. It is also a story about the district context that both enabled and sometimes challenged the school's sustainability. At a more macro level, this study can provide insight into how to create space in the sphere of public district schools for a broader definition of what counts as education, what we value as education. It can shed light on the policy conditions necessary to achieve this broader goal. This section will address the lessons learned and policy implications at both of these levels.

We assert that Birney has succeeded and persisted because of a number of interwoven factors. First, SCUSD's commitment, particularly under Superintendent Jonathan Raymond, to foster innovation and to allow some level of school-based decision-making enabled Birney to maintain fidelity to the Waldorf approach. Second, as Birney produced positive student outcomes and sustained a consistent demand for the school, the district provided increasing opportunities for school control over its instructional program. Finally, it may be that the consistent demand for the school and the positive student outcomes are due, in part, to the comprehensive nature and coherence of the Waldorf approach to schooling. In reality these factors are much more overlapping, messy, and interactive with each other. However, for the sake of understanding their components we dissect them here as if they were somewhat distinct.

Centralized versus school-based decision-making. Districts have to strike a balance between centralized and school-based decision-making. In the case of SCUSD this balance has tilted towards increased school-based decision-making, more at some times than others, depending upon district leadership. The tilt towards school-based decision-making has sometimes been led or supported by district leadership

and at other times pushed by the school community, including principals, teachers, and parents. However, the tension is crucial. Some degree of centralized decision-making ensures equity both for the students within Morse/Birney as well as for all students district-wide. Without the district assessing and ensuring that all students have equitable access to meaningful learning experiences, resources, and high-capacity teachers, inequities will become institutionalized.

Related but slightly different is a tension between a district-wide standardized approach to running the schools versus a differentiated and diversified approach that supports varied educational approaches. SCUSD both developed a range of instructional models while ensuring that they met common standards. The process of requiring alternative model schools to engage in an examination and defense of their practices stimulates a more vibrant, critical engagement of the school staff to ensure that they are meeting the needs of their students. For example, the George Washington Carver Waldorf High School principal discusses the positive outcomes of the tension that exists between fidelity to a long established model and responding to district initiatives and mandates.

I think the truth of the matter is if the district wasn't providing us funds and kind of requiring it, we probably wouldn't do it. I actually think that's what you see in the private schools. [They think] We are the experts... You see a lot of education frozen in tradition and imitation from whenever it started. You see a lot of that, very little innovation, so I think that is true and yet every advance or innovation that we're using here at Carver I would say is from this exact kind of tension.

External practices and policies have also forced schools such as Birney to continue to examine how their approach is addressing systemic inequities. As a district official reflects, even though educators in Waldorf schools do not teach to standardized tests and often do not value the data that comes from those tests, current Principal Horning has used the tests as way to engage with her staff about questions of equity.

[The principal] talks with staff about how do we know if we're really meeting the needs of our English learners? How do we know if we're really meeting the needs of our African American students if we don't look somehow at test scores? There are some things that we can't just know from our gut and our heart, and they have because of that been much more open to that.

On the other side, without school-based decision-making about meaningful learning, resources, and professional capacity, Morse/Birney would not have been able to achieve fidelity to the Waldorf approach and likely the demand for the school and its strong student outcomes. In the rest of this section, we address each of these

components and then investigate in more depth the nature of the tightrope balance between autonomy and accountability in terms of the history of the district's interaction with Morse/Birney and the district's allocation of resources and support of the school's instructional approach and commitment to developing the capacity of its educators.

A district school of choice. The founding of the first Waldorf-inspired public school in SCUSD coincided with a time in the U.S. educational system marked by a move towards high stakes accountability testing and resulting narrowing of curriculum and use of scripted curriculum such as Open Court. In those early days, the Waldorf model offered an alternative from that movement. As a founding teacher recalls:

I think just about every class was full because we had what we called the Open Court refugees...then suddenly there's like a rainbow over us...it's this alternative that everybody who doesn't want to be in that cookie cutter wants in.

Although the nation, state, and SCUSD have moved slowly away from the most narrowly defined notions of education, the Waldorf approach still defines education in a radically broader way than most public schools and thus still attracts families looking for an alternative.

Currently, Birney remains a highly desired school in SCUSD with one of the longest waitlists in the district. For a district that has lost about 8,000 students since 2000, this is a huge factor in ongoing district support. Superintendent Raymond recognized this, "Parents and kids will vote with their feet. I think the greatest indicator of success is when you have waiting lists, when you have families wanting to come, and staying and advocating."

Furthermore, because the Waldorf approach is an explicit choice made by parents and because the school makes considerable effort to engage all the parents and educate them about the approach, parents have been powerful allies, supporters, and advocates for a Waldorf approach. As has been discussed in an earlier section, parents have raised a ruckus when necessary to maintain the integrity of the Waldorf program at Morse/Birney. The district recognizes the parents' power and does what it can to help meet the requests of the parents in their community.

The most significant district response to the demand for Morse/Birney has been their support of two additional Waldorf-inspired schools in the district. A detailed discussion of how these two schools came about can be found in Appendix D.

Producing positive achievement results. Second to its high-demand status, Morse/Birney's ability to produce positive student outcomes on standardized

measures has secured district support. As described in the previous section, Morse/Birney demonstrates strong student outcomes for students across multiple measures, including attendance, discipline, and performance on standardized tests. Furthermore, as demonstrated in the previous section, Birney has demonstrated some evidence of an ability to meet the academic needs of African American and Latino students as well as low-income students. Over time the district has begun to recognize some of the less tangible measures as well. Area Superintendent Mary Hardin Young describes their achievement and its impact:

What I've found since I've been working with Birney is that they have some of our highest achievers by the time students are in fourth, sixth, seventh, and eighth. They held the highest math achievement in algebra classes for two or three years running. People start to sit up and take notice when things like that happen. They produce incredible writers and incredible thinkers.

That strong achievement, particularly in middle school, had enabled her to advocate for more school-based decision-making for the school with other district staff as proof that their instructional approach is working.

Teachers well trained in a highly defined model. The third factor contributing to Birney's sustainability is the very nature of the Waldorf approach that differentiates it from other alternative models. It differs in the extent to which the instructional approach is so explicitly tied to a theory of child development and educator self-reflection. Every action is intentional in a Waldorf school.

To be a successful Waldorf teacher requires both an intense and comprehensive level of training, but also a level of personal commitment that varies dramatically from other alternative models. In addition to believing in, understanding, and implementing the Steiner philosophy of child development and the Waldorf curriculum, pedagogy, and culture, it requires teachers to work on themselves personally. There are explicit expectations of the kind of personal exploration, investigation, and transformation that teachers engage in to be a Waldorf teacher. Steiner trainers often credit him as saying that teachers have to do the work to be worthy of imitation. Birney's Principal Horning describes that teachers who were not willing to engage in personal examination struggled to feel a sense of belonging at the school. She explained, "We love you as a person, but if you are not willing to rise and do the work to transform yourself as a teacher, you will be very uncomfortable here. Living it is different from looking at it from the outside." To be a Waldorf teacher is a philosophical choice; it is a life choice.

After years of working with the district and teachers' union, Birney was able to ensure that its teachers needed a significant level of training and job security for the school to implement the Waldorf approach with fidelity. This level of training, and

teacher access to it, is discussed later in this section. However, the extent of training, the comprehensive nature of the Waldorf philosophy, curriculum, and pedagogy as well as the degree of teachers' self-reflection may play a determining role in its positive student outcomes and high level of demand. It is worthy of future investigation to determine how replicable the student outcomes and demand would be with other alternative educational approaches.

The district role balancing between centralized and school-based decision-making. We begin to understand the tension between centralized and school-based decision-making by examining Sacramento City Unified School District's (SCUSD) role in this regard. As discussed early in this report, the school was born from the idea and support of Superintendent Rudy Crew. Early district support and understanding of the crucial role of training teachers adequately in the model provided an important grounding for the school's strong foundation. From those early days, to varying degrees, through ten subsequent superintendents, the district has supported innovation and multiple instructional models. Several strong superintendents deeply understood the need to strike a balance between centralized and school-based decision-making in supporting the diverse schools that were created during this era. Birney's strongest support came from Superintendent Jonathan Raymond, who explained the balance:

I'm in charge but I'm really not in control; the one thing we are really in charge of is the communication, and we're in charge of the message and we're in charge of creating the vision and then we're in charge of creating the structure...it's important that we give people the opportunity to create something that was going to meet the needs of their community, figure out how to support them...it's about what do you hold tight and what do you let loose.

This tension between what you hold tight and what you let loose summarizes the nature of interactions between Birney and the district over time. For example, there were times when principals were placed at Morse/Birney by the district who, according to a veteran teacher, were "brought here to bring us in line, like toe the line." She goes on to say that parental pressure meant that principals that did not support the Waldorf approach fully "did not always last long because parents are great organizers, and when you educate them, and their children are involved," they demand change.

At other times, including during Raymond's tenure (2009–2013) in particular, the district saw its role as moving away from a one-size-fits-all approach towards providing multiple approaches to serving students including Waldorf, language immersion programs, International Baccalaureate programs, and others. As Morse/Birney's students consistently performed well over time and the demand for the school continued, the district saw that the local control they provided the school was

paying off. As Superintendent Raymond explained, “I told my [alternative program] principals, I said, look, we’re going to give you freedom and flexibility in return for results, and we’ll help establish with you what we think are some fair targets.”

Over time, district staff beyond the superintendent began feeling increasingly comfortable providing the school with more decision-making power, particularly over instructional issues. However, those autonomies were often hard fought for by the school principals, parents, and at times the superintendent himself. As the school has become more and more accepted at the district level, particularly because of the support of Superintendent Raymond, it has felt increasingly comfortable sharing its approaches publicly rather than trying to fly under the radar. The current principal, Mechelle Horning, has played a courageous and leading role in this opening up of the school program. She says:

We’ve gone from being that crazy hippie program to maybe there is some validation to what we are doing. Even if people don’t agree, there is a different level of respect. It has come from not trying to hide what we are doing. Opening ourselves up a bit more and say come and take a look.

Under Raymond’s direction the district created Area Superintendents and this too made a huge difference in Birney’s sustainability, as they benefited from the tremendous leadership and support of Area Superintendent Mary Hardin Young. She helped the school not only navigate through district protocols, requirements, and policies but also served as their advocate. Principal Horning explains that their Area Superintendent will tell them when they can forgo certain district recommendations around curriculum or other topics.

The tension of centralized and school-based decision-making plays out in a number of sectors, from resource allocation to instructional autonomy to support for professional competence and capacity, which we will explore next (Darling-Hammond & Plank, 2015).

Adequate and Intelligent Resource Allocation. In this domain, while Birney benefits from a few areas of site-based control regarding resources, inadequate resources and a lack of decision-making power over their allocation limit the quality of education the school can provide for its students. The Waldorf model is expensive; in its fully implemented form it includes small class sizes, well-trained teachers, specialty teachers, high quality materials, and a non-institutional facility with natural grounds.

Morse/Birney has not been able to achieve any of these components with public dollars, with the exception of paying for Spanish and orchestra specialty teachers. Beyond district funding allocation, Birney, like many schools, faced a reduction in funds when the threshold for percentage of children in poverty to qualify for Title I

funding increased. At that point, Birney had to let go of several support staff because they no longer qualified for Title I funding. Fortunately, through parents' fundraising, they have been able to pay for most of their specialty teachers, field trips, and high quality materials.

Unfortunately, other components of a Waldorf education have not been met. For example, because of a lack of budget autonomy, Birney is required to operate under the district formula for a class size of 31 to 33 per teacher. In contrast, although class sizes vary in independent Waldorf classrooms, some being not much smaller than at Birney, those schools have a say over how to structure their staffing and often opt to add an aide in classrooms, particularly kindergarten. Secondly, there are requirements of all district teachers to attend professional development that is not applicable to the Waldorf approach. With greater flexibility over professional development dollars, the school could remove some of the financial burden their teachers face funding their own training in Waldorf methods by using district professional development dollars.

Also through continual negotiation and tremendous commitment of parent volunteer hours and community resources, Birney has achieved a substantial modification of the school grounds to create a more natural setting. Despite it often taking two months to gain approval of the planting of a tree, Birney has planted many trees on their campus, created gardens, and even houses chickens. Although they have not been permitted to modify the exterior of buildings, they have been allowed to modify the interiors of classrooms.

While a lack of sufficient resources has more to do with Federal and state funding levels for schools, the autonomies over budget lie within the district purview and limit the full implementation of the Waldorf approach.

Some site-based control over allocation of resources permits schools to address their unique needs in terms of staffing, budgeting of resources, and in Birney's case modification of their physical resources to meet their instructional needs. However, districts need to think from an equity perspective to ensure that students across the district have access to equivalent resources and distribution of resources. It is inevitable when schools are permitted to do their own fundraising that differences in demographics between schools result in inequitable distribution of resources between schools.

Developing and Sustaining Innovative Practice

Gradually over time, Morse/Birney was able to cultivate increasing levels of district-sanctioned school-based decision-making over curriculum and assessment, which was critical to developing and sustaining key practices. Although the school taught the Waldorf curriculum since its inception, it took considerable effort to have its approach officially approved by the district.

Before it was officially sanctioned, teachers had to fight little battles around district assumptions of how they were teaching. For example, in the school's second year at Morse, district reading coaches were sent to teach the teachers how to use the basal reader. The teachers gently told the coaches that not only did they already know how to use a basal reader but that it was not part of their curriculum. In those early days, there was district prescribed curriculum (Open Court) that the school just quietly did not use. These were the "fly under the radar" days.

Articulating curriculum. The 2004 settlement of the *Williams* case, requiring that every classroom have a set of district-adopted textbooks, provided an opportunity for the school to advocate for their own district-approved curriculum. The school worked with the district to create a district-adopted Waldorf curriculum that made the school's choice to develop curriculum outside of the textbooks come into compliance with the demands of the settlement. This process involved the teachers developing their own scope and sequence for their curriculum and aligning it to the state standards and district curriculum. This effort involved the entire staff: Because they loop with all students, they all know what is taught each year. Although the Waldorf mapping did not always align to the district's, they made every effort to show how it fit. As a veteran teacher recalls:

Then we had to take the traditional curriculum...and we synced the two, it didn't fit but we tried to show how they mapped...We did that work so we could stand behind our curriculum, and say, absolutely, we're teaching every single one of these skills, but our timeline is completely different.

After much hard work, the Morse principal was able to secure board approval for the Waldorf curriculum, which enabled it to withstand changes in superintendents and new textbook adoptions.

Birney has recently repeated this process with the introduction of the Common Core. The alignment of their curriculum to the Common Core can be found online in a document produced through the Alliance for Public Waldorf Education with contributions from Principal Horning and others at Birney (Alliance, 2013). Again, this laborious process has earned the school the district's respect and sanctioning of their curricular approach. Birney's strong student outcomes and the quality of the teachers' work in developing alternative curriculum and assessments aligned to district, state, and national standards earned them considerable respect. As Area Superintendent Mary Hardin Young reflected, Birney teachers were viewed as having greater capacity to adapt to a changing policy environment.

I think the schools where teachers were already in the practice of writing their own units whether it was that they were integrating Waldorf standards and California standards or Integrated Thematic

Instruction, it was easier, for many of them, to make the change to Common Core. That is what is necessary in Common Core is thinking about what that standard really is that you're teaching and being able to teach it at a very deep level and support it with all the other things that you're doing instead of just picking up the textbook and doing this page. So I think the change in planning and practice was maybe less dramatic than it was for our traditionally trained teachers.

Developing assessments. Similarly, the district has sanctioned Birney's own approach to assessment at multiple levels from how they complete district report cards, to benchmark assessments to the Smarter Balanced Assessment (SBAC). However, none of these district approvals came without strong advocacy on the part of the school principal, teachers, and even parents at times. For example, the district requires that all schools use the same report card, however many of the items on the report card do not apply to a Waldorf approach to instruction, so Principal Horning spent time discussing with the district which categories Birney teachers would report on in the district report card until she received district approval.

The district also required all schools to administer their standardized benchmark assessments. The district has new benchmark assessments aligned to Common Core; again, this provided the school with an opportunity to advocate for their own approach to assessing student learning rather than administering the district's benchmark assessment. However, according to Principal Horning, "We worked with the district to say why it wasn't appropriate, so we created our own benchmarks." Finally, as the Waldorf-inspired schools have a strong stance against technology in the younger grades, the most recent battle they have faced is ensuring that their younger students—third through fifth grades—could take the SBAC as a paper and pencil test. According to Principal Horning, "The district supported us in doing that. We had to fight for that. We got it. We were the only school in the district that did that."

So time and time again, the district showed itself eventually open to allowing for school-based curricular and assessment control for its public Waldorf-inspired schools. At times, the district realized on its own: Superintendent Raymond recalls telling his instructional coaching team, "Alice Birney isn't coming to the training, they're doing good things, they're a little bit different, let's just sort of let them be, let them go, they are doing good things for kids." And more frequently those autonomies were earned through struggle and advocacy from the school community.

When alternative schools are given a say over how to support meaningful learning, it enables the schools to come out of the shadows of non-compliance and to create more coherence in their instructional models. Schools can divert their energy from fighting battles around what they are doing to improving their practice. However, the degree of school-based decision-making that is appropriate is highly dependent upon how well developed the instructional approach, the capacity of the staff, and

the resources available to support teacher capacity building and planning time. This is a crucial area where the district can provide differentiated support to schools depending upon these factors.

Honoring the Value of Trained Teachers

Similar to issues of decentralized instructional decision-making, over time and with considerable advocacy Morse/Birney earned control over a range of practices to ensure a high level of professional capacity with its staff. These practices include hiring and job security policies that privileges Waldorf training and support for training in Waldorf methods.

As described earlier, successful implementation of a Waldorf-inspired public school requires, first and foremost, teachers well trained in Steiner developmental philosophy, and Waldorf curriculum and pedagogy. The schools need a level of control over hiring and training of their staff to ensure a quality instructional program. In the founding of the school, the district supported some teacher training. However, there were initially no requirements for hiring trained teachers. Up until 2010, Birney faced the challenges of having to hire surplus teachers, that is, teachers who were not needed at their current sites and who could be placed at another district school like Birney. Furthermore, Birney was also in danger of losing trained teachers during layoffs.

Although the untrained teachers that Birney had to hire could not be fired for not becoming fully trained or implementing the Waldorf approach, they often did not last at the school and also resulted in the loss of families who were faced with 8 years of looping with that particular teacher. A district official describes a particular scenario when there were openings at Birney:

Some traditional teachers came through and wanted to choose Alice Birney. And we said, “Can we have a little meeting with the top 20 teachers?...If they choose it, we want them to choose it, but we want them to choose it with eyes wide open . . .” We had two [Birney] teachers and [the principal] and I sat in a room with these 20 teachers and shared here’s what Waldorf-inspired education is about and... you’re not going to teach Open Court. We tried to be as honest as possible and we answered a lot of questions. The school had three openings that year and three teachers chose them. One is still with the program. One left maybe three months in, and one left at the end of the first year.

The teachers left because of the depth of the personal commitment that was expected of the teachers to the students and their families. After the two teachers left, and a Birney parent who was a lawyer made a strong case to the union about the specialized training necessary for Waldorf-inspired teachers, the union left Birney

alone, understanding that it was too big a burden on untrained teachers to teach at a Waldorf-inspired school. At the same time the district was diversifying the educational program offered to its students through a number of strategies; one was establishing specialty schools that required additional training for teachers and another strategy was to provide extra resources and support to the seven lowest performing schools in the district, called Superintendent Priority Schools. Simultaneous to these district initiatives there were budget cuts and teacher layoffs. Superintendent Raymond described the types of investments he was trying to make in his schools:

We went back to Alice Birney, the language immersion schools, and wherever we had provided those extra resources or training, whether it was an IB or Waldorf credentialing, we said, we're going to treat them as a course of study because we've created this unique investment in them.

At this time, the district, led by Raymond, asserted that Superintendent Priority Schools should be skipped in the laying off of teachers to protect the new teachers and the integrity of the program. This assertion was greatly contested by the teachers' union. However, the district's skipping policy was upheld for two years by an administrative law judge and in the third year, the teachers' union sued the district, but the district's position was upheld by the superior court who ruled the district's Superintendent Priority Schools had a course of study. Although the union fought the district on the surplus and skipping policies for Priority Schools, they never contested the policies at Waldorf-inspired schools because they recognized the level of training required. According to the Carver principal, they recognized that "Waldorf teachers are really happy, so they have to make it a neutral issue." Superintendent Raymond recalls:

So we worked with the union and we said, look we're not putting teachers there that don't have Waldorf training, they have to have started the training or they're going through the training, we're not going to let you place teachers in there, we're not going to open it up for surplus, and we've got to find out a way to sort of solve that one. So there was some working with them around that one. Now once we got that solved in that first year, it never became an issue again; they were always cool with the skipping of the Waldorf.

Ensuring the protections for their teachers were a crucial step in the sustainability of the Waldorf-inspired schools. Principal Alessandri from Carver recalls how she and Mechelle Horning devoted time and energy, prepared to present their case to hold onto their teachers, and protect the hiring of new teachers. Fortunately, they were never called to testify.

Mechelle [Birney principal] and I spent three years during the pink-slipping season, at the district office in front of the administrative law

judge to show that actually this is by ed. code a specialized program. It really fits the definition of specialized training, specialized program. Our teachers really need 200 hours per summer for three or four summers of training. You've got to know how to greet your class and have them stand up and recite a poem and then do a drawing for whatever lesson you're teaching. I think that was partly Superintendent Jonathan Raymond at the time, who supported not only Waldorf but other specialized programs.

With recent increased control over staffing, Birney is able to post positions for district and external teachers, but is empowered to require that teachers have at least one year of experience as a teacher or teaching assistant in a Waldorf setting or some training through any Waldorf training program and a commitment to complete their training. This has been a powerful change for Birney and the other Waldorf-inspired schools to ensure that they can offer a consistent program across the grade levels. Because students stay with the same teacher from first grade through eighth grade, this consistency is particularly important.

Another staffing challenge facing Waldorf-inspired public schools is the cost of Waldorf training. Training is extensive and expensive. For example, completion of the Waldorf Teacher Education Certificate through Steiner College costs between \$22,000 and \$28,000 for tuition and fees and takes two to three years of study, depending if students attend full-time or in the summer. The cost and time commitment represents a significant barrier to the school's sustainability. Therefore, since 2012 the district has provided financial backing for Birney and Carver principals to run an introductory district-sponsored Waldorf training program for all district teachers, called Waldorf Education Seminar for Teachers (WEST). WEST is a two-year commitment that includes a two-week summer program, and four-hour monthly meetings during the school year. It is free to all interested district teachers. To date 59 teachers have participated in this program, which has served as a source of teachers for all three Waldorf-inspired district schools. While not as comprehensive as training through Steiner College, it provides teachers with a strong foundation in Steiner philosophy and Waldorf methods. Even though all teachers participating in WEST training do not end up working in a Waldorf-inspired school, according to a district official, the district views the WEST training as a worthwhile investment because "incorporating any Waldorf-inspired methodology is going to make your teaching better."

Giving Waldorf-inspired schools control over hiring and providing some funding for Waldorf training has greatly benefited the district's Waldorf-inspired schools. In addition, Birney benefits from the control over how they structure their school day so they have collaboration time every week where as a staff they can engage in shared decision-making, curriculum development, and reflection on their practice.

When the unique training and expertise of alternative models is honored with supportive HR policies, schools can achieve stability and sustainability and are more likely to produce strong outcomes. Districts need to ensure that the quality of alternative training is adequate to support the alternative model. Furthermore, from an equity perspective, districts need to be mindful of potentially inequitable distributions of highly trained and skilled teachers across their schools and balance the types of resources and training that all districts have access to.

Concluding Thoughts

The story of Alice Birney, a public district school of choice, provides a powerful example of the types of alternative educational approaches that are possible within the public system. Often at odds with prevailing norms and assumptions about the nature of schooling, Birney provides a counterbalance for what is possible to nurture the growth of the whole child. Particularly powerful are the examples of the ways the school attends to children's social-emotional, physical, artistic, and spiritual development and the integration of developmental domains.

It is striking to see such an approach supported and promoted within the context of a school district. The types of school-based decision-making SCUSD provided for Birney, even those that were hard fought for, permitted Birney to have a far greater fidelity to the Waldorf approach than they would have been able to have without some control over curriculum, assessment, and staffing, in particular. That fidelity to Waldorf in turn led to high levels of student and parent satisfaction, demand for the school, and strong student outcomes.

These areas of decentralized decision-making permit opportunities in the public district space for alternative approaches, without having to go into the de-unionized, de-regulated, often profit-driven charter route. Ironically, schools like Birney have the potential to achieve some of the original goals for the charter school movement. By serving as sites for innovation, district schools can learn much from their example about broader ways to conceptualize school and student development.

The challenge for SCUSD and other districts implementing schools of choice and providing them with higher levels of autonomy is how to ensure equitable access to these schools for all students. Birney, like many alternative models, tends to attract more educated, economically stable, and white families. Intentional efforts need to be made to ensure that such schools are truly accessible to low-income families and families of color and are places where all families can feel a sense of belonging and value. However, districts have more control over those equity goals with schools of choice than when they have both district and charter schools within their purview. This is a topic that invites further research.

It remains an open question the extent to which the Birney story can be used to extrapolate to other alternative approaches. The Waldorf model is unique in its comprehensive nature, with its explicit theory of child development, curriculum, pedagogical approach, and philosophy about the role of the teacher. We do know that Birney students graduate with many skills often not addressed fully in other schools, such as creativity, love of learning, inquisitiveness, connection to nature, emotional intelligence, and many physical, artistic, and practical life skills.

Appendix A: Data Sources and Methodology

The research employs mixed methods, with data drawn from multiple sources, detailed below.

Qualitative Data

Qualitative data, including interviews and observations, were collected from spring 2014 through winter 2015 during multiple site visits to Alice Birney Waldorf-Inspired School, A.M. Winn, and George Washington Carver School of Arts and Science. We developed interview and observation protocols and collected relevant documents. Interviews were conducted with school staff, parents, current students, graduates, and district officials. Observations were conducted of classrooms, specialty classrooms, afterschool activities, recess and lunch time, WEST training, and student presentations. In selecting teachers to interview and classrooms to observe we took care to document the practices of a diverse group of educators in terms of grade level and content taught and years of experience. In total we conducted 39 interviews and focus groups and 38 observations. Table A-1 below details these data sources.

Table A-1: Qualitative Data Sources

| Type of Data Source | Who | Number |
|---------------------|--|--------|
| Interviews | District Administrators | 2 |
| | Steiner College Director | 1 |
| | School Administrators (2 Birney, 2 Carver, A.M. Winn) | 5 |
| | Birney Teachers (classroom, specialty, and special education) | 12 |
| | Birney Graduates in high school or college | 8 |
| | Birney Parent | 1 |
| | Retired Founding Teachers of Birney | 2 |
| | A.M. Winn Parents | 2 |
| Focus Groups | Birney Parents | 1 |
| | Birney Student Focus Groups (5th & 6th graders, 7th & 8th graders) | 2 |
| | Carver Teachers | 2 |
| | Carver Student Focus Group | 1 |
| Observations | Birney Classrooms | 14 |
| | Birney Specialty Classes | 4 |
| | Birney School (lunchtime, recess, afterschool) | 3 |
| | Student Presentations | 1 |
| | A.M. Winn Classrooms | 5 |
| | Carver Classrooms | 8 |
| | Carver lunch and passing period | 2 |
| | WEST Program | 1 |

Protocols for interviews were tailored to the role of the interviewee and covered core school features and practices in the areas of curriculum, instruction, assessment, school philosophy, relationships with students, teacher collaboration and professional learning, and school governance. Students and parents were asked about their experiences as members of the school community. Following our site visits we organized and coded our data by central themes. We conducted follow-up interviews with key staff to fill in gaps in our data. The Area Superintendent, Mary Hardin Young; Steiner College President, Liz Beaven; and principals of Birney, Carver, and Winn all reviewed the final drafts of the report for factual accuracy.

Quantitative Data

Quantitative data were secured from district administrative databases provided by the Sacramento City Unified School District (SCUSD). We collected student-level data set from the SCUSD. Multiple years of data were provided including the following elements: 1) student demographic data, 2) student achievement data, and 3) student attendance and behavioral data. We obtained the high school cohort graduation rates for the SCUSD from California Longitudinal Pupil Achievement Data System (CALPADS) by accessing the website of California Department of Education.

Student Suspension Data. We calculated student suspension rates both for Alice Birney and for other SCUSD schools (K–8 grades) using the student level data that the SCUSD provided us. Student suspension rates were calculated using the following formula: the number of students suspended divided by the total number of students then multiplied by 100. We made an unduplicated count of students involved in one or more incidents during the academic year. That is, students who were suspended multiple times were only counted once.

Value-Added Modeling of School-Student Linked Data. This section focuses on assessing if practices of an innovative, developmentally appropriate, Waldorf-inspired approach at Alice Birney Waldorf enhanced solid academic success of its students in general and students of subgroups, respectively.

Student Academic Outcome Measures and Predictor Variables. The student academic achievement measures used in this study are student-level state standardized test scores of California Standards Tests (CST) in ELA and Math. CST are criterion-referenced tests taken yearly by all students in Grades 2 through 11. In this study, we were interested in and analyzed elementary and middle school students (Grades 3 through 8). Because CST are not vertically equated, and thus no scaled scores are available that have consistent meaning across tests, we standardized raw scores by test, subject, and grade level. The standardized scores, called z-scores, have a mean of 0 and a standard deviation of 1.

Although the California State tests do not allow the calculation of gain scores,¹⁴ prior years' scores in the same subject (ELA or mathematics) on the tests can be used as controls when modeling influences on achievement. Based on multiple years of data

provided by SCUSD, we developed longitudinal data sets with students matched to schools by year. The data set allows us to model school influences on student achievement while controlling for student background characteristics and prior achievement scores. The student background characteristics we controlled for in our models include gender, ethnicity, free/reduced lunch status, English Language Learner (ELL) status, and special education status. All student demographic variables are categorical variables. Our key predictor variable of interest was Alice Birney Waldorf, which has two categories: a) students attending Alice Birney Waldorf School, and b) students attending other SCUSD public schools.

The student demographic characteristics are different between Alice Birney Waldorf and other SCUSD schools in proportion of ELL students, ethnicity composition, and student socioeconomic status. Therefore, it is necessary and appropriate to take these demographic variables into consideration in modeling student achievement outcomes.

Before conducting the VAM analyses with our longitudinal master dataset, we ran multiple regression models on data from individual school years to ensure that there was not drastic variation between years. Table A-2 demonstrates the sample sizes by school year.

We also ran regression models on the CST test scores of Latino and African American students of Alice Birney in comparison with the same ethnic group students in SCUSD as well as the comparison between the socioeconomically disadvantaged students and their counterparts in SCUSD. Table A-3 shows the sample sizes of subgroup students of Alice Birney Waldorf by year.

Table A-2: Numbers of Students by Year for Alice Birney Waldorf and Other SCUSD Schools (3rd–8th)

| Year | ELA | | Mathematics | |
|---------------------|----------------------------|---------------------|----------------------------|---------------------|
| | N of Alice Birney Students | N of SCUSD Students | N of Alice Birney Students | N of SCUSD Students |
| 2008–09 | 225 | 23,875 | 222 | 23,992 |
| 2009–10 | 267 | 24,291 | 265 | 24,206 |
| 2010–11 | 290 | 23,631 | 289 | 23,585 |
| 2011–12 | 339 | 23,615 | 337 | 23,580 |
| 2012–13 | 369 | 23,320 | 368 | 23,293 |
| 5-Year Total | 1,490 | 118,732 | 1,481 | 118,656 |

Table A-3: Subgroups at Alice Birney Waldorf of 3rd–8th Grade (2008–09 through 2012–13)

| Year | Number of Students (3rd–8th) | Number of Latino/African American Students (3rd–8th) | Number of Socioeconomically Disadvantaged Students (3rd–8th) |
|---------|------------------------------|--|--|
| 2008–09 | 225 | 74 (33%) | 87 (39%) |
| 2009–10 | 267 | 78 (29%) | 90 (34%) |
| 2010–11 | 290 | 89 (31%) | 94 (32%) |
| 2011–12 | 339 | 105 (31%) | 100 (30%) |
| 2012–13 | 369 | 107 (29%) | 127 (34%) |

School Effectiveness for Grades 3–8. The regression models were run on five-year combined data (2008–09 to 2012–13) on ELA and Math separately. We ran three separate regression models on students of third–eighth grades: 1) including third–eighth grade, 2) including third–fourth grade, and 3) including fifth–eighth grade, respectively (Table A-4 and Table A-5). Each model controlled for student demographic variables. The regression models used an auto-regression, a time series approach in which the projected CST ELA or mathematics score is estimated using the previous year’s score as the measure of prior learning. The regression coefficient for prior learning represents the average difference in student achievement in z-scores associated with a one-unit difference in prior learning when holding all other variables constant. The coefficient for the other categorical predicting variables represent the difference in student test scores associated with that group as measured relative to a defined reference group. A dummy-coded school predictor variable was generated to examine the Alice Birney school effect on students’ academic achievement, with other SCUSD schools having third–eighth grades being defined as the reference or comparison group. The reference groups for student characteristics variables were: male students for gender, non-English language learners for English language learner status, non-special Ed students for participation in special education programs, Latino for ethnicity, students not eligible for free or reduced lunch programs. In addition, the adjusted-R², the ‘goodness-of-fit’ of the statistical model, indicates the amount of variance in student test scores that can be accounted for the regression model.

We ran three separate regression models on students of third–eighth grade in ELA and mathematics, respectively. Model 1 includes third–eighth grade students; Model 2 includes third–fourth grade; Model 3 includes fifth–eighth grade. Table A-4 (next page) demonstrates the results of the ELA models, which predict students’ performance on ELA exams. The results are consistent in ELA across three regression models: students of Alice Birney Waldorf School made significantly greater gains in ELA than students of other SCUSD schools both in lower elementary grades (third–fourth) and middle school grades (fifth–eighth), with student characteristic variables and prior year test score controlled. The results indicated that these regression models, including student demographic variables, prior achievement, and school attending, accounted for about 64%–66% of the variation in student ELA scores.

How large are these positive school effects? While there is no simple conversion of standard deviation to more familiar assessment scores, we made rough approximations. For example, for students in the middle of the range, a difference of 0.2 standard deviations translates into about 8 percentile ranks (i.e., from 50th percentile to 58th percentile). Note that the difference is slightly less for students further away from the middle of the distribution. When converted the effect sizes using standard units to percentile points, Alice Birney Waldorf students, in comparison with students at other SCUSD schools, made relatively

positive CST ELA test score gains for about 5 percentile points more increases in mean student achievement based in the third–eighth grade model and the third–fourth grade model. Comparatively, students of high elementary and middle school grade levels (fifth–eighth) made greater achievement gains with 8 percentile points increase in ELA performance.

Table A-4: Regression Models for Student CST ELA 5-Year Combined (2008–09 through 2012–13)

| Parameter | ELA | | |
|-----------------------------|------------------------|------------------------|------------------------|
| | 3rd–8th Grade | 3rd–4th Grade | 5th–8th Grade |
| z-score ELA Prior | 0.74*** (SE=0.003) | 0.73*** (SE=0.005) | 0.74*** (SE=0.004) |
| Alice Birney Waldorf | 0.15*** (SE=0.02) | 0.13*** (SE=0.03) | 0.19*** (SE=0.02) |
| Female | 0.06*** (SE=0.004) | 0.06*** (SE=0.01) | 0.06*** (SE=0.01) |
| English Learner | -0.15 *** (SE=0.01) | -0.14 *** (SE=0.01) | -0.14 *** (SE=0.01) |
| Special Ed | -0.02* (SE=0.01) | 0.03* (SE=0.01) | -0.05 *** (SE=0.01) |
| Black | -0.07 *** (SE=0.01) | -0.08*** (SE=0.01) | -0.07 *** (SE=0.01) |
| White | 0.08 *** (SE=0.01) | 0.10 *** (SE=0.01) | 0.07 *** (SE=0.01) |
| Asian | 0.09 *** (SE=0.01) | 0.07*** (SE=0.01) | 0.10 *** (SE=0.01) |
| Other | 0.02 * (SE=0.01) | 0.05** (SE=0.01) | 0.02* (SE=0.01) |
| Free/Reduced Lunch | -0.13*** (SE=0.01) | -0.18*** (SE=0.01) | -0.12*** (SE=0.01) |
| Constant | 0.09*** (SE=0.01) | 0.11*** (SE=0.01) | 0.08*** (SE=0.07) |
| R-Squared (Adjusted) | 0.66 | 0.64 | 0.66 |
| Students (N) | 71,157 | 24,473 | 58,825 |

Notes: * $p < .05$; ** $p < .01$; *** $p < .001$. Standard errors are in the parentheses. Student ELA scores in the regression models are z scores, the normalized scores within each grade in a specific school year.

Table A-5 (next page) demonstrates the results of three mathematics regression models, which predict students’ performance on CST mathematics exams. These regression models accounted for 57% to 59% of the variation in student Mathematics performance. The results showed a different pattern in predicting student mathematics test scores. When the models were run by including students

of third–eighth or lower elementary students of third–fourth, the negative regression coefficients indicated students of Alice Birney Waldorf made significantly less gains in CST math test scores than their peers in other SCUSD schools on average, with students’ prior math achievement and demographic characteristics being controlled. However, when comparing the students in fifth–eighth grade, students at Alice Birney Waldorf School significantly outperformed their counterparts of other SCUSD schools on average, with a significantly positive regression coefficient of 0.05. This indicates that Alice Birney students made relatively greater gains in mathematics achievement in the middle school grade levels.

Table A-5: Regression Models for Student CST ELA 5-Year Combined (2008–09 through 2012–13)

| Parameter | Math | | |
|-----------------------------|------------------------|------------------------|------------------------|
| | 3rd–8th Grade | 3rd–4th Grade | 5th–8th Grade |
| z-score Math Prior | 0.71*** (SE=0.003) | 0.70*** (SE=0.004) | 0.71*** (SE=0.004) |
| Alice Birney Waldorf | -0.07** (SE=0.02) | -0.24*** (SE=0.03) | 0.05* (SE=0.02) |
| Female | 0.02** (SE=0.005) | 0.01 (SE=0.01) | 0.02* (SE=0.01) |
| English Learner | -0.10 *** (SE=0.01) | -0.08 *** (SE=0.01) | -0.10 *** (SE=0.01) |
| Special Ed | -0.05*** (SE=0.01) | 0.02 (SE=0.01) | -0.09 *** (SE=0.01) |
| Black | -0.08 *** (SE=0.01) | -0.09*** (SE=0.01) | -0.07 *** (SE=0.01) |
| White | 0.06 *** (SE=0.01) | 0.06 *** (SE=0.01) | 0.06 *** (SE=0.01) |
| Asian | 0.20 *** (SE=0.01) | 0.19*** (SE=0.01) | 0.20 *** (SE=0.01) |
| Other | 0.03 ** (SE=0.01) | 0.03* (SE=0.01) | 0.02 (SE=0.01) |
| Free/Reduced Lunch | -0.12*** (SE=0.01) | -0.15*** (SE=0.01) | -0.10*** (SE=0.01) |
| Constant | 0.09*** (SE=0.01) | 0.10*** (SE=0.01) | 0.08*** (SE=0.07) |
| R-Squared (Adjusted) | 0.59 | 0.57 | 0.59 |
| Students (N) | 70,989 | 24,413 | 58,691 |

Notes: * $p < .05$; ** $p < .01$; *** $p < .001$. Standard errors are in the parentheses. Student Math scores in the regression models are z scores, the normalized scores within each grade in a specific school year.

The effect sizes varied among the three regression models on CST math test scores. When examining student achievement in mathematics by including students of third–eighth graders, the effect size was very small between the two groups, Alice Birney Waldorf students and students at other SCUSD school, with other SCUSD students on average making about 3 more percentile points increase than Alice Birney third–eighth graders. For the lower elementary grade levels of Grades 3 and 4, students at other SCUSD schools made about 9 percentile points more increase in math than Alice Birney third and fourth graders. However, when comparing students of high elementary and middle school grade levels (fifth–eighth), Alice Birney students made about 2 more percentile points increase in math performance, which indicated a small positive effect size.

Changes in Test Scores for Latino/African American Students of Third–Eighth Grade.

We also ran regression models on the CST test scores of Latino and African American students of Alice Birney in comparison with the same ethnic group students in SCUSD. Three regression models (Table A-6) were run on ELA performance by including students of different grades: Grades 3–8, Grades 3–4, and Grades 5–8. Three similarly defined regression models were run on CST mathematics performance (Table A-7).

Table A-6: Regression Models for Latino/African American Student CST ELA 5-Year Combined (2008–09 through 2012–13)

| Parameter | ELA | | |
|----------------------|------------------------|------------------------|------------------------|
| | 3rd–8th Grade | 3rd–4th Grade | 5th–8th Grade |
| Test Score Lag | 0.74*** (SE=0.004) | 0.73*** (SE=0.005) | 0.74*** (SE=0.004) |
| Alice Birney Waldorf | 0.16*** (SE=0.04) | 0.13* (SE=0.06) | 0.24*** (SE=0.05) |
| Female | 0.06*** (SE=0.01) | 0.06*** (SE=0.01) | 0.06*** (SE=0.01) |
| English Learner | -0.10 *** (SE=0.01) | -0.08 *** (SE=0.01) | -0.09 *** (SE=0.01) |
| Special Ed | -0.01 (SE=0.01) | 0.07*** (SE=0.01) | -0.05 *** (SE=0.01) |
| Free/Reduced Lunch | -0.11 *** (SE=0.01) | -0.15*** (SE=0.01) | -0.10*** (SE=0.01) |
| Constant | 0.04*** (SE=0.01) | 0.04** (SE=0.01) | 0.03** (SE=0.01) |
| R-Squared (Adjusted) | 0.60 | 0.59 | 0.60 |
| Students (N) | 37,974 | 13,257 | 31,296 |

Notes: * $p < .05$; ** $p < .01$; *** $p < .001$. Standard errors are in the parentheses. Student ELA scores in the regression models are z scores, the normalized scores within each grade in a specific school year.

Table A-6 demonstrates the results of three ELA models on Latino and African American students. The results indicated that about 60% of the variation in Latino and African American student achievement on ELA was accounted by these regression models. After controlling students' prior ELA achievement and demographic characteristics including gender, English language status, special education status and free or reduced lunch status, we found that Latino and African American students of Alice Birney Waldorf School made greater gains in ELA scores compared to similar students of other SCUSD schools of third–eighth grade. When running models on lower elementary grades (third–fourth) and higher elementary and middle school grades (fifth–eighth), significantly positive regression coefficients for school comparison were yielded (0.13 for the third–fourth grade model and 0.24 for the fifth–eighth grade model), which indicated a significantly greater school effect related to ELA was associated with attending Alice Birney Waldorf School in comparison with attending other SCUSD schools.

We made approximations of effect sizes by translating standard units into percentile ranks. Alice Birney Waldorf students, in comparison with students at other SCUSD schools, made relatively positive CST ELA test score gains in all three value-added models on Latino and African American students' ELA achievement. For the third–eighth graders, Alice Birney Latino and African American students made increases of about 6 more percentile points in mean student achievement than their counterparts in SCUSD. Similarly, Alice Birney Latino and African American students in third and fourth grades made about 6 more percentile points increases. Comparatively, Latino and African American students of high elementary and middle school grade levels (fifth–eighth) at Alice Birney gained 9 more percentile points in ELA performance than their similar counterparts in SCUSD.

Table A-7 (next page) demonstrates the results of three value-added regression models on mathematics achievement of Latino/African American students. These regression models accounted for about 52% of variance in Latino/African American student mathematics achievement. Table A-7 predicts students' performance on CST mathematics exams. The results showed a different pattern in predicting Latino/African American student mathematics test scores. When the model was run by including students of third–eighth, after controlling students' prior math achievement and demographic characteristics, no school level value added was found. For the model on lower elementary Latino/African American students of third–fourth, the negative regression coefficient (-0.16) associated with the school level effect variable indicated Latino/African American students of Alice Birney Waldorf made significantly smaller gains in CST math test scores than their peers in other SCUSD schools on average, with students' prior math achievement and demographic characteristics being controlled. However, when comparing Latino/African American students for higher elementary and middle school grade levels (fifth–eighth), with a significantly positive regression coefficient of 0.09, Latino/African American students at Alice Birney Waldorf School significantly outperformed their counterparts

of other SCUSD schools on average, which indicated Alice Birney Latino/African American students relatively made greater gains in the mathematics achievements at the stage of higher elementary and middle school grade levels.

The effect sizes varied in two value-added regression models indicating statistical significance of school effect on mathematics achievement of Latino and African American students. The value added modeling on lower elementary grade levels of Grades 3 and 4 indicated that Latino and African American students at other SCUSD schools made about 6 percentile points more increase in math than Alice Birney third and fourth graders. However, Alice Birney Waldorf made a positive school effect on students of high elementary and middle school grade levels (fifth–eighth) and Alice Birney students made about 4 more percentile points increase in math performance than students attending other SCUSD schools.

Table A-7: Regression Models for Latino/African American Student CST Math 5-Year Combined (2008–09 through 2012–13)

| Parameter | Math | | |
|----------------------|------------------------|-----------------------|------------------------|
| | 3rd–8th Grade | 3rd–4th Grade | 5th–8th Grade |
| Test Score Lag | 0.70*** (SE=0.004) | 0.71*** (SE=0.005) | 0.70*** (SE=0.005) |
| Alice Birney Waldorf | -0.03 (SE=0.04) | -0.16** (SE=0.06) | 0.09* (SE=0.04) |
| Female | 0.01 (SE=0.01) | 0.01 (SE=0.01) | 0.03** (SE=0.01) |
| English Learner | -0.05 *** (SE=0.01) | -0.01 (SE=0.01) | -0.06 *** (SE=0.01) |
| Special Ed | -0.04*** (SE=0.01) | 0.07*** (SE=0.02) | -0.09 *** (SE=0.01) |
| Free/Reduced Lunch | -0.09*** (SE=0.01) | -0.11*** (SE=0.02) | -0.08*** (SE=0.01) |
| Constant | 0.03** (SE=0.01) | 0.02 (SE=0.02) | 0.01 (SE=0.01) |
| R-Squared (Adjusted) | 0.53 | 0.52 | 0.52 |
| Students (N) | 37,869 | 13,215 | 31,214 |

Notes: * $p < .05$; ** $p < .01$; *** $p < .001$. Standard errors are in the parentheses. Student Math scores in the regression models are z scores, the normalized scores within each grade in a specific school year.

Changes in Test Scores for Socioeconomically Disadvantaged Students of Third–Eighth Grade. We also ran regression models on the CST test scores of socioeconomically disadvantaged students of Alice Birney in comparison with students of the same socioeconomic status (eligible for free/reduced lunch) in SCUSD.

Table A-8 demonstrates the results of three ELA models on socioeconomically disadvantaged students. The results indicated that about 60% of the variation in socioeconomically disadvantaged student achievement on ELA was accounted by these regression models. After controlling students' prior ELA achievement and demographic characteristics including gender, English language status, special education status, and ethnicity status, we found that socioeconomically disadvantaged students of Alice Birney Waldorf School made greater gains in ELA scores compared to similar students of other SCUSD schools of third–eighth grade. When running models on lower elementary grades (third–fourth) and higher elementary and middle school grades (fifth–eighth), significantly positive regression coefficients for school comparison were yielded (0.19 for the third–fourth grade model and 0.23 for the fifth–eighth grade model), which indicated a significantly greater school effect related to ELA was associated with attending Alice Birney Waldorf School in comparison with attending other SCUSD schools.

Table A-8: Regression Models for Socioeconomically Disadvantaged Student CST ELA 5-Year Combined (2008–09 through 2012–13)

| Parameter | ELA | | |
|-----------------------------|------------------------|------------------------|------------------------|
| | 3rd–8th Grade | 3rd–4th Grade | 5th–8th Grade |
| z-score ELA Prior | 0.73*** (SE=0.003) | 0.71*** (SE=0.005) | 0.73*** (SE=0.004) |
| Alice Birney Waldorf | 0.20*** (SE=0.03) | 0.19*** (SE=0.05) | 0.23*** (SE=0.02) |
| Female | 0.06*** (SE=0.005) | 0.06*** (SE=0.01) | 0.06*** (SE=0.01) |
| English Learner | -0.16 *** (SE=0.01) | -0.14 *** (SE=0.01) | -0.14 *** (SE=0.01) |
| Special Ed | -0.01 (SE=0.01) | 0.05* (SE=0.01) | -0.04 *** (SE=0.01) |
| Black | -0.09 *** (SE=0.01) | -0.10*** (SE=0.01) | -0.08 *** (SE=0.01) |
| White | 0.06 *** (SE=0.01) | 0.07 *** (SE=0.01) | 0.05 *** (SE=0.01) |
| Asian | 0.08 *** (SE=0.01) | 0.06*** (SE=0.01) | 0.10 *** (SE=0.01) |
| Other | 0.01 (SE=0.01) | 0.03 (SE=0.01) | -0.01 (SE=0.01) |
| Constant | -0.04*** (SE=0.01) | -0.06*** (SE=0.01) | -0.04*** (SE=0.07) |
| R-Squared (Adjusted) | 0.6 | 0.58 | 0.6 |
| Students (N) | 50,771 | 17,657 | 41,894 |

Notes: * $p < .05$; ** $p < .01$; *** $p < .001$. Standard errors are in the parentheses. Student ELA scores in the regression models are z scores, the normalized scores within each grade in a specific school year.

We made approximations of effect sizes by translating standard units into percentile ranks. Alice Birney Waldorf students, in comparison with students at other SCUSD schools, made relatively positive CST ELA test score gains in all three value-added models on socioeconomically disadvantaged students' ELA achievement. For the third–eighth graders, Alice Birney socioeconomically disadvantaged students made increases of about 6 more percentile points in mean student achievement than their counterparts in SCUSD. Similarly, Alice Birney socioeconomically disadvantaged students in third and fourth grades made about 5 more percentile points increases. Comparatively, socioeconomically disadvantaged students of high elementary and middle school grade levels (fifth–eighth) at Alice Birney gained 9 more percentile points in ELA performance than their similar counterparts in SCUSD.

Table A-9 (next page) demonstrates the results of three value-added regression models on mathematics achievement of socioeconomically disadvantaged students. These regression models accounted for about 54% of variance in socioeconomically disadvantaged student mathematics achievement. Table A-9 predicts students' performance on CST mathematics exams. The results showed a different pattern in predicting socioeconomically disadvantaged student mathematics test scores. When the model was run by including students of third–eighth, after controlling students' prior math achievement and demographic characteristics, no school level value added was found. For the model on lower elementary socioeconomically disadvantaged students of third–fourth, the negative regression coefficient (-0.17) associated with the school level effect variable indicated socioeconomically disadvantaged students of Alice Birney Waldorf made significantly smaller gains in CST math test scores than their peers in other SCUSD schools on average, with students' prior math achievement and demographic characteristics being controlled. However, when comparing socioeconomically disadvantaged students for higher elementary and middle school grade levels (fifth–eighth), no significant difference between socioeconomically disadvantaged students at Alice Birney Waldorf School and their counterparts of other SCUSD schools on average. However, the positive regression coefficient (0.06) suggested comparatively positive test score gains of Alice Birney socioeconomically disadvantaged students though the difference was not statistically significant.

The effect sizes varied in two value-added regression models indicating statistical significance of school effect on mathematics achievement of socioeconomically disadvantaged students. The value-added modeling on lower elementary grade levels of Grades 3 and 4 indicated that socioeconomically disadvantaged students at other SCUSD schools made about 5 more percentile points in math than Alice Birney third and fourth graders.

These statistical analyses have limitations. The statistical approach we used examines relative student achievement gains within a school district, and does not support inferences between school districts. Our analyses were also restricted to assessing the

school effects on student learning through standardized test scores, which cannot capture the full range of higher order competencies that may be generated through the Waldorf approach.

Table A-9: Regression Models for Socioeconomically Disadvantaged Student CST Math 5-Year Combined (2008–09 through 2012–13)

| Parameter | Math | | |
|----------------------|------------------------|------------------------|------------------------|
| | 3rd–8th Grade | 3rd–4th Grade | 5th–8th Grade |
| z-score Math Prior | 0.69*** (SE=0.003) | 0.70*** (SE=0.004) | 0.69*** (SE=0.004) |
| Alice Birney Waldorf | -0.03 (SE=0.04) | -0.17** (SE=0.06) | 0.06 (SE=0.04) |
| Female | 0.01 (SE=0.01) | 0.01 (SE=0.01) | 0.02* (SE=0.01) |
| English Learner | -0.11 *** (SE=0.01) | -0.07 *** (SE=0.01) | -0.11 *** (SE=0.01) |
| Special Ed | -0.05*** (SE=0.01) | 0.03* (SE=0.01) | -0.08 *** (SE=0.01) |
| Black | -0.10 *** (SE=0.01) | -0.10*** (SE=0.01) | -0.09 *** (SE=0.01) |
| White | 0.04 *** (SE=0.01) | 0.03 (SE=0.01) | 0.05 *** (SE=0.01) |
| Asian | 0.19 *** (SE=0.01) | 0.17*** (SE=0.01) | 0.19 *** (SE=0.01) |
| Other | 0.01 (SE=0.01) | 0.01 (SE=0.01) | 0.01 (SE=0.01) |
| Constant | -0.03*** (SE=0.01) | -0.04*** (SE=0.01) | -0.03*** (SE=0.07) |
| R-Squared (Adjusted) | 0.54 | 0.53 | 0.54 |
| Students (N) | 50,638 | 17,607 | 41,707 |

Notes: * $p < .05$; ** $p < .01$; *** $p < .001$. Standard errors are in the parentheses. Student Math scores in the regression models are z scores, the normalized scores within each grade in a specific school year.

Appendix B:

Main Lesson Examples from Second and Sixth Grade

Second Grade

In second grade, main lesson time is constituted of a series of short activities, many focused on physical integration with speech or math. For example, students have movements they do to chants about being a valiant knight. Similarly physical and cognitive integration is stimulated as students walk backwards in a circle as they count backwards by 2s and engage in a clapping game while responding to questions regarding multiplication by 2s. Their teacher says, “I am going to really stump you, get ready...16,” students clap the hands of the kid in front of them and the kid whose back they are facing as they say “8 times 2 is 16.” They are laughing and joyous as they eagerly participate.

Throughout the morning, movement is interspersed with sitting activities. Students are rarely asked to sit for more than 15–20 minutes before they stand or move again. All subject matter is connected. As students are studying the magical world of fables and legends in second grade, the math lesson, literacy work, and speech work are all about knights and legends. Students’ spelling words are taken from a passage about knights. The teacher shares a verse with the students, noting that some words are italicized or “tilted” and asking students to read those words. The words are knight, right, bright, fight, and light. The teacher asks the students to identify what is the same about the words, they say they all end in “ight.” The teacher asks the students for ideas of other “ight” words. A student says “Kite” the teacher responds, “You would think it would, but grown-ups have decided to spell it differently.” The students cut and paste the verse into their main lesson book and then write the spelling words in the book. When it is time to transition to the next activity the teacher sings quietly “quiet, quiet, listen, listen to a peaceful voice.” She keeps singing quietly until all students are singing quietly with her, never stopping to ask for students attention. Next, the teacher has students stand and move to a specific space around the desks to sing the alphabet. They make a circle around the desks take a step for each letter. They walk around in a circle singing the alphabet. Then they walk backwards and sing the alphabet backwards. This seems challenging and fun for the students. Students review a portion of a legend that they heard the day before, remembering the main parts of the story.

Students are asked to take out their Main lesson book, which is extra-large. Students are instructed exactly how to fold their book, with 3 pages folded over and the spirals of the book facing their belly. Teacher says “check your desk partner to make sure they have it right.” The teacher moves the curtain away from the chalkboard to reveal a beautiful detailed chalk drawing she made of a dragon. The kids “ooo and ahh.” The teacher asks all the students to pick up their brown rectangular crayon

and mark a horizon line where the earth is. Then she instructs them to take out green and begin about the center of page to create the dragon belly. She tells them the “dragon’s rage and ferocity of the dragon comes from his belly. He has a ferocious, fierce tail.”

The students work seriously and attentively. She asks them to draw his “thick neck, there is nothing flimsy about this dragon,” she says. At this point the drawing stops. The teacher tells them, “This is a strong beginning. We have to stop. I want you to be able to get to recess. We have worked hard.” The students all sing White Choral Bells while they clean up.

Sixth Grade

A sixth grade main lesson begins with the recitation of verse with corresponding movements, similar to second grade.

O Roma Nobilis, (O noble Rome)
Orbis et domina, (The circle and mistress)
Omnium urbium, (Of all cities most excellent)
Excelentissima.
Salutem dicimus (We give greetings)
Tibi per Omnia; (To you among all)
Te benedicimus, (To you we give blessings)
Salve per saecula. (Salute through the year)

They chant with unbridled enthusiasm. Then four girls as song leaders for the class, sing a song in Latin as the class echoes in response. The songs and verses correspond to the students’ study of Egypt, Mesopotamia, Ancient Greece, and Rome in fifth and sixth grades.

The day of this observation the students are studying economics as it relates to ancient civilizations. They begin with a spelling review, their words correspond to their study. They are asked to exchange their spelling words with their partner and put the words in alphabetical order. As a class they review the spelling and definition of each word. The words are: austere, barter, commerce, commodities, economics, encounter, geography, imperishable, malleable, religious, self-sufficiency, symbol, trade, and value.

The class is asked to work in small groups to write and prepare a presentation on the history of money using most of the spelling words. Before the students break into their groups, the teacher reviews the topic with students, asking them to draw

from their learning from their study of the Old Testament in third grade and their study of Native Americans and California history in fourth grade. She says:

California was like an island with mountains and deserts. Native Americans had a lot of encounters, some were to barter, also they were enslaved, but we are going to focus on the bartering part of their experience today.

As the students break into small groups the teacher encourages the groups to manage themselves so that all voices are engaged. She says, “When you present, everyone needs to contribute. No one should be left out. If you are a quiet person, make sure you own a piece of the work that is your own knowledge.” The students eagerly start sharing their knowledge. They talk about grain banks, the development of banking systems, notions of currency as abstract symbols of wealth, they draw on examples from ancient China, Romans, and Native Americans. Students are given about 15 minutes to discuss what they know and plan their presentation. As they are working, an African American student asks a question of his teacher then runs back to his group excitedly proclaiming, “Oh my gosh, we can talk about how they used shells.” As students worked in groups they demonstrated a high level of competence with collaboration, asking each other questions to draw each other out and negotiating differing opinions with respect and courtesy. No group needs to be asked to stay on task. The teacher circulates listening quietly and asking probing questions of each group.

After checking in with each group, the teacher plays a finger harp very softly to bring the students back together. Before the students start presenting, the teacher says to them.

I heard a lot of confidence. When I first gave this assignment, I saw a lot of worried faces. But then you got into groups and you seemed more confident. Did you surprise yourselves?

Students respond affirmatively and enthusiastically.

The groups of 4–5 students take turns presenting and demonstrate a deep understanding of the words (concepts) they are asked to use in their presentations and the relationships between the concepts. Special needs, academically strong, and struggling students all present, each presenting at their own level of competence. Each group is excited when it is their turn to present. The teachers respond to each group’s presentations with positive feedback and suggestions for deeper coverage of the concepts. When one student in a group stumbles with presenting, others jump in to assist. At the end of the presentations, the teacher asked the students how they felt. They responded, “great,” “super.”

After a quick break for several students to do their weekly recitation of individual verses, the students are asked to write a paragraph using the spelling words, based on their presentations. The teacher challenges the students to come up with an interesting title but reminds them, “The paragraph is your priority. Use the writing skills you know to use. This is your best example of writing.” The students are given 40 minutes for the writing task. She writes on the board that, when they are done writing, they need to edit for grammar, paragraph and sentence structure, spelling, and clarity.

Appendix C: Sample Lesson Planning Template

| | | | | | |
|--|---|----------|------------|----------|----------------------|
| Grade 4 | | | | | |
| Line Song | 🎵 | | | | |
| 8:15 Opening | Opening verse/song: | | | | |
| 8:15-8:45 Pedagogical Activities | Singing & Games | Flute | Circle | Flute | Circle |
| 8:45-9:10 Daily practice | Mental Math & Spelling | | | | |
| 9:10-10:00 Nugget/Story | Beeswax Dramatize Clay Summarize Draw/Illustrate Create Mime/picture frame Musical Review | | | | |
| Story Recall/ Rendering | | | | | |
| Physical practice | Chalkboard | | | | |
| New Instruction | | | | | |
| New Story | Bookwork | | | | |
| | | | | | |
| Closing | | | | | |
| 10:20-10:35 | | | | | |
| 10:35-10:50 | RECESS | | | | |
| 10:55-11:40 | | | Strings | | Strings |
| 11:30-12:15 | Eurythmy | Handwork | | Handwork | |
| 12:15-12:50 | | | | | |
| 12:50-1:30 | Form Drawing | Spanish | Painting | Spanish | Games/Whittling |
| 1:30-2:15 | Practice Period | Library | Read Aloud | Ceramics | Folk Dance (January) |

Appendix D: The Expansion of Waldorf-Inspired Schools in SCUSD

George Washington Carver: The Realization of K–12 Public Waldorf

In 2008, George Washington Carver School of Arts and Sciences was the final “small innovative school” to open in the wake of SCUSD’s high school reform efforts funded largely by the Bill and Melinda Gates Foundation. The school is a dependent district charter school, which means that the administration is given greater flexibility in issues of hiring and some scheduling issues, but it is still governed by the union contract that sets work hours, salaries, and due process procedures among other things. Initially co-located with an earlier “small innovative high school” (America’s Choice), the two schools merged under the leadership of Principal Allegra Alessandri.

Alessandri, the daughter of a Waldorf educator and a graduate of the Sacramento Waldorf School as well as a fully trained Waldorf teacher, successfully helped open the San Francisco Waldorf High School and served there in various capacities from 1997–2004. Here she describes how she worked with the existing Waldorf community to open the school:

We had a district behind us. We had this huge parent-led community that was working with the board of education to make this happen. I felt uniquely qualified because I’d been to a Waldorf School and there aren’t a lot of us that have been through Waldorf education that are teaching; I am a product of the education. There aren’t a lot of us around, and even fewer people who’ve gone through high schools. I realized that was sort of my niche and so my family and I moved back here to Sacramento from San Francisco, and spent a year planning and working very closely with the John Morse...families, learning a lot about public education...I think I really came to appreciate how democracy is in action in public schools.

Alessandri shepherded what would be a difficult transition from the struggling environment of America’s Choice, a school that served many low achieving students, towards the creation of a school built around Waldorf methods. America’s Choice was, in many ways, a dying school. Its population was small and dwindling; it lacked clear leadership and a coherent vision to which the community could rally. After the district officially committed the school to becoming a full Waldorf methods school, many of the existing student body

Table D-1: George Washington Carver Demographics, 2014–15

| Student characteristics | |
|--|-----|
| Enrollment | 306 |
| Race/ethnicity | |
| African American | 10% |
| Latino | 20% |
| White | 61% |
| English language learners | 3% |
| Socioeconomically disadvantaged | 48% |

Source: <http://dq.cde.ca.gov/dataquest>

transferred out of the school. With that went much of the school's diversity.

The existing faculty was largely resistant to the changes afoot as well. As part of the conversion to Waldorf methods, the staff needed to agree to additional training if they were not already qualified in Waldorf instruction. All but one of the America's Choice teachers were either terminated or eventually transferred. However, the strong local Waldorf community allowed Alessandri to recruit teachers who were either products of Waldorf education themselves, directly trained in Waldorf methods, or explicitly interested in Waldorf education. These teachers, some who taught in private Waldorf schools locally or even internationally, helped facilitate the transition into full Waldorf. Here Alessandri describes the transition and the forces that made it work, as well as the modifications required for success at the high school level:

[I]nitially...the ninth-grade team was...the first couple of years, was really the strong Waldorf trained team. And then, as we brought on new hires, we were able to grow and develop the program through the regular daily curriculum. Then as the team got stronger we were able to start bringing in alternative kinds of ideas like the main lesson. Unlike the grade school we don't offer it all year long every day. The structure is just so different in high school with specialty teachers and you have to have a credential in your subject matter, so structurally and in terms of the staffing it just hasn't been possible.

Alessandri and founding teachers feel that Carver's adaptation of the Waldorf approach to meet the requirements of public high school are actually more true to the Waldorf approach than private Waldorf schools that get stultified in their traditions. According to one teacher:

We are more Waldorf than anywhere because we are not bound by the traditions of how these institutions in the private world got founded. Our challenges have made us be creative thinkers on how do we get around the state rules.

Alessandri has managed to work cooperatively with the SCUSD teachers' union to secure the integrity of her school's program, while ensuring that teachers are afforded the protections that the union offers. One teacher described the pluses and minuses of navigating the frameworks and requirements provided by the union as well as the spirit of cooperation that guides the school:

I think some of what we've hit up against and try to finesse up against is union issues as well. We have restrictions...or we have limitations on what we can teach and when we can teach it and how much we can teach, and I think those are there in some ways to protect us for good reason, which when I hear stories of private Waldorf school teachers

there's a lot of overwork and not clear hours, and expectations of extremely long periods and days that then are counterbalanced by some that are very short. So the union element is sort of there in some ways I think is a good protection, but in other ways it limits us as well that we had to hit up against...like details of minutes and amounts of [work]...all this is dictated by the state.

A key to their success has been teacher collaboration as shared decision-making as the faculty has worked together to come up with solutions. As a teacher reflects, "I've never worked in a place like this before, that we make these decisions as a faculty. It's not the big boss making this decision." For example, in order to include the main lesson into their instruction, teachers have designed two to three main lessons per grade level that they teach during a one-month intersession, since it is hard to incorporate the main lesson into the district schedule. Fundraising pays for teachers to teach intersession classes as they are not covered by district funds. Furthermore, rather than rigidly adhering to private Waldorf school structures, teachers focus on a Waldorf instructional approach in their teaching. They talk about the focus on head, heart and hands of the Waldorf approach. One teacher explains:

It's not just heavy stuff where you are doing this lecture, but you try to get them to be empathetic and feel about it. So you might read some poems, maybe some primary sources or get something deep in there so that they can actually feel it, but then you also do something with the hands where you actually create stuff with your hands. It's an approach where you are integrating all of your senses in everything.

Students experience the instruction in a similar way. One student whose previous experience had been in strictly academic environments, shares her challenges with the integration of doing (art) and feeling (opinion):

It was a big struggle trying to go from academics to art. I think the biggest problem I had was that I was so used to taking notes and just copying information and just trying to memorize the material to understand it, and at this school most of the teachers would ask "how do you feel about it, what's your opinion on it?" I wasn't used to being asked about my opinion. Like in history class all we would do [was] take notes and answer the questions on the test in class and then we'd leave. But now in history class it's like they ask you questions based on your morality and they ask you whether you think that this point in history was good or bad and it's a lot more personal. So at first I was really confused because I didn't know what to say or what to do, but now that I'm actually here and I've been here for a while it's a lot easier and I feel like I understand school more and I don't think I'd be able to go back to an academic environment so easily.

It is this cooperative environment, built around shared leadership, which resulted in a dramatic turnaround of the school. According to the school's 2012 application for charter renewal (pp. 1–2):

- In three years [2008–2011] the school has grown from 100 to 290 students in Grades 9–12 [it is now at just over 300 students].
- The school's API jumped from 598 to 750 in two years.
- Attendance rates leapt from 85% to 96%.
- Suspensions dropped as graduation rates soared to 90%.
- Carver earned a full six-year Western Association of Schools and Colleges (WASC) accreditation from June 2009 to June 2016.
- Recognizing the importance of personal and professional development, Carver supports the staff by providing a number of opportunities for Waldorf Teacher training including:
 - High School Teacher Training Certification coursework for all faculty every summer at Rudolf Steiner College;
 - Attendance for all faculty and staff at the annual Alliance for Public Waldorf Education Conference in January;
 - Ongoing weekly Waldorf study with mentor teacher and Birney Founding teacher, Betty Staley.

Today, the school continues to see robust growth as word spreads about its program. Increasing numbers of Birney students are choosing Carver for high school. Unfortunately the school struggles to attract and retain students of color, particularly African American students. According to one staff member, the school's alternative structure, and the fact that it does not have many of the social activities found at most high schools, makes it less appealing to students of color, "I can tell you that, and many [African American students] that I've encouraged to come here have...they usually don't stay. It's different for them. It's too different."

Yet, in spite of these difficulties, this staff member still believes deeply in what the school offers, particularly for students of color and working class students:

[I tell interested African American students]...you'll have a private school atmosphere in a public school setting. I tell them that they're going to get an education, a private school education for free, and you can't beat that. They look at the number of kids in the school, they look at the diversity in the school and that kind of scares them...I try to encourage them and tell them that they'll get

a great education and it's not the same here. I won't say that race is not an issue because I think it's an issue everywhere but here it's less prevalent.

However, for those that stay the lure of close personal relationships with teachers, along with an open and caring environment where everyone is committed to providing a safe space for student growth, has proven strong indeed. Students speak about how they can be themselves, how they are not judged based on being quirky or idiosyncratic. Carver is truly a school where students can safely express who they are. One student shares:

The first thing I see was somebody on the piano just like playing Mozart just like in the middle of every...everyone one just surrounded him and he's like just doing it. This place is amazing. It's like this artistic school. It promotes everybody to be themselves and I don't see that anywhere. You have kids on unicycles at lunch, literally on unicycles, and not one kid, there's a ton of kids. There are people that dye their hair, they wear what they want and they're not afraid to be who they are, and they enjoy it. They enjoy high school. You go to other schools and they're like "ah we hate high school." I love this high school. I've always hated high schools until this one.

The teachers comment how helpful it is to have students from Birney and other Waldorf schools at Carver to ground the culture of the school into a climate of acceptance and inclusion. One teacher talks about how she'll purposefully seat Waldorf kids next to non-Waldorf kids. "I am wanting some of that Waldorf culture to rub off on those kids and soften or open."

As high schoolers, Carver students are ready to extend their education out into the world and see themselves as change agents. This gets framed as a social justice and environmental focus at Carver, "tied to real world issues, real world doing, real world feeling, real world thinking," as a teacher describes. For example in an environmental science class, students discuss the impact of perceptions of women's role in society, cultural taboos, contraception availability, education for girls, and infant mortality across various countries around the world.

Carver like Birney and A.M. Winn seek to support the whole child. The teachers talk about supporting students in not only developing their strengths but engaging their challenges as well. As one teacher describes:

We are here as a school to help grow kids into who they want to be, their highest version of themselves....We want them to unfold who they are and we want to help them unfold even the areas that they don't want to unfold.

A.M. Winn: The Heart of a School Turnaround

The third and newest Waldorf-inspired school came about under much different circumstances than Morse/Birney and Carver. A.M. Winn Elementary was a struggling neighborhood school that suffered from persistent administrative and faculty turnover, declining enrollment, and stagnating or declining student achievement. The district considered shuttering it, as its problems seemed more and more intractable.

However, during the 2010–11 school year, Superintendent Jonathan Raymond assigned Assistant Superintendent of Schools Mary Hardin Young to convene a design team to explore all available options for avoiding closure after a transportation analysis revealed that it would be unsafe for students to walk to neighboring schools. Hardin Young describes the configuration of the design teams:

We made the team up of parents who had students active at the school, parents who had chosen to move their children to another school—because we wanted to have both parent voices—active staff members, active people in the community who had been in the community for a while, so either through organizations or churches or mom’s clubs or whatever, and we then met on a regular basis to research what other programs could we offer at A.M. Winn that would be attractive, that could build enrollment, and then how could the district help support that?

The design team also included the school principal and classified staff. Hardin Young made sure to maximize the choice and voice of all the stakeholders, and co-created evaluation tools with the team that would help finalize a decision:

At the very beginning of the process we built out characteristics of A.M. Winn and the neighborhood and what we valued in students, what we valued in teachers. We had our rubric to review all programs to reflect that. Then each program that we studied we gave out printed material and websites that people could go to. People were very active in researching things beyond what we gave, which is what we encouraged them to do, so that we uncovered every positive but every critical look at each program.

These types of processes are often pseudo-democratic as the district office pushes for specific models from behind the scenes. However,

Table D-2: Winn Demographics
Demographics, 2014–15

| Student characteristics | |
|---------------------------------|-----|
| Enrollment | 387 |
| Race/ethnicity | |
| African American | 10% |
| Latino | 33% |
| White | 42% |
| English language learners | 19% |
| Socioeconomically disadvantaged | 80% |

Source: <http://dq.cde.ca.gov/dataquest>

that was not the case here and the superintendent was clear that he would support whatever decision the design team made regarding the school model. In the end, the design team narrowed their choices to either a STEM focus or a Waldorf focus. The successful examples of Birney and Carver, plus the presence of pricey local private Waldorf schools, convinced the committee that there was a high level of demand for more Waldorf-inspired schools and they selected to transition to a Waldorf-inspired approach, although the vote was not unanimous.

Similar to the history of Carver and Morse/Birney, Hardin Young understood that staff buy-in was paramount to the potential success of the future program:

So like the other schools where we did design teams we said to the staff once the vote had been taken and we made a presentation to the board and the board adopted the recommendation, we value teachers who have been trained as traditional teachers and want to remain at a more traditional site. Waldorf-inspired education is not for everybody. We want to give you a year as the program moves up the capability of moving to a different school if you do not want to go through training and become a Waldorf-inspired teacher. We've had a lot of takers at that, which has been one of the things that has helped that site grow.

Most of the teachers opted to leave with the exception of two kindergarten and two second-grade teachers who stayed and were paid to receive Waldorf training through Steiner College. Like the teachers, the principal, Michael Kast, who was a new principal and relatively new to the school, was given an option to leave. Although he did not have a Waldorf background, he opted to stay. He sees his role not as an expert in Waldorf instruction but as helping transform the school. He describes his role.

My questions are not so much about the Waldorf education in the classroom, I have to lean on my teachers to take and absorb that part, I can't be a mentor for the curriculum, I don't have the skills, and that's hard for me to say but that's the reality of it...I am relying on them to get those skills...I have to recruit, we have to change the school, and as we are growing it's becoming easier and easier because there's more bodies to lean on, better parent support.

The board approved the decision to transition to a Waldorf-inspired approach the week after school got out and the school opened that fall 2011 with two Waldorf kindergarten classrooms. Because of the last minute nature of the decision the teachers in those kindergarten classrooms missed the registration for summer courses at Steiner College so Principal Kast brought in two tutors for them who have a vast amount of experience in Waldorf instruction, Peggy Alessandri and Lauren Hickman, to work directly with the teachers.

A.M. Winn added a grade level each year. In 2014–15 they had kindergarten, first, second, seventh, and eighth with Waldorf curriculum and rest of the school remained using their original curriculum. The middle school represents an expansion for the school that had previously been K–6. As a result, the middle school has struggled a bit more than the early elementary grades. According to the principal, many of the middle school students stayed at the school not because they were choosing Waldorf but because they thought they would not be successful in other public middle schools. Furthermore, since these students have not been through a Waldorf curriculum since early elementary, it is harder for the teachers to have full fidelity to the Waldorf approach while simultaneously preparing them for high school.

The teachers at Winn who have embraced Waldorf spoke of how it dramatically impacted their classroom practice. Anecdotally, they spoke of higher levels of student engagement, fewer instances of disruption, and improved academic outcomes. They also spoke of the necessity to mold Waldorf to fit the purposes of the school as much as Waldorf should mold the school itself. Although none of the Winn teachers are fully credentialed Waldorf teachers, all of them have and will continue to attend trainings at Rudolph Steiner College. All of them have taken the Waldorf approach for public schools institute (<http://www.rudolfsteinercollege.edu/public-school-institute>) and also take the Art of Teaching for their specific grade level every summer. Also, all of them have either completed or are currently enrolled in the districts training program, WEST.

Being a neighborhood school that is open to all comers means that the teachers face challenges that do not exist at the Waldorf schools of choice like Birney and Carver. As a neighborhood school that has been in existence for 50 years, many children are third and fourth generation attendees at the school, which can result in some lack of awareness and resistance to its transformation from their parents. Some families still attend the school for its convenience. The school's transformation is both helped and hindered by the tight-knit community, some who support and others who do not support the change. Many children entering in kindergarten have no preschool experience and a high level of exposure to electronics, which can also make the transition to school challenging. The school has invested time working to educate their families about the Waldorf approach and also expand parts of their Waldorf program to reach all students. For example, as they begin to introduce specialty classes such as handcrafts the principal opted to make it available to all students. "It was very important for parents, and very important for me, we are trying to get this message across that it's one school. There's two different curriculums being taught, but we are still one school, one community."

Hardin Young and the principal believe that fairly soon the school will have to become a school of choice to ensure that families support the Waldorf approach. However, the principal hopes that preference can be given to neighborhood families to preserve the school's diversity.

As the third Waldorf-inspired school in the district, Winn also struggles to find qualified teachers as the pools of Waldorf trained teachers have been diminished by the other schools. However, WEST continues to provide an opportunity for new teachers to receive introductory training, as several Winn teachers and their after-school coordinators have taken advantage of. Furthermore, Winn teachers benefit from collaboration opportunities with Birney teachers who share lesson plans and instructional strategies. Principal Kast also benefits from collaboration with Birney's Principal Horning and Carver's Principal Alessandri. He explains, "They are my big sisters holding my hand sometimes...Mechelle and Allegra are good to lean on...we bounce ideas off each other." The three principals take advantage of every opportunity they have, attending WEST together every year, sitting together at district principals' meetings, and attending Waldorf Association meetings together. The principal also feels tremendous support from Mary Hardin Young at the district office and appreciates the curricular autonomy he receives from the district.

Just four years into the slow transition to becoming a Waldorf-inspired school, it is too early to tell if A.M. Winn will be able to replicate the success of Alice Birney. With their gradual grade-by-grade roll out it will be many years until the school is wall-to-wall Waldorf-inspired and a few more for each teacher to develop the capacity to teach with fidelity to the Waldorf approach. Future research will be helpful to understand the impact of the district's approach to school transformation at A.M. Winn.

Conclusion

A confluence of factors all played a role in creating the environment where Waldorf became a viable choice for the SCUSD community. The existence of one of the oldest and largest Waldorf centers in North America provided a base for the training and development of teachers interested in pursuing Waldorf methods. An established, and large, private Waldorf community also provided a base from which parents and potential teachers could be drawn. A core of teachers and community members made the brave decision to pursue the conversion of a single school to Waldorf methods while remaining committed to that school by fostering its long-term development and growth. Legal challenges predicated on a misreading of the nature of a public Waldorf education were repeatedly turned back. A superintendent made the effort to see, in person, every single school in his district while being open to learning more about the operation of a Waldorf-inspired school. A community that was willing to take the risks in opening the first public Waldorf-methods high school in the country. A district-level assistant superintendent who made community voice central to the redesign of a new school. Yet time and time again, public Waldorf in Sacramento has proven itself successful through the students it helps create and the lasting relationships between stakeholders it facilitates.

Endnotes

1. *Research Bulletin* articles are available at <http://www.waldorfresearchinstitute.org/bulletinarticles.html>
2. Teacher's name is a pseudonym.
3. This number is closer to 2000 when Waldorf kindergartens and special education centers are factored in.
4. Katherine Lehman taught at the sites prior to the school being located at Birney for 12 years. Lauren Rice has taught at all the sites and still teaches at Birney.
5. A detailed description of the stages and curriculum in public Waldorf schools can be found at http://www.allianceforpublicwaldorfeducation.org/wpcontent/uploads/2013/11/PublicWaldorf_CommonCore_Part1.pdf
6. This document also aligns the Waldorf curriculum to the Common Core and can be found at http://www.allianceforpublicwaldorfeducation.org/wpcontent/uploads/2013/11/PublicWaldorf_CommonCore_Part1.pdf
7. Eurythmy is a dance and movement art form that emerged out of Rudolf Steiner's theories on the human body. Steiner believed eurythmy to be "visible speech." A eurythmy classroom focuses on having students understand rhythm, speech, and tone, and how their bodies move and how those movements can be used to communicate with others and develop their spatial awareness.
8. Teacher was placed at Birney by the district prior to an agreement with the district and teachers' union about minimal training needed for Birney teachers. This teacher will see their class through graduation and then will leave the school.
9. We refer to the school as John Morse/Alice Birney in this chapter as the data spans times in which the school was housed at both the John Morse and Alice Birney school sites.
10. The test was not used after 2013.
11. Z-scores are standardized units where a distribution is normalized to give a mean of 0 and a standard deviation of 1. The z-score thus represents the number of standard deviation units from a population mean.
12. Individual schools' productivity scores were plotted on axes of ELA versus mathematics, with each dot representing one school. Each axis represents the value added in standard units. A positive score in the horizontal or vertical directions indicates that, on average, students in a school are achieving in mathematics or ELA respectively at a level greater than that projected by the regression model.
13. We refer to the school as Morse/Birney in this chapter as the data spans times in which the school was housed at both the John Morse and Alice Birney school sites.
14. Gain scores cannot be calculated because we have students' scores on annual state tests rather than pre- and post-test scores. The state tests are grade specific and measure student competency on different content from one year to the next.

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Connecting the Known and the Unknown in a Waldorf Classroom

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ABSTRACT: This paper focuses on the role that narrative methodology plays in the introduction of new content knowledge.

You will read about known knowledge (prior skills), unknown knowledge (new skills that are yet to be acquired) and narrative methodology and how these three aspects connect. The process that I went through to discover this connection, allowed me to explore many different areas of research, the two most important areas being the concrete region and the abstract region.

When introducing new content, these two regions, together with the use of narrative methodology, play a vital part in the child's understanding of the work. All of the above share an intricate connection. I suggest that we identify these connections through understanding the complex mechanism of the 'Swinging Bridge'.

Key words: narrative, methodology, known knowledge, unknown knowledge, concrete and abstract, pedagogy

Part One: Introduction

The Power of Story

My purpose in this paper is to explore how the story form works in a particular Waldorf classroom.

I have always found stories to be interesting. Although most of what I read is fiction, I believe that what grips me is the truth hidden within that fiction. Only, it is written so 'cleverly' that one tends not to question but instead has no choice but to lose oneself in it. "Tolstoy was right-the emotions and ideas in fiction are highly contagious, and people tend to overestimate their immunity to them." (Gottschall, 2012, p. 149)

After four years of studying to become an educator, I came to realise the importance of stories in the Waldorf curriculum. In short, Waldorf education was created by story, therefore in a sense, it 'lives story'. It is said that, "...the human mind was shaped for story, so that it could be shaped by story" (Gottschall, 2013, p. 56). This suggests to me that we are all created genetically to process stories, so that through the stories that we process, our minds are able to develop. The mind is born incomplete and will constantly develop through stories for as long as we live. To me, this was a theory that Rudolf Steiner drew on in his creation of Waldorf education.

As prospective Waldorf educators we are taught that every child has a story to tell, if we just take the time to listen and observe. Their parents, too, are shaped by their individual stories, which provide them with a specific culture. This, in turn, provides a place of belonging for them within the world: "The importance

of the narrative for the cohesion of a culture is as great, very likely, as it is in structuring an individual life” (Bruner, 1996, p. 40). I conclude, therefore, that as teachers it is our responsibility to further develop the stories of young children. They spend most of their hours in school, learning, and through stories told in a Waldorf classroom, their minds are developing a new understanding of the world.

I gasped at the realisation that stories hold much more power within them than most of us are capable of handling. Story is what gives media its popularity. ”Story is the spine of televised sports” (Gottschall, 2012, p. 14). Although I am religious, I too have been challenged by story. This proves that stories can either pull you into the light or suck you into the dark. Questions that I am left with now are how are we as teachers able to determine the power of a story before deciding whether or not to share it with the class? Can we for-see if the effect will be good or bad? Could this depend on one’s individual perception of the story that we hear?

Stories are constantly at work. I see stories as being the air that we breathe. We cannot see the oxygen that we inhale or the carbon dioxide that we exhale, yet we see plants living and we are living beings. Stories and oxygen are alike. We inhale oxygen involuntarily, just as stories subconsciously have an influence on the development of the mind. Likewise, stories are all around us and within everyone around us, yet we are unable to see them and it is impossible not to listen to stories when we are not even aware of the fact that we are listening to begin with.

We speak of the “work” that stories do. I see the work as being quite busy and fast, yet I would describe stories as a place of quiet and imagination. My list of questions, keep growing as I add yet another one, what is this work that we speak of?

Useful Theoretical Perspectives

In conceptualising this investigation and interpreting my data I have drawn on the work of several theorists. I shall attempt to survey what I found stimulating in their work and the questions their ideas suggested to me.

I have studied papers by Jonathan Gottschall, Jerome Bruner, Kieran Egan, Leo Widrich, Sigrun Gudmundsdottir, Heidi Bordine, Kim Hughes Wilhelm and Lev Vygotsky and have made use of various internet sites, all of which can be found in my list of references.

“We are soaked to the bone in story” (Gottschall, 2012, p. 18). This was a vital statement by Gottschall. He summed up the role that stories play in the lives of human beings in just eight powerful words. He did not narrow this down to the basics or the components of storytelling. He implied, in my opinion, that everything we do is in some sense a story, that we ourselves can be considered to be a story even though we are made up of matter and not words: that story is embedded within us.

Gottschall (2012) goes further with this idea of stories that are embedded within us when he talks about the influence that stories have on our development, a developmental process that we are at most if not at all times unaware of: “...story is constantly nibbling and kneading us, shaping our minds without knowledge or consent” (p. 148). I find this statement to be particularly interesting because I feel that it can be seen from a perceptual point of view. If we look at something as simple as a dog, my story may be about a dog who attacked me, therefore I will be negative towards dogs, whereas your story may be of a childhood pet dog and you will feel nothing but love for dogs. Although I am in agreement with Gottschall, I feel that the experience of a story differs for each individual.

In my experience of telling stories to children, you know that your story is good when your first line has been spoken and the ‘classroom world’ stops. And it is almost as if you have transported your world into another dimension and the only way in which to return is to follow the journey to the very end.

Going through my readings, I searched for answers as to what this dimension could be. What can be so powerful that it can transport your mind from one place to another? I came to a one word conclusion,

imagination. Gottschall (2012) writes about “ink people” (p. 144) and how they are nothing but “wiggles of ink on paper” (p. 144). It is imagination that breathes life into them. Without imagination stories would cease to exist.

If we are seen as having stories embedded within us, then imagination plays an enormous role in the development of individual life. I found myself asking, what makes a good story and what makes it so different from any other narrative passage? Egan (1989) speaks of stories as having a certain format: “Stories are narrative units. They are distinguishable from other kinds of narratives in that they have particular, clear beginnings and ends” (p. 32). As a prospective Waldorf teacher, I have been trained to write and tell stories in a way that intrigues the reader as well as the listener. Egan (1989) phrased this concept so well when he said, “they set up an expectation at the beginning, this is elaborated or complicated in the middle, and is satisfied in the end” (p. 24).

Widrich (2012) talks about the first cave paintings and how stories and imagination were alive in those paintings. This shows the culture that is embedded within stories: “...since the first cave paintings, telling stories had been one of our most fundamental communication methods” (p. 2012).

Bruner (1996) goes so far as to compare the importance of culture within the narrative to the importance of the role that the narrative plays within the shaping of an individual’s life. He says, “The importance of narrative for the cohesion of a culture is as great, very likely, as it is in structuring an individual life” (Bruner, 1996, p. 40). He goes further when he states that, “...school is a culture itself...” (Bruner, 1996, p. 98). I am drawn to this analogy because it injects sense into Waldorf teaching. Story is a major factor in the Waldorf curriculum. Waldorf education is widely based on teaching through stories and on imagination. If stories have a strong cultural background and each individual within the class stems from a different culture, the stories told in the classroom are able to integrate all the cultures, making stories told within the classroom rich with imagination, thus, creating a unique new culture. Culture is an important contributor when it comes down to the understanding that the child has of the world, as well as the way in which the child learns, whether academic lessons or moral lessons: “Values and narratives are inexorably intertwined.” (Gudmundsdottir, 1995, p. 1).

The next question I asked was how the narrative is used to teach academic content. Egan (1989) proposes a way in which to use the story format in teaching a lesson: “A model for teaching that draws on the power of the story, then, will ensure that we set up a conflict or sense of dramatic tension at the beginning of our lessons and units.” (p. 25).

Stories are often seen as fiction. I believe there is truth in fiction. It all depends on how you interpret the story: “Narratives are never straight copies of the world like photographic images. They are interpretations.” (Gudmundsdottir, 1995, p. 32). This statement intrigued me and allowed endless interpretations from different points of view. When a story is being read by the teacher in preparation for her lesson, she interprets it the way she sees best and when she retells the story the children will reinterpret it the way they understand it. I see this as a ‘pendulum effect’: interpretation leads to reinterpretation. Gudmundsdottir (1995) quotes Whyte (1981) when he speaks of narrative and says: “It involves, in short, the transformation of “knowing into telling” (Whyte, 1981)” (p. 30). It is through the story that concepts are presented and through the experience of interpretation and reinterpretation that concepts are understood: “It is through this narrative dialogue of reflection and interpretation that experience is transformed into pedagogical content knowledge” (Gudmundsdottir, 1995, p. 30).

Gajdamaschko (2005) talks about Vygotsky’s theory of imagination in which he speaks about the fact that there is little doubt that the role of imagination in teaching and learning is highly important. Imagination is a powerful part of human nature. The same can be said for emotions. Emotion is a human ability that allows us to make connections with the world and everything in the world. Egan (1989) says that eliminating the human aspect from the academic will defeat the purpose of teaching these concepts: “To present knowledge cut off from human emotion and intentions is to reduce its affective meaning.” (p. 30).

“The texts used in teaching, such as textbooks and other curriculum material require that teachers look at them with “pedagogically-seeking-eyes” (Gudmundsdottir, 1995, p. 32). What I infer from the term

“pedagogically-seeking-eyes” is that teachers need to look at the resources made available to them and ask themselves how the content can be brought to life. In our training as Waldorf teachers we are constantly being reminded to use story to awaken the content for the listener, allowing the listener to live within the content and make that connection through the human emotion.

It is said that children already have the ability to understand many abstract concepts when they arrive at school: “They do not learn those concepts; they already have them when they arrive at school” (Egan, 1989, p. 14). If so, where are those abstract concepts stored? According to Gottschall (2012), these abstract concepts are stored in what he refers to as our “implicit memory” (p. 65). He says, “...implicit memory, what our brains know but “we” don’t. Implicit memory is inaccessible to the conscious mind. It is behind all the unconscious processing” (Gottschall, 1989, p. 65).

Egan (1989) goes further to say that any knowledge can be introduced to a child as long as it can engage with their “abstract conceptual structures” (p. 14). He also makes the point that children may not have concept of logic but they have the abstract abilities to move a story forward.

In my opinion, by stating the above, Egan claims that it is only with an intuitive knowledge of the abstract that we are able to place events into sensible categories. He calls these categories binary opposites (good/bad, right/wrong, etc). We all have our own understanding of good and bad, right and wrong. Everything that we experience in our lives need to be placed under one or more of the above categories. Only when this placement happens can we move forward in life.

As this part of my paper came to an end, I was left with more questions than answers. Some questions I had answers to while others required me to seek an answer.

The Research Question

The research theme chosen by the faculty of the Centre for Creative Education for the year 2015 was ‘The Work of Story in a Waldorf Classroom’

The theme already implies a question: How does the story form work in this particular classroom? This is too broad a question, therefore I chose to focus on how the story form engages with the ‘known’ and the ‘unknown’ and how this movement allows space for the imagination. When I speak of the ‘known’ I will be referring to the skills or abilities that the child has before new content is introduced to him and by the ‘unknown’ I will be referring to the new skills or abilities that the child will learn from this new content.

It was Egan’s theory that created the magnetic force that pulled me towards the above investigative question. Egan’s theory suggests that reasoning takes place when a task requires us to swing in our imagination between the known and the unknown. This is how new meanings are formed.

In the Waldorf curriculum it is recommended when teaching new content that we start with the known and move towards the unknown. My interest spiked when Egan suggested that we should not work from the ‘known to the unknown’ but rather, when content is introduced through the narrative or the story (which in this paper I will consider to be equivalent terms) we constantly swing between the ‘known and the unknown’. This “pendulum effect” cannot be physically seen, because it is a swinging process that takes place within our imagination while we listen to story.

Egan (1989) refers to the prior knowledge of the child which he sees as “abstract concepts”, those that the child already has when entering the schooling system. His theory is that children have the ability to know and understand new tasks and ideas by drawing intuitively on these ‘known’ abstract concepts (p. 10)

The above theory lead me to my root question: *How does the unknown draw out the known within the child?*

I look at my question as having endless research possibilities. However, the fact that my root question is largely theoretical makes my research journey practically impossible to complete. On the other hand, my

research question was so alive to me that I could not bring myself to change my question. At this point, it was vital that I find some way in which to investigate my theory practically. It was not until I had grappled with my probable interview categories that I discovered a possible way in which to look practically at my question. I decided that I would focus on lesson content, story and methodology.

Phrased differently, my research question then became: *How is narrative methodology used to connect the known and the unknown in a Waldorf main lesson?*

Firstly, to pursue this question, I would need to establish what subject will be taught in my research classroom and what topic within the subject will be taught. For example: punctuation in English. My next step would be to look at how the teacher uses the imaginative story or the imaginative experience to introduce new content. I would pay specific attention to the plot of the story and the point within the story at which the academic content is first introduced. Then, once I had established that, I would focus on the method that the teacher uses to integrate the academic content with the imaginative content without straying too far from reality, the balance between the reality and the imagination.

I hoped that this question would build a strong foundation on which other questions would stand and allow me access to the information required to gain further insight into my question.

The Research Process

My research was conducted in Class 4 at a small Waldorf primary school in Cape Town. My host in the classroom was a very experienced Waldorf teacher. I observed a Geography main lesson and all learning areas leading up to the main lesson. My role in the classroom for two weeks was that of an unobtrusive observer.

The research approach was a qualitative one, appropriate for the exploration of interaction in small-scale natural settings, and relying on the interpretation of evidence rather than any forms of measurement. The methods used were interviews and observation.

I had an interview with the teacher at the end of each week with the purpose of collecting more data, especially evidence related to what I had observed, and to hear his thoughts on my observations. This helped me gain insight into the teaching methodology. Data was collected as a voice recording, with the teacher's consent.

The main focus of my observation was on content, story and methodology. I drew up an observation guide consisting of a list of categories of things that I was looking for in the classroom. I saw these as tentative observational categories to guide the observation process.

Research based on the interpretation of evidence can easily be seen as over-subjective and invalid. I have attempted to avoid invalid findings by recording my data accurately, not generalising from my findings, supporting my statements by making use of my evidence, referring back to the data collected while writing this research document, allowing my host teacher to peruse draft copies of my data collection, inviting an outsider to read through and critique my work to identify any unfair interpretations, and explaining to the reader in detail what I was doing and the direction in which my thoughts were going. I concluded with a personal reflection on the above process.

In conducting this research, I needed to implement basic ethical values. To begin with, I asked consent from my host teacher before doing anything that concerned any participant involved in my research. I was completely honest with the teacher with regards to the observation and recording process that I followed. I respected the different cultures within the classroom and the values of a researcher. Three of these were being punctual, respecting classroom property and not undermining the teacher in charge.

Part Two: Observation and Interview Data

Introduction

My task in this section of the paper is to compress a very detailed record of 10 days of classroom observation and two hours of interview time into a brief, accessible and illuminating record of data to draw on in attempting to answer my research question. I shall do this in the following ways:

- By providing a quick chronological survey of the flow of the developing lessons over the ten-day period.
- By presenting five episodes of classroom practice that I found particularly interesting.
- Lastly, by briefly summarising my interviews with the teacher.

Interpretations are kept limited in this section and are put in brackets to indicate their tentative nature. Part Three will be devoted to fuller interpretation and analysis.

Main Lesson development over ten days

The teacher was in the process of beginning the Geography main lesson when I arrived on the first of my ten days of observation. He had two focal points throughout the main lesson, weather and direction.

Cape Town had just experienced a major fire that could be seen from the school grounds. On the first day of this main lesson, the teacher gradually introduced elements relating to Geography. He did this through class conversation in relation to the fire. He questioned the children on how fires started and on what role the wind plays in a fire.

On day two, the teacher focused on the weather elements (sun, clouds, wind) and the position of them in relation to where they were standing (above them, behind them, on the side of them, in front of them). They were now drawing on their observation skills and the teacher was using that skill to ease the children into the concept of direction. He was slowly beginning to change their way of thinking by using what they could see (concrete aspect) to introduce the unseen (abstract concept). All of the above took place during their daily observation walks. They walked to an open field behind the school where the children observed the sun, clouds and time of day.

When the children went out for their observation walk on day three, the teacher moved from free to guided observation. Still exploring the concrete aspect of the abstract concept through this living, outer experience, the teacher guided their observations of the weather by asking specific questions. Are there any clouds? Where is the sun? Is there any wind? These questions were always asked in this specific chronological order and because he wanted the children to relate these observations to direction, he would ask specific questions about their position in relation to the sun, wind and clouds. This really structured the children's way of thinking. A few minutes before break time on this particular day, the teacher introduced a story to the class based on the four cardinal points. I will unpack this story at a later stage.

The observation walk on the fourth day was a repetition of day three. The teacher emphasised the measuring of the shadow pole that he had put in place. He measured the shadow using his feet. Everything in this main lesson period was done in brief, but emphasis was put on the position of the things that were being observed, their own position in relation to these things and the time of day. He referred back to the introduction of the story of the four cardinal points.

On day five, the teacher took the children out for their observation walk a half an hour earlier than usual (in an attempt to see the effects of time on weather and sun direction). The story did not continue on this particular day. Rather, the teacher spent time familiarising the children with different geographical phrases and terms and how to use them in a sentence with the correct spelling.

Day six was very structured. From the moment the children walked onto the field, the teacher asked the observation questions in a very structured and systematic way. He began from being in an open space

without a compass, to determining where they were by observing the geographical components of their surroundings. A hint that he gave the children was to first ascertain where, according to the four cardinal points, they were standing. He pointed out to the children what direction they were facing when they faced the mountain or the school building. Then he asked them to point to the opposite direction and to give him the name of that direction. The story continued on this day to the point where the children were sent off in different directions. The teacher introduced map drawing to the children by using an image of a bird flying above the classroom. The children had to draw what they would see if they were the bird.

On day seven the teacher wanted to hear all the observations from the children regarding the shadow pole, wind and sun. He moved away from weather, towards the children telling him in what direction the school building was from where they were standing, where the mountain was, where the horses were and different places within the school grounds. This was the day that they drew a compass with guidance from the teacher.

On the field on day eight, the teacher asked no questions. The children recorded what they observed and went back to class. Only then did the teacher ask the observation questions. He continued with the bird's eye view map drawing, moving out of the classroom to look at the school grounds. Again, he began on the black board and began with the same kind of progressive, logical thinking that he had introduced to them when they needed to first ascertain where they were standing in relation to the four cardinal points. The children suggested a starting point and came to the board to draw. They now needed to ascertain where the school was within its surroundings by using the direction of things within the environment. Landmarks played a very important role.

On day nine the teacher asked one question: "What can you observe today?" Little guidance was needed as the children could now observe, ascertain, record, read and report through discussion and writing. The teacher continued with the story until the end.

Day ten required the children to do everything independently. The teacher's focus point in this lesson was the type of winds that we experience in the Cape Peninsula, the "corner" winds (the south-easter and the north-wester). The teacher referred to the story of the four cardinal points throughout this lesson. He expanded map drawing to the South Peninsula. On top of this drawing he drew a compass to show in which direction the places on the map were. (I shall refer to this last lesson as an integration lesson).

Five key episodes in classroom learning

I have extracted five core examples from my research record. These examples will cover all the learning areas building up to the main lesson, as well as the main lesson itself and will indicate how the teacher utilized the story described below in the development process.

Episode 1: The Four Cardinal Points Story

On day three, in the first week of my research, the class was buzzing and the teacher got up and started telling a story. I did not pay much attention to this story as it was ten minutes before break time. However, what I thought was irrelevant information was possibly the most important data of my research. The next day, I quickly caught up with the story during the teacher's recall time. Information that I had missed, came from the children and what they remembered about the story. This reminded me of the power that stories hold.

(This story was told over a period of a few days. Many activities derived from this story and when I asked the teacher about the ending of the story he said that the story is open ended and will, through the main lesson, be added to when needed. The main geographical aspects of this story are direction and the weather conditions that you will find in each of these directions.)

The Four Cardinal Points

In an Indian village there was once a chief named Chief One Place. He had a wife, Chieftess Settle Down. In this village it was the custom that having more than one child was not allowed. The wife of the great Chief One Place one day came to him and said that she was expecting not one, but four children! The Chief was distraught because he did not want to give his children away, but what could he do?

The first night after the birth of his four children, the Chief One Place had put his head to rest with great difficulty. Constantly worrying about his children, as he drifted into a deep sleep, he found himself in a dream. There in his dream he saw the face of his eldest brother and in the middle of the path that he had to take to reach his brother was a big hollow speckled egg.

The next morning, the Chief awoke and he knew exactly what to do about the situation. Just outside of his tent, stood a big hollow speckled egg that no one ever took note of. He took this hollow egg and one by one he put the children inside and sent them off to his brother. He would put one child inside of the egg, make a strange sound which called upon an eagle, and he would instruct this eagle to take this egg to wherever his eldest brother, Sharp Arrow was. The eagle came back for each child and dropped them off safely with Sharp Arrow. The Chief had informed his brother of the children's arrival and of his promise to protect them and raise them.

Now, Chief One Place and Chieftess Settle Down's children were very special. Each of the four children was born with a very special ability, a special power that only they could hold. But each child's ability was so different from the other. First born was Northane, he was very strong and had the ability to call upon the rain and control the storms. Second born was Soumela, she was very busy down at the ocean and had the ability to create thick mist over the ocean that would protect their land from any enemies that came across the ocean. Third born was Estaphan, he had natural red hair and skin that was so warm. He was always the first one up in the mornings and wanted to help everyone. He was rather kind you see, but he had the ability to help and care. The last born and youngest was Westrella, she was dark skinned and when everyone went to bed, she would always be awake studying the moon and the stars. She could read the stars. Her hair was shiny like silk but she would spend most of her day sleeping and at night she would be awake.

(Each of the above characters names is similar to the four cardinal points. Their characters are in sync with the weather conditions that one finds in the areas of the four cardinal points. But the four cardinal points are cleverly hidden, for now at least.)

One day, Chief One Place decided that he really needed to go and visit his four children that were by now all grown up. So, he went to his brother and talked about all his children. The Chief was right, they were very grown up and the Chief decided that the time had come for his four children to be sent off into the world. However, when the Chief learnt about their powers, he picked special places for each child to go, where they will be able to use their powers for good. "The first born, Northane, must be sent off to the top furthest point of the world, where he will use his strength to control the storms and call upon the rain for the people below him. The second born, Soumela, must be sent to the bottom of the world where she can create mist to camouflage us from any enemies coming across the seas. The third born, Estaphan, must be sent to the east side of the world so that he can rise early in the morning and use his warmth to help and care for others. The youngest, Estrella, must be sent to the west side of the world where she can sleep peacefully during the day and be up during the night to study the moon and the stars."

Start out activity: The teacher asked the children to draw a picture of the story. It could be any picture but it had to include the four children. (While the children were discussing their ideas for their pictures with the class, one learner said that he was going to draw the four places that they were sent to, like a cross and put a child at each end. This learner had no idea about the work that was to come, yet he had the general idea of a compass. I would have grasped at any opportunity to observe his brain activity at that particular moment. It was immensely interesting to witness.)

Episode 2: Becoming familiar with the terms in open space

The children now had to make use of the correct geographical terms for the four cardinal points.

Main Lesson Day 6

Recall: The teacher asked the children what they had learnt through the story that was told on day 3 and the children named the four cardinal points. The teacher asked the children if they knew what North, South, East and West were. The children answered: "Elements of some sort and directions." The teacher used the four sides of the classroom as the four cardinal points and asked the children what direction they would be facing if they faced a specific wall. The children were able to answer this question easily due to the story.

The teacher announced to the children that they were no longer allowed to say that the wind is blowing from the left. They would have to make use of the terms used for the four directions instead. He posed a question to the class: "How will you know the direction?" One child answered: "If you know that the sun rises in the East, then the opposite direction will be the west." The teacher then asked the class if they knew how to remember which direction comes where on the compass that was drawn on the board. Another child answered that North is always at the top and South is always at the bottom.

The teacher asked the children if they knew what a compass is and how it works. They knew more or less what a compass was and what it was used for. He discussed the use of a compass briefly and moved on.

Observational walk: When they arrived on the field outside of the classroom, the teacher told the children that they first needed to ascertain where they were standing according to the four cardinal points. He told them the easiest way in which to do so was by looking at their surroundings. The teacher waited for the children to give him answers. They began by mentioning the mountains that were straight ahead of them. The teacher informed the children that in the specific area that they were standing, whenever they faced the mountain, they would always be facing the West. This meant that the opposite direction would always be the East. (They immediately understood because they had just discussed this in the classroom, that the sun rises in the East). It was made easier for the children to establish the Easterly direction because it was morning.

To establish the direction in which the wind was blowing, the teacher dropped a few pieces of grass from a height and watched to see the direction in which the grass blew. He reminded the children, while they were verbally answering, that they are only allowed to make use of the four directions when recording their observations. They returned to the classroom where the teacher discussed their observations briefly, before they were left to complete their weather report for Day 6.

The teacher made use of their prior English grammar knowledge and reminded the children the four cardinal points must be written with a capital letter. He did not give them reasons for this, instead, he asked the children for their reason why. The children answered: "It is a name."

He asked one child to come up to the board and draw the front wall of the class from above, but she was unable to do so. The teacher called upon another child to help her. Each time a different wall had to be drawn, the teacher called a different child. Different children came up to the board to draw the different windows and the door. One child drew the last window wider than the others, when in reality the windows were the same width. The teacher let the children turn around to face the windows and see whether they were the same width. The windows were exactly the same width and the teacher asked the children to be aware of this when they start drawing their classroom maps. The teacher called different children up to the board to fill in different objects on the drawing. He also called upon children to fill in an 'x' on the map where they thought they sat within the classroom. The teacher asked the children to stand up and the children recited a verse related to direction. This was a verse that the children were very familiar with.

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Table 1: Episode 2

| Content | Prior skills (known) | New Skills (unknown) | Methodology | Activity |
|----------------|--|---|--|---|
| Main lesson | -The children have observation skills. The children can: - record what they observed -write a weather report -be specific about the position of things | -The children will be able to look at their surroundings and identify the four cardinal points. -Children will be able to draw from a bird's eye view. (Map drawing) | To introduce the four directions, the teacher made use of a story that he told. The weather conditions in each area of the four directions were associated with the characteristics of the four children in the story. Thus, linking their weather reports to the four directions. | 1 st activity: The children did a weather report for Day 6. 2 nd activity: The children had to draw a bird's-eye-view map of their classroom with a short description of where things were within the classroom, using directions. |

Episode 3: Working with the compass (visual stimulation)

The teacher formally introduced the compass and modern way of ascertaining direction: a visual stimulus for an abstract concept.

Main Lesson Day 7

Observation walk: The teacher told the class that he would like to hear the observations from them. He asked the children one by one what they could observe. The teacher asked the children who were speaking to be specific and clear. The teacher started asking the children in which direction certain places were from where they were standing, for example, the school building was East from where they were standing. The children always measured the shadow pole in centimetres with a measuring tape. The teacher took the same amount of steps heel to toe inside, as he took to measure the shadow pole outside. As the teacher took a step, the children measured with the measuring tape. (Children converted this measurement to centimetres using a measuring tape when they returned to class). The teacher drew the skeleton of the compass on the board prior to the lesson and the children drew it in their books.

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Table 2: Episode 3

| Content | Prior skills (known) | New Skills (unknown) | Methodology | Activity |
|----------------|---|--|--|--|
| Main lesson | <ul style="list-style-type: none"> - The children have observation skills. Children can: <ul style="list-style-type: none"> - record what they have observed - write a weather report - be specific about position of things - ascertain direction within an open space - children are drawing on mathematical conversion skills when measuring the shadow pole | <ul style="list-style-type: none"> - Children will be able to identify the four cardinal points on a compass as well as the in between directions. - They will also be able to establish which direction comes where on a compass, as well as the weather conditions that you will find when travelling in those directions. - The children will be able to identify the conditions of the winds coming from the in between directions. | <ul style="list-style-type: none"> - The teacher created a living experience through the observation walk. - What the children observed remained the same, but the way in which they recorded their observations became more geographic. - The teacher referred back to the story and the four children whenever weather conditions of the four main directions were brought up. - Recall and repetition | <p>1st activity: The children completed a weather report.</p> <p>2nd activity: The children drew a compass into their main lesson books with the four cardinal points and the in between directions.</p> |

Episode 4: Exploration of newly learnt content

Now that the children had obtained the basic knowledge, they needed to interact with this content through practice and living experiences.

Main Lesson Day 8

Recall: The teacher asked different children to walk to the East, West, North and South sides of the classroom. Then he did the following:

- child A= North
- child B= South
- child C= West
- child D= East
- child E= North West
- child F= South West
- child G= North East
- child H= South East

The teacher asked the class: “If the wind came from where child A is standing, what would this wind be called?” The children answered this question with ease because they had been observing the wind for several days and now knew how to use direction. The teacher asked the children: “What would we call the wind if it blew from where child A is standing to where child C is standing?” and they answered this easily too.

Observation walk: When the children arrived on the field, the teacher told them that no questions would be asked. They had to make their observations and he would ask the questions later.

Later, the teacher asked the children the following questions:

“What direction are we facing?”

“What kind of wind is blowing?” (South Westerly)

“What about the clouds?”

“What is the time closest to the hour?”

In class, the teacher decided to do a role play with the children. He asked if anyone would take their observations from that day and give the class a weather broadcast. The teacher set a scene for the children, saying they were geologists about to speak to the Cape Peninsula on live television. He created an introductory drum roll and the children volunteered to come up and present a weather broadcast. They used the knowledge that they had and embodied this character (known knowledge), while exploring what they had just discovered (unknown knowledge).

The teacher told them to imagine they were birds flying over the eco-village in which the school was situated and that they were going to draw a map of the eco-village, with the school at the centre. He guided the children by telling them to identify landmarks. He asked the class: “Where would you start with your map?” One child said he would start on the outskirts. The teacher started drawing the out-skirts of the schools ground roughly on the board. The next question the teacher asked was: “Where on the outskirts? What will be your landmark?” As a class the children decided to start at the main entrance gate. The class tried to place everything in close surroundings to their school.

Table 3: Episode 4

| Content | Prior skills (known) | New Skills (unknown) | Methodology | Activity |
|----------------|--|---|--|--|
| Main lesson | <ul style="list-style-type: none"> - The children have observation skills. - They know their school grounds well. <p>The children can:</p> <ul style="list-style-type: none"> - record what they have observed - write a weather report - be specific about position of things - ascertain direction within an open space - observe different winds | <ul style="list-style-type: none"> - Children will be able to identify different winds. - Children will be able to draw maps from bird's eye view of a broader area, using direction to position places and buildings and greenery. (with guidance) | <p>The teacher gave the children a living experience while doing recall. Most recall was done verbally. The children did their observations without guidance from the teacher.</p> <p>Concerning the map drawing, the teacher moved from the small classroom to the broader school campus. He gradually moved from small areas to bigger areas. The teacher was not too specific about how their maps should be drawn, but rather what the children drew on their maps and where they placed it on the map.</p> <p>The teacher brought in the imaginative aspect by telling the children to imagine that they were eagles or birds flying over the school grounds and to draw what they saw.</p> | <p>Children drew a bird's eye view map of their school campus. They included surrounding roads and the optional railway line, horse stables, greenery, the pool, shops and houses in the school grounds. Once they completed their maps, they had to add colour to their maps.</p> |

Episode 5: Exploration of new content through old content (drawing on the narrative)

The children have acquired the basic skills and have been introduced to the new content. The teacher had created the interaction between the child and the new content. Now, the integration lesson begins. (The teacher explores the new content beyond the basics by building on the narrative picture of the main story. The teacher pushes the boundaries of what the children should know to what he feels they are capable of fathoming. As a result, to complete the tasks required of them, the children needed to integrate their prior skills with the new skills.)

Main Lesson Day 10

Observation walk: Everything the children observed and the way they did this was done independently. The teacher only questioned the children once they had completed their observation. On returning to the class, they had a short discussion about their observations. (The children have learnt to be very precise). The teacher moved on to the type of winds experienced in the Cape Peninsula and told the children that these were mostly corner direction winds.

The teacher drew a general map of the Cape Peninsula, with a compass on it. He indicated the four main directions on the compass as well as the in between directions, which was on the board. The children could then see in which region they were situated when they stood on the field in the mornings for their observations. They now had a bird's eye view of their observation area. They saw the mountains on the West side and this cleared up any uncertainties that the children had concerning the directions during their observations. They could now see the bigger picture.

The teacher referred back to the characteristics of the four children in the story. With these four characteristics, he introduced the winds and the weather conditions that each wind brings with it to the Cape Peninsula. (The teacher never gave the children answers without giving them a short explanation first and hearing their thoughts on the topic). The teacher mentioned the Cape Doctor wind and asked the children why they thought this type of wind was given this name? As the teacher mentioned a corner wind, he would draw the wind in that corner and try to bring out a colour to associate with the type of weather conditions that the wind brings along with it. The teacher created a ghost-like wind face that would blow out the wind through his mouth. Temperaments were shown on the faces of these characters. At one point when introducing the NW wind, the teacher drew clouds and posed the question to the class, "Where do clouds come from?" One child said that clouds came from the sea, and another child added that it came from the sea during the evaporation process. I asked the teacher if they had perhaps learnt about the water cycle prior to this main lesson. He informed me that these two boys were quite involved in nature activities and that they have not yet covered the water cycle process. (At this point I realised that prior knowledge may differ widely among individuals.) The children re-drew the compass on the board into their geography main lesson books.

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Table 4: Episode 5

| Content | Prior skills (known) | New Skills (unknown) | Methodology | Activity |
|----------------|---|---|---|--|
| Main lesson | The children know their directions well. -The children can identify direction of winds in an open space. | The children will learn to identify the different types of winds that we experience in the Cape Peninsula and the weather conditions that each type of wind brings to the Cape Peninsula. | The teacher used art and made use of the children's prior living experiences that they had gained through their observations, to introduce the different winds in the Cape Peninsula. He referred back to the four children to introduce the weather conditions that these winds bring with them to the Cape. | Children copied the work shopped compass from the board into their books. This compass identified the different corner winds that we experience in the Cape Peninsula. |

Interviews with the teacher

My teacher agreed to one interview at the end of each week. I used a recording device to record the information in a question, answer format. All answers are direct quotes from the teacher. I have extracted five key questions from each interview.

First interview

Within the main lesson, what subject content is being taught?

The subject is Geography which consists of the four directions, map making, local environment orientation. The children will be drawing maps which are orientated in direction, from their home, maybe their way to school, the school building. We will look at the South Peninsula and Cape Town in the fourth term when we revisit this main lesson. We will start off small and have an outing around Pinelands. The children need a sense of where they are at this age. Observation plays a big part in this main lesson. More and more of them (the children) are beginning to see things they took for granted before being presented with this phenomena of observation.

What prior skills and abilities have the children acquired, concerning the subject content?

As far as their writing goes, they are working with capital letters, punctuation and sentence structure.

When this specific content of this Geography main lesson is over, what are the new skills and abilities that the children will have learnt?

The aims of the main lesson would be spatial orientation in their own space and environment. They should be able to know the directions, to draw simple maps from a bird's-eye-view and have more feeling for their spatial surroundings. If they go for a swim at the pool, they will be able to pick up there is the playground, there is the gate, the water is over here, etc. I would like to do the winds, so that the children get an idea of the direction they are coming from, the clouds and the different types of clouds that you get. They can maybe wake up in the mornings and determine what the weather is going to be like, judging by the clouds and the direction it is coming from and going to. If you look at studying the plant kingdom, when it comes to the observational side of that main lesson, some skills of observing phenomena and comparing things would have developed.

In terms of working with the imagination, how do you as the teacher, take the subject content and link it to the children's imagination?

The first thing I normally do is try to transcribe the content of the main lesson into a poem. This is a form of narrative which is an inner picture for me of the content. I teach this in the rhythmical time. When the children know it off by heart, they can write it down and this helps them with their spelling and reading. The story that I have for direction, comes from the imagination. It is created by the teacher and the children can then draw on the directions from the names of the children in the story. The characteristics of the children are the qualities and characteristics of the four points of the earth and of the winds of the Cape. I try to create those inner pictures through the narrative. This week the facts of the story are becoming present, so you moving from the story to the lesson content. If you start with a story like this, you can build on it.

After the children have acquired the new skills or abilities from this subject content, will you say that this can be considered as part of their known knowledge?

I would say part of their growing knowledge because it is expanding all the time. Of course children forget and they just need a bit of a flame to get it going again. A child's growing knowledge is like a body. It just keeps growing and building. Children go through stages of remembering and forgetting.

Second interview:

These interview questions are more closely related to the class that I was observing. My intention for this interview was to have a situation where the answer to one question, formed the basis for the next question:

During a class discussion, when do you feel it is appropriate to first make mention of the content?

I prefer to leave it to the latest point possible. I try and let the images live for as long as possible. Then bring it out towards the end.

How do you deal with the children's different levels of understanding of the work? Particularly when it comes to direction, some children are still not clear as to where the different directions are.

I do not necessarily worry about it too much if the children do not understand the work straight away. My feeling is that they all catch up sometime. Like with this, for example, I have got no doubt that by the end of the year, those that do not know, will have picked it up when we continue with the next one or two Geography main lessons that we will be doing concerning direction. We are doing mirror imaging where I face them and point to the left and they have got to point to the right, same thing, direction but tricky. They are all going to get it at some point or the other.

In terms of map drawing that you have started with your class this week, some of the children were getting quite scared when they had to draw the map of the school. What do you think the children needed to know, to be able to draw that map, besides knowing what is in the surrounding school grounds?

It was a challenge for the children because the school ground has a very complex set up. Not all of the children have developed those observational skills yet and can differentiate between which side the railway line is from this property. I could have waited with this main lesson until they had possibly all reached similar faculties for this main lesson. I feel that it is fine for the children to struggle and grapple sometimes.

You posed a question to the children: "Where do clouds come from?" Boy number 1 said that it came from the sea and boy number 2 said that water is evaporated from the ocean. Was there any prior main lesson that included the water cycle?

No, boy number 2 just knows a lot. His classmates call him nature boy. He is always out in nature, discovering new things. We have not done that side of Geography yet but we will do that, probably this year still.

Where will you move to from here?

I will move into a bigger map of the Cape Peninsula and spend more time on just developing the colour skills for drawing maps and the ocean, the shading of the edges of the land including the mountains. I will try to reach that aspect of map drawing for now.

Conducting the second interview based on my observations allowed me to explore my research question more thoroughly and openly. A contributor to the flow of both my interviews and to the ample information gathered was the use of open ended questions. In Part Three, I will analyse the selection of observation and interview data presented above in an attempt to answer my research question.

Part Three: Discussion and Conclusion

My research question was: 'How is narrative methodology used to connect the known to the unknown in a Waldorf main lesson?' My task for Part Three is to try and answer this question by engaging in reflective 'conversation' with my data. Through this deepened analysis I hope to arrive at a point where I feel ready to conclude this investigation.

In conversation with my data

I went into the classroom looking for answers that I strongly believed would be found when connections between certain things were identified. I had imagined that this connection between unknown and known knowledge would lie in the methodology that the teacher used to bring this new content across to the children.

However, in spite of reading through my data numerous times and trying to make systematic sense of all my information, the above connection was still not visible to me. The connection I actually discovered was an unexpected find. I discovered that the key connection does not lie between the unknown knowledge and the methodology, but rather that the connection for which I searched, lies more fundamentally between the child's prior skills and new skills; between known knowledge and unknown knowledge.

When studying my research data I discovered three imperative aspects that contribute greatly to answering my research question: *the two sides that share a deep connection and the bridge that must be used to bring out that connection*. On the one side we have the prior knowledge, on the other side we have the unknown knowledge and in between we have what I call the "swinging bridge" that joins the two sides. I shall attempt to elucidate the "swinging bridge" at a later stage.

Whilst I was conducting my research, I realised that to list the prior skills of a child in a main lesson would be an enormous task. Then to do so for a whole class would be unfeasible even given unlimited time. Not only had I discovered that children often know more than we assume, I also came to realise that each child's level of prior knowledge differs. Episode five in Part Two provides an excellent example of this differentiation, through the answers that two children gave with reference to the water cycle. During my second interview with the teacher, I enquired about these boys out of an interest in how much they knew about the water cycle. The teacher said that he had never done the water cycle with the class before, but nature interested these boys and whatever they discovered when exploring nature by themselves, they would share with the class whenever an opportunity arose.

The children have developed countless skills over the years beginning at class one. However, all of these prior skills are not used at one time. Depending on the lesson being taught, the child draws on those prior skills and selects what he needs to perform the tasks required in that particular lesson. The table in episode three clearly indicates that the children had needed to draw on their prior mathematical skills to complete a particular task: whereas the table in episode four shows no indication of their prior mathematical skills being used. This was because in episode four they no longer required those skills to complete their given task. This is a clear indication that children only draw on prior knowledge as required.

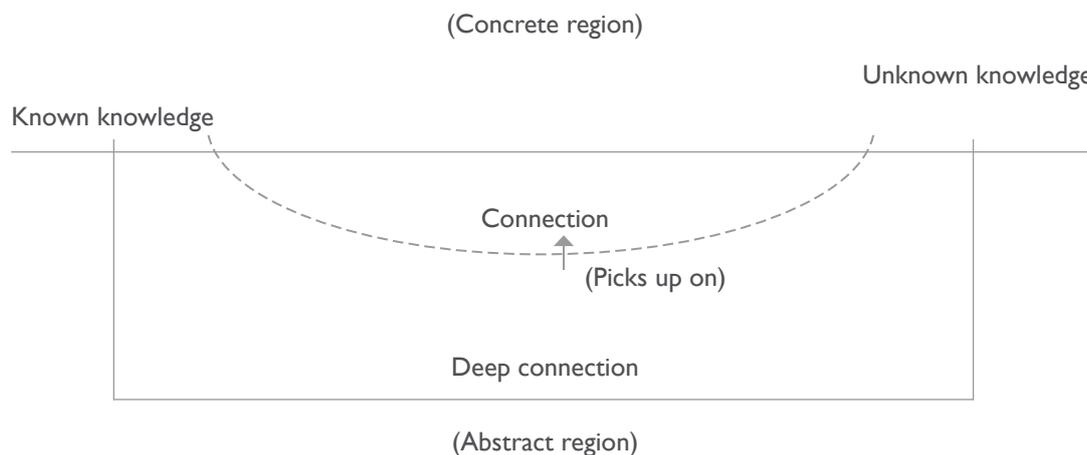
This selective process is crucial. The connection between the known knowledge and the unknown knowledge comes into play when this happens. An example of this would be the observation walks the children went on from the commencement of the Geography main lesson. In class 3, the children completed

a farming main lesson through which they developed observational skills when examining the soil. Naturally, when they are told to observe, they draw on those observational skills. What they observed, then formed the basis for their engagement with the new content, which at first was observing the weather and gradually moved towards the concept of direction. The children needed to understand aspects of weather before the teacher could start with general direction. This was the angle from which he chose to enter this main lesson.

The integration lesson in episode five follows the same pattern. The children had acquired the new skills and needed to integrate them with the prior skills in order to complete the task that was given. This happened when the teacher pushed the boundaries of what the children needed to know and what he knew they were capable of handling. Somewhere between the selective integration process and the teacher pushing the boundaries, those new skills become so well known and understood that they will begin to form part of the prior skills. This is the point at which the teacher can use these skills as the basis for learning when he returns to the Geography main lesson later in the year.

The Swinging Bridge (narrative methodology)

The following, in diagrammatic form, is my metaphor for the link between the known and the unknown.



In Part One, I mentioned Egan's theory that suggests that reasoning takes place when a task requires us to swing between the known and the unknown. This is how new meanings are formed.

The above diagram identifies two regions, the concrete region and the abstract region. In the concrete region lie all the 'literal' concepts that we can see and in the abstract region lie all the 'figurative' concepts that are not visible to us. Based on my data, the diagram above shows the mechanism of the 'swinging bridge'. The swinging bridge is the narrative methodology, represented by the broken line. On the one side is the known knowledge (prior skills) and on the other side, the unknown knowledge (new skills). *However, there is already a deep connection between the two sides.* This deep connection lies within the abstract region. It is an abstract connection that the children need to understand. "Direction" provides an example of such an abstract concept. This can be seen in episode two when the teacher tried to use landmarks and visual weather aspects, like the sun, to help the children ascertain direction in an open space as direction cannot be seen.

The swinging bridge works by first identifying concrete aspects of the abstract concept. For example, in relation to direction the teacher began with the sun, clouds and wind. These concrete aspects usually form part of the known knowledge (prior skills); the children knew what the sun, clouds and wind were. They also knew how to observe. This was knowledge that the children attained and understood very well. It was concretely embedded. The teacher uses the children's known knowledge (prior skills) from the concrete

region. Through the use of narrative methodology, he carries these prior skills on to the bridge, from the concrete region, through the abstract region where the narrative methodology is used to pick up on the deep connection between the two sides. The narrative methodology then moves this connection forward on the bridge, up to the unknown side of the bridge situated in the concrete region where the new skills have been shown to the children. At this point, the new skills have been taught to the children and the connection between the two sides has been made visible to them through the practice of prior skills. The connection between the two sides is no longer abstract, but is now beginning to take on a concrete form in the child's mind. The narrative methodology used allowed the child to make sense of the new content. The vagueness of the new content will slowly evaporate as the new skills are practiced.

Direction is an abstract concept that we cannot see. At one point on their observation walk, the teacher told the children that they were not allowed to use any terms other than the four cardinal points to describe position and conditions of the weather. Prior to this walk the class had discussed the rising of the sun. The weather is a concrete aspect that can be connected to direction, which is an abstract concept. We can see, feel and experience weather (concrete), but we cannot see, feel or experience direction (abstract). The children knew that the sun rose in the east. When they saw the sun that morning, they knew that they were facing the East. The sun was used as a concrete aspect of an abstract direction. We can see the sun but we cannot see the easterly direction.

Answering the research question

Now, if one looks closely at the concept of weather and the concept of direction, there is definitely a deep connection between the two concepts. However, this connection is not visible to someone who has limited knowledge about weather and direction. This is where the teacher has to step in. Through the use of various forms of narrative methodology, the teacher needs to create a way in which to introduce this new content. This narrative methodology will not be used to create a connection between the two sides, but rather to enhance the connection that is already there and make it visible to the children. Narrative methodology helps the children understand abstract content. While analysing my tables in Part Two, I discovered that various prior skills needed to be put to practice for every one new skill to be understood and acquired. With the introduction of new content, the teacher could ask himself: What prior skills do the children have? How is that beneficial to the acquisition of the new content? My evidence shows that this is the point from which the teacher entered his main lesson.

In answer to my question, I discovered that between the known knowledge (prior skills) and the unknown knowledge (new skills), lie a deep abstract connection. The role of the narrative methodology is to pick up on and enhance that connection, making an already existing connection visible and concrete to the children.

In light of this discovery, I have decided that a more appropriate way to word my research question would have been: *'How is narrative methodology used to connect the unknown knowledge to the known knowledge in a Waldorf classroom?'*

Conclusion

One thing that I feel is necessary to mention, is a question that I asked my teacher during an interview, 'Once the new knowledge has been introduced and understood, can it be considered as part of the known knowledge?' The teacher replied that it may not be understood immediately and that it may be understood in years to come, but it is an "ever growing knowledge" and it grows with the human being.

My findings satisfied my curiosity. This research has been vastly different to any other challenge that I have accepted. It was fresh, it was new, it was exciting and definitely thought provoking but also very intimidating. To me, being able to finish this dissertation is a great achievement at my present academic level. In the beginning, going into the classroom to conduct my research was hard because, after nearly four years of formal training to become a teacher, I had to retrain myself and let go of habits that I developed as a student

teacher, especially when it came to recording my data. It was only once I learnt to do this that I became a true researcher. As a researcher I was able to see, understand, analyse and interpret things that I would never have been able to do as a teacher. These are good spectacles to keep safe in one's briefcase, as another way of looking at the world. In my opinion, being a researcher should always be part of being a teacher. As a teacher, you can never know enough and with every new lesson comes a new research assignment.

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Rhythms in Education and the Art of Life

Lefebvre, Whitehead and Steiner on the Art of Bringing Rhythmical Transformations into Teaching and Learning – Part I

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ABSTRACT. These two articles deal with rhythms in education, a topic that has thus far been taken up in educational research or thinking only to a limited degree. Gert Biesta has pointed to how temporal notions such as change, learning and development are often connected to a simplified, linear conception of time and to a one-sided rationalised view of education (Biesta, 2013). By focusing on the rich variety of rhythms in teaching and learning, these articles have let other dimensions of time come to the fore.

The first article gives a brief overview of research on rhythms in education, and introduces Alfred North Whitehead and Henri Lefebvre's thoughts on rhythms. The second article presents Rudolf Steiner's ideas on this topic, and concludes with a discussion of all three approaches with regard to ideas relevant for today's classrooms. None of the contributions are treated as prescriptions or systems to follow, but instead as 'lenses' for getting closer to the life and art of temporal processes in education.

From Lefebvre, a sensitised and therapeutic approach will be presented, taking into account the potential liberating forces in social as well as natural rhythms. Whitehead's ideas invite his readers to envision a developmental panorama of education in terms of the breathing rhythms of freedom and discipline, aiming at fostering wise, responsible and competent citizens. Steiner has brought a wealth of concrete suggestions to teachers and, at the same time, has given far-reaching spiritual perspectives to what takes place when learning and teaching unfold rhythmically.

Keywords: rhythms in education, art, Lefebvre, Whitehead, Steiner

ZUSAMMENFASSUNG. Diese beiden Artikel behandeln Rhythmen in Pädagogik und Erziehung, ein Thema, das bisher nur in begrenztem Masse in entsprechende fachbezogene Forschung oder in akademisches Denken aufgenommen wurde. Gert Biesta hat aufgezeigt wie zeitbezogene Begriffe wie Änderung, Lernen und Entwicklung oft verbunden sind mit einem vereinfachten, linearen Zeitverständnis und mit einer einseitigen rationalisierten Erziehungsauffassung (Biesta, 2013). Durch den Fokus auf die reiche Vielfalt der in Erziehung und Pädagogik wirksamen Rhythmen, treten andere Zeitdimensionen hervor.

Der erste Artikel gibt einen kurzen Überblick über Forschung zu Rhythmen in Erziehung und Pädagogik und führt ein in Alfred North Whiteheads und Henri Lefebvres Gedanken zum Thema Rhythmus. Artikel 2 stellt die Ideen Rudolf Steiners dar zur Rolle des Rhythmus in Erziehung und Pädagogik und schließt mit der Diskussion aller drei Ansätze unter besonderer Berücksichtigung von Ideen, die für den Unterricht in der Gegenwart relevant sein könnten. Keine dieser Ideen wurde als Rezept oder zu befolgendes System behandelt, sondern eher als ‚Linsen‘ für die Annäherung an das Leben mit und die Kunst des Umganges mit Zeitprozessen in Pädagogik und Erziehung.

Von Lefebvre wurde ein sensibilisierter und therapeutischer Ansatz dargestellt, der die potentiell befreienden Kräfte sowohl in sozialen als auch in natürlichen Rhythmen berücksichtigt. Whiteheads Ideen laden den Leser dazu ein, in Bezug auf die atmenden Rhythmen von Freiheit und Disziplin ein erzieherisches Entwicklungspa-

norama zu entwerfen, welches verantwortungsvolle und kompetente Bürger ausbildet. Steiner hat eine Vielfalt konkreter Vorschläge für Lehrer entwickelt und gleichzeitig weitreichende spirituelle Perspektiven ausgeführt zu den Prozessen, die stattfinden, wenn sich Lernen und Unterrichten in rhythmischer Weise entwickeln.

Schlüsselwörter: Rhythmen in Erziehung und Pädagogik, Kunst, Lefebvre, Whitehead, Steiner

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What shall we do about time in education? Shall we discard it, as Biesta (2013) contemplates, and make a temporal ‘time-out’ to avoid all of the difficulties related to governing and measuring time in education? Critical of how time seems to be misused in educational discourse and policy, Biesta asks whether it is “possible and desirable to take time out if we want to get at what makes education educational” (p. 87). He points to how notions such as change, learning, development and progress are easily connected to a simplified, linear conception of time, accompanied by hidden power structures and a one-sided rationalised view of education. The present two articles propose a different way of dealing with the same dilemma. Instead of considering taking time out of education, the intention here is to investigate possible ways of getting into time in an educational way.

By focusing on the rich variety of rhythms in education, other dimensions than the measurability of time come to the fore. Today’s schools are under increasing pressure with regard to time efficiency, and much attention has been given to this issue (Scheerens, 2014). It seems, on the other hand, almost forgotten that time is part of the materiality interwoven into all human activities, and that within the measured temporal frames and structures of schools, there are still plenty of micro-practices that are not, or at least only partially, colonisable by the prevailing educational time politics. To be encouraged by Rancière, one could say with him “that emancipation is in fact a way of putting several times into the same time” (Rancière, 2013, para. 19).

This first of two articles gives a brief overview of research on rhythms in education, and introduces Alfred North Whitehead and Henri Lefebvre’s thoughts on rhythms. The second article presents Rudolf Steiner’s ideas on this topic, and concludes with a discussion of all three approaches. The main intention with the two articles is to examine and present these three authors’ thoughts on rhythms in education and everyday life, looking for ideas relevant for today’s classrooms. Before dealing with the three authors in more detail, a short introduction to research on rhythms in education will be given.

Schools are among the densest and richest places on earth with regard to how time, temporal structures, timings and durations are instantiated and lived out. Time in education will partly appear as rhythms. Language, learning and communication are embedded in rhythms (Cowley, 1994; Jaegher, 2006), and there is a musicality to all human interaction (Malloch & Trevarthen, 2009). The days and weeks of a school year are organised into a multitude of lessons and homework activities. Within this fine-grained and often fragmented temporal structure, the deepest processes of learning and development are expected to take place. It is here children and youth spend substantial parts of their lives. Still, the phenomenon of rhythmicity in educational settings has scarcely been investigated or developed.

The integration of learning and development into a linear understanding of time has been criticised by several authors, as it makes schools vulnerable to economic forces, power structures, and other influences (Adam, 1995; Biesta, 2010; Duncheon & Tierney, 2013; Rosa, 2010). Hartmut Rosa describes it this way:

Just think of the way education is almost all about the habitualization of temporal norms: learning to defer gratification, to stick to schedules and rhythms, to resist and even ignore bodily needs and impulses until ‘the right time’ has come, and, first of all, to hurry up. (2010, pp. 76–77)

Besides such critical voices in educational thinking, the most prevalent research on rhythms in education today deals with the influence of the 24-hour circadian rhythms on pupils’ attention during the school day. Research results have been relatively consistent across studies, showing that starting the day later, especially for adolescents, leads to enhanced school performance (Klein, 2004; Schmidt, Collette, Cajochen, & Peigneux,

2007; Valdez, Reilly, & Waterhouse, 2008; Vollmer, Pötsch, & Randler, 2013; Öztürk, 2014). A qualitative study into the rhythms of teaching was conducted by Clandinin & Connelly (1986). More recently, Allan & Evans (2006) have argued for a normatively based implementation of rhythms into today's schools: "To live effectively in a rapidly changing world, we need to have a more complex grasp of the rhythmic character of how we reason and relate" (p. 12).

In Germany, with some schools establishing longer days, there has been a focus on the rhythm of the school day, and a change to less complex timetables, often with a prolongation of lessons from 45 to 60 or 90 minutes (Höhmman & Kummer, 2007; Ramseger, 2009). In addition to the structural aspects of school rhythms, a few German authors have dealt with rhythmic variations in learning and teaching (Rittelmeyer, 2002; Scheuerer, 2008; Schmelzer, 2007; Schultheis, 2011). Burk (2006) has, for example, developed the idea of a child-oriented rhythmical temporality. Recent empirical studies on Waldorf education refer to rhythms in teaching and learning as essential to its pedagogy (Liebenwein, Barz, & Randoll, 2013; Woods, Ashley, & Woods, 2005).

The following presentation of Whitehead, Lefebvre and Steiner's thinking on rhythms in education is organised in an inverse chronological order, starting with Lefebvre as the most contemporary, and ending with Steiner, who was the first of the three to develop ideas on educational rhythms.

Lefebvre's rhythmanalysis

Henri Lefebvre (1901–1991) was a French sociologist, philosopher and political activist. During his lifetime, Lefebvre was a prolific writer and well-known figure in France, taking part in intellectual and political debates from the 1920s onwards and throughout most of the century. Outside his homeland, however, he was barely known during his lifetime. Recently, Lefebvre's thought has received broad international attention because of the combined materialist and emancipatory interests expressed in his writing (Kipfer, Saberi, & Wieditz, 2012). Although Lefebvre wrote as many as 70 books and 300 articles on a wide array of topics, outside France he is primarily known for his studies on space and, to a lesser degree, for his work on temporality and rhythm. Lefebvre's impact on education and educational research is limited, but a growing number of publications have recently been using his ideas in educational contexts (Green & Hopwood, 2015; Hopwood, 2013; Jacklin, 2004; Leander, Phillips, & Taylor, 2010; Middleton, 2014).

Lefebvre distanced himself from contemporary structuralist, phenomenologist and existentialist movements in French thinking, and sought, according to Elden (2004), a way of combining a philosophical stance with an emancipatory activism and an orientation towards experience and praxis. Lefebvre wrote with a wish to change the world, and made himself known as a vanquishing voice against all forms of fascism and nationalism. Based on his deep engagement with Marx, Lefebvre was concerned about how everyday life is governed, produced and restrained by capitalist modes of production and consumption. Lefebvre thus builds on critical and emancipatory elements from Marxism, but extends these into everyday life, beyond the economic sphere of work and production where Marxism originally had its focus.

The everyday

His two books, entitled *Critique of Everyday Life I and II*, came out in 1945 and 1961 respectively. A planned third volume was never published but would have dealt more extensively with time and rhythms. Lefebvre's little book on rhythms was published posthumously in 1992, a year after his death. Twelve years later came the first English translation, entitled *Rhythmanalysis, Space, Time, and Everyday Life* (2004)¹. In one of his most quoted statements, Lefebvre points to the ubiquitous nature of rhythms: "Everywhere where there is interaction between a place, a time and an expenditure of energy, there is rhythm" (2004, p. 15). Before going into more detail on Lefebvre's rhythmanalysis, a short introduction to his ideas on the everyday will be given.

1. The term "rhythmanalysis" was not coined by Lefebvre, but was taken over from Gaston Bachelard, who, in turn, had found it in the work of Lucio dos Santos, a Brazilian philosopher (Elden, 2004, p. 195).

Lefebvre was concerned with the habitual, repetitive and usually unknown qualities of how people live. Starting with the assumption, “nowadays, we do not know how we live” (1991, p. 195), he sets out to investigate in the broadest possible sense how people live, regarding family life, holidays, love, sex, sleep, rest, play, and the numerous other events and routines of daily life. To him, a deeper understanding of the everyday reveals a double perspective. There is more to the everyday than just being a humdrum of predictable activities. Something important is at stake in the everyday. When Lefebvre asks “Would everyday life be merely the humble and sordid side of life in general and of social practice?”, he answers both yes and no:

Yes, it is the humble and sordid side, but not only that. Simultaneously it [the everyday life] is also the time and the place where the human either fulfils itself or fails, since it is a place and a time which fragmented, specialized and divided activity cannot completely grasp. (2002, p. 19)

Here, Lefebvre points to the possibilities, but also to the fragile and exploitable aspects, of everydayness. He starts out with a belief that the everyday is increasingly threatened and invaded by alienating commercial interests. In his analysis of alienation, Lefebvre draws on concepts regarding time and temporal processes. To a large degree, his investigation of alienation builds on the notions of cyclical and linear time. These two contrasting views on time first occurred in early German science of religion, where cyclical time became associated with ancient Greek philosophy and a linear, teleological account of time was thought to inhere in early Hebrew writings such as the Old Testament (Rosen, 2004). Later studies of the transition from an agrarian to an industrial society have pointed to how the natural, tradition-bound and religiously appropriated cyclic time became suppressed and partly overtaken by the linear ‘machine’ or ‘clock’ time of modernity (Mathisen, 2012). Lefebvre’s point is that everyday life can be studied and understood as being under a double influence of both the cyclic and the linear. He seeks no return to traditional cyclic ways of living, but is interested in revealing how to counteract the linear being too dominating and give life to a fruitful interaction of the two (2002, p. 49).

An art of living

In addition to advocating an analytical attitude in terms of reflecting critically on the everyday, Lefebvre also envisions the everyday as “an art of living” (2002, p. 146) with the mentioned potential for liberation from the alienating and determining influences of linear time. For Lefebvre, the everyday is where important aspects of life either are realised or fail. The promise of fulfilment hinges on the hidden nature of the everyday, because it partly becomes ungraspable for the alienating impact of modernity. Failure, on the other hand, occurs when the everyday is overtaken by capitalism. Liberating the everyday is about providing new insights, values and status to the routines and invisibility of people’s everyday lives, and this will, to a large degree, depend on giving space to aesthetic experiences and playfulness. On several occasions, Lefebvre highlights the role of art as a means to realise the potentials of everyday life. Looking back to Marx, he envisions:

a society in which everyone would rediscover the spontaneity of natural life and its initial creative drive, and perceive the world through the eyes of an artist, enjoy the sensuous through the eyes of a painter, the ears of a musician and the language of a poet. (2002, p. 37)

Likewise, play is understood by Lefebvre as the harbinger of a “rediscovered spontaneity” (2002, p. 203). In play, Lefebvre sees an activity where people through intensified presence can reconnect to deeper layers of existence and experience moments that “become more real than the real”. He writes:

Play recalls forgotten depths and summons them up to the light of day. By making them stay within the everyday, it encompasses art and many other things as well. It uses appearances and illusions which — for one marvellous moment — become more real than the real. And with play another reality is born, not a separate one, but one which is ‘lived’ in the everyday, alongside the functional. ... We are protesting against the loss of grace and gracefulness. Play is a lavish provider of presence and presences. (2002, p. 203)

Play transforms, according to Lefebvre, hidden or forgotten aspects of the everyday into moments of intensified presence, and into moments of potential “grace and gracefulness”. In these quotes, it seems quite

clear that Lefebvre is not only aiming at revealing what was hidden to the conscious or analytical mind. In addition, he wants to live a richer everyday life, by including art, playfulness and a sensuous attitude and, thus, realising a fuller and more enjoyable participation in the everyday.

Rhythmanalysis

These small glimpses into Lefebvre's thinking on the everyday can easily be seen as precursors to his later interest in rhythms. In his work on *rhythmanalysis* (2004), Lefebvre gets even closer to his activist and praxis-oriented approach. Like with his work on the everyday, there is a double effort in Lefebvre's writing on rhythms: to provide the reader with an analysis of what rhythms are and how rhythms penetrate the everyday, but also to enable changes in how our lives are lived. He attempts to create a methodical and conceptual toolbox for people who want to be initiated as professionals into the world of rhythms. Lefebvre's *rhythmanalytical* project is highly original in its attempt to envision a possible schooling for a future profession, the *rhythmanalysts*. In several places, Lefebvre compares the *rhythmanalyst* with the psychoanalyst (2004, pp. 19, 23, 44), and while pointing to core differences, he maintains an overall therapeutic orientation. This intention of cure is, for example, expressed in how he distinguishes between a *eurhythmia* and an *arrhythmia*, a healing versus a pathological aspect of rhythm.

The living body presents numerous associated rhythms; hence an *eurhythmia*, when in the state of good health. Pathology, in a word illness, is always accompanied by a disruption of rhythms: *arrhythmia* that goes as far as morbid and then fatal de-synchronisation. (2004, p. 68)

The *rhythmanalyst* aims at making non-forcing interventions through rhythms. These interventions have "a goal, an objective: to strengthen or re-establish *eurhythmia*" (2004, p. 68). Lefebvre further maintains that a "*rhythmanalytical* therapy would be preventative rather than curative" (2004, p. 68). Here the link to education becomes obvious. To create *eurhythmic* timetables, lessons, ways of interaction and power relations at school can be envisioned as pedagogically sound *rhythmanalytical* interventions.

The *rhythmanalyst*

In an educational context, the second chapter, entitled "The *Rhythmanalyst*: A Previsionary Portrait", is of particular interest. The topic here is a tentative description of a person capable of analysing and enacting rhythms. Teachers have responsibility for organising the complex time structures and temporalities in their classrooms. They are embedded in both cyclic and linear time qualities given from outside, and within these given frames, teachers are orchestrating their pupils' learning through variations, repetitions, introduction of new materials, etc. An appropriate question could be: What can teachers learn from Lefebvre's portrait of the *rhythmanalyst*?

For Lefebvre, the body constitutes a starting point for *rhythmanalysis*. The *analyst* must learn to listen to her body, study its rhythms, and get to experience how these rhythms interact with external events. According to Lefebvre, the *rhythmanalyst* "draws on his breathing, the circulation of his blood, the beatings of his heart and the delivery of his speech" (2004, p. 21). Subtle bodily rhythmic variations are worth attending to. Blinking eyelids and the finest bodily sensations can become organs of perception for the *rhythmanalyst*. In the end, even thinking is bodily for Lefebvre. The *rhythmanalyst* "thinks with his body, not in the abstract, but in lived temporality" (2004, p. 21).

The other core ability of those wanting to understand and intervene in rhythms of the everyday relates to how the senses connect to outer events. The *rhythmanalyst* is directing her senses towards movements among people and in nature. Lefebvre points to how the *analyst* should listen to all kinds of sounds, see the finest details, and even include the sense of smell in becoming aware of rhythms (2004, p. 21). In his evocative language, Lefebvre invites his readers to a kind of rhythmic temporal sensing:

Go deeper, dig beneath the surface, listen attentively instead of simply looking, of reflecting the effects of a mirror. You thus perceive that each plant, each tree, has its rhythm, made up of several: the trees, the flowers,

the seeds and fruits, each have their time. Continue and you will see this garden and the objects (which are in no way things) polyrhythmically, or if you prefer symphonically. (2004, p. 31)

Even the deep time of inert objects is attended to. A withering stone has its own rhythm. Lefebvre states: "To the attentive ear, it makes a noise like a seashell" (2004, p. 20). All of this can be seen as examples of how a rhythm analyst can educate her senses and make herself sensitive to the finest movements and transformations around her. This kind of sensing includes an emotional as well as a conceptual relation to what is going on in the world (2004, p. 22).

The sensing body becomes for Lefebvre an intersection where phenomena and events from outside can be experienced in relation to the multiple rhythms taking place inside the body.

The rhythm analyst will not be obliged to jump from the inside to the outside of observed bodies; he should come to listen to them as a whole and unify them by taking his own rhythms as a reference: by integrating the outside with the inside and vice versa. (2004, p. 20)

Instead of equipping the rhythm analyst with standard ethnographic tools such as notebooks, cameras or video recorders, Lefebvre has conceived of a method that is radically participatory. Through taking part in events, though a sensitised bodily presence, the analyst will attempt to apprehend rhythmical qualities of everyday life. Simultaneously grasping a rhythm and being grasped by it is at the heart of Lefebvre's method.

To grasp a rhythm it is necessary to have been grasped by it; one must let oneself go, give oneself over, abandon oneself to its duration. Like in music and the learning of a language (in which one only really understands the meanings and connections when one comes to produce them). (2004, p. 27)

This amounts to an ability to attend to the interaction of one's own rhythmic body and the multiplicity of surrounding rhythms. For Lefebvre, such a participatory investigation is possible through a certain presence, a concept to which he repeatedly returns.

Presence and the mediated present

A rhythm analyst will need to distinguish between the *present* and *presence* (2004, p. 23). The present, in Lefebvre's thought, either is re-presented through media or appears the way things usually present themselves as inert and dead. Presence, on the other hand, is the immediate, the act of becoming, the unfolding of events where the interaction takes place in bodily presence. This is "strong time" in contrast to the mediated "weak time" (2004, p. 50)².

Today, a substantial part of everyday experience has been transformed into a mediated present. When seen from a rhythmical point of view, Lefebvre is highly critical of such a broad exposure to the representations of media, and he contends that for the rhythm analytical gaze, a mediated present shows its other face. He writes: "if you have the ability to take the flows and streams (T.V., the press, etc.) as rhythms among others, you avoid the trap of the present that gives itself as presence" (2004, p. 23). It is not difficult to see what Lefebvre aims at here. By attending to the rhythms of media, another view of the mediated message is made accessible for analysis. Suddenly, the screen itself gets attention, with its flickering and flowing display of contents. How do the rhythms in your body relate to rhythms of mobile phones, computers or television sets? To the rhythm analyst, sensual and bodily aspects of the mediated content can come to the fore. Lefebvre thus ascribes sensible, affective and even moral significance to what has presence, what is unfolding in its original materiality and rhythm. The mediated present he simply calls "parodies of presence" (2004, p. 23).

So-called inert things do initially present themselves as immobile, as present in Lefebvre's terms. However, this turns out to be only part of the picture. For the rhythm analyst, all phenomena can be perceived as being in movement and, thus, display rhythmical features.

The act of rhythm analysis transforms everything into presences, including the present, grasped and perceived as such. the act of rhythm analysis integrates these things — this wall, this table, these trees — in a dramatic

2. Lefebvre's view is contrasted by Derrida, who sees a logocentrism inherent in the concept of presence (Derrida & Bass, 2001).

becoming, in an ensemble full of meaning, transforming them no longer into diverse things, but into presences. (2004, p. 23)

With the current developments of the Internet and social media more and more integrated into the everyday, Lefebvre's rhythmical perspective can bring critical insights into how mediation influences everyday life, especially in terms of its impact on bodies and real-life interactions. A full chapter in Lefebvre's book is devoted to "the media day" (2004, p. 46).

Rhythms of learning

Lefebvre also deals explicitly with rhythms in relation to learning and development, although his writing on this topic is quite enigmatic and rudimentary. He approaches learning by taking into account different levels such as: "material bodies, living bodies, social bodies and representations, ideologies, traditions, projects and utopias" (2004, p. 43). In Lefebvre's view, learning takes place on all of these levels. Each level has its own distinct rhythms of learning and development, but is also part of an interactional and mutually influential whole. Although these rhythms may be analysed and interpreted, they will still partly retain their complexity and non-reducible character. Lefebvre contends that "educators know" (2004, p. 40) the rhythms of learning, but does not go into much detail on this topic. He is more explicitly concerned with the dressage of animals, and points to similarities regarding the basic techniques that turn humans into members of a group or a society. Dressage is based on repetitions of "a certain act, a certain gesture or movement" (2004, p. 39). The routines and rites of the everyday can thus be seen as rhythmically based learning, working deep into the formation of habits and other kinds of tacit social capacities. In this sense, Lefebvre is mostly dealing with the first three of his educational levels.

Lefebvre gives one example of a concrete learning rhythm. This is a triadic movement with the following phases: "activity–repose–entertainment" (2004, p. 41). The first step consists of an activity lasting for a certain period of time. The next step is taking a break, stopping the activity, and letting time pass for a while. Sleep or having a siesta is mentioned by Lefebvre as an example of such repose. The third step involves assessment in terms of rewarding the good work done. This model is, according to Lefebvre, "convenient for armies, religious and educational establishments, for offices and monasteries alike" (2004, p. 41).

Can there be any freedom for individuals taking on such a profoundly formative and partly unconscious kind of learning, one might ask. Lefebvre clearly sees the determining forces at play in dressage, which, according to him, takes away spontaneity and initiative, leaving "little room" (2004, p. 40) for liberty. On the other hand, Lefebvre states that liberty realises itself in its own private or withdrawn space and time.

Liberty is born in a reserved space and time, sometimes wide, sometimes narrow; occasionally reduced by the results of dressage to an unoccupied lacuna. Creative activity, as distinct from productive activity, proceeds from the liberty and individuality that unfurl only in conditions that are external (to them). (2004, p. 43)

There was a break, repose, in the middle phase of Lefebvre's triadic learning model. Moments of rest, of leaving the active part of learning, also indicate times and spaces where freedom and creativity can prevail. Intervals in the structure of dressage constitute a significant part of everyday lives, and this is precisely where Lefebvre envisions the entrance of liberty. Such a view implies a recognition of abilities in the human subject that are not fully subjectable to conditioning, and relates to what Lefebvre writes about the transformative role of play and the arts. Here, Lefebvre attends to the potentials and mysteries inherent in moments of rest, in the non-doing, non-active phases of learning and development.

Rhythms and relations

Towards the end of his book on rhythmanalysis, Lefebvre discusses the phenomenon of social rhythms. Social relations can take the form of alliances out of sympathy or choice, or they can be imposed by force. From a rhythmic point of view, there is a difference between freely chosen alliances and forced relations: "Once one discerns relations of force in social relations and relations of alliance, one perceives their link

with rhythm. Alliance supposes harmony between different rhythms; conflict supposes arrhythmia” (2004, p. 68). There is a clear division here between forced relations and their arrhythmic expressions, and alliances indicating a rhythmic harmony.

In education, with its complex world of relationships, a rhythm analytical study of interactions and power relations between, for example, teachers and pupils could reveal new aspects of this well-known educational issue. It is also possible to interpret Lefebvre as taking a normative stance here — good alliances prevail in good rhythms and do good for all parties. In a similar vein, the connections between forms of sympathy and rhythms have been explored with regard to reading and literature by Martin, who points to a rather obvious experience: “Following rhythm demands attention and demands sympathy” (Martin, 2013, p. 190). Lefebvre broadens his elaboration of alliances and their rhythmic implications in an analysis of Mediterranean cities: “Our hypothesis is therefore that every social, which is to say, collective, rhythm is determined by the forms of alliances that human groups give themselves” (2004, p. 94).

The question arises as to how human selves relate to each other and to the myriad of structures imposed on them by institutions and cultures within a given society. Lefebvre asks “how are rhythms ‘of the self’ and rhythms ‘of the other’ determined, orientated and distributed?” (2004, p. 99). There is, of course, no simple answer to this question, but according to him, resistance to the influence of external forces implies a striving for diversity. Lefebvre concludes: “In rhythm analytical terms, let us say that there is a struggle between measured, imposed, external time and a more endogenous time” (2004, p. 99). This struggle can be regarded as omnipresent in today’s society, and is a core educational issue. Externally regulated timetables and the imposition of a plethora of non-pedagogical interests are partly defining and restricting contemporary schools. The rhythm analyst Lefebvre is obviously critical towards this imbalance of forces, and he would have liked to see schools as places where diversity and freely chosen alliances reigned to a much greater extent.

Schools are particular instances of everyday life. They are ridden with repetitions and threatened by many forms of alienation. Can a rhythmic analysis of schools make visible where boredom lures and where thriving initiative and engaged learning take place? The educationally relevant ideas in Lefebvre’s book on rhythm analysis can undoubtedly be directed towards the teacher as a potential analyst. The relations and activities in the classroom could equally evidently be seen as a site to be analysed and possibly transformed. Lefebvre’s text provides a view of teaching and learning as presences, and as relations and acts of becoming. A teacher rhythm analyst might promote pupils’ well-being by strengthening the eurhythmic elements within the overall polyrhythmic character of teaching and learning. To be able to do so, a teacher needs to use her senses, and be sensitive to how her own body interacts and responds to what goes on among her pupils. Based on her rhythmic insights, she might bring a spontaneity and playfulness into her teaching. She might value the breaks and intervals between sessions of activity, and regard those as essential to the process of learning. Her analysis of mediated content and the difference between the re-presented and a full presence might influence her way of using technology. Perceiving relations at school in terms of its rhythmic manifestations could make her aware of alliances and power structures in new ways. Lefebvre’s toolbox for analysing and liberating the rhythms of everyday lives could thus provide education with a requisite therapeutic and transformative perspective on learning and teaching.

Whitehead’s rhythms of education

Alfred North Whitehead (1861–1947) was a British polymath. He first established himself as a mathematician and only relatively late in life did he turn his attention to philosophy of science, education, metaphysics and cosmology. According to Bertrand Russell, it was the death of Whitehead’s son as a fighter pilot during the First World War that inspired his turn to education and philosophy (Stengers, 2011). Whitehead’s subsequent works covered a wide array of topics, and today he is recognised as being influential in the development of mathematics, physics, biology, ecology, economics, psychology, theology and education.

As an educational thinker, Whitehead belonged to a wave of progressive education sweeping across Europe and the United States during the first decades of the 20th century. Most proponents of the *Reformpädagogik*

movement shared the ideas of breaking with the rigid and formal learning promoted in the old schools, letting the child and its developmental needs be at the centre, and integrating arts, imagination and practical activities into school life (Skiera, 2003). In this regard, many of Whitehead's thoughts on education resemble those of his contemporaries: John Dewey in the US, Georg Kerschensteiner and Rudolf Steiner in Germany, Maria Montessori in Italy, and Jiddu Krishnamurti in India, to name a few. It should also be noted that the phenomenon of rhythm was a much more prevalent theme at the beginning of the 20th century than it is today (Binckes, 2010).

The educational works of Whitehead consist mainly of lectures he held between 1912 and 1928, later collected in his book entitled *The Aims of Education* (1967). Here, rhythms in education is a main topic. Furthermore, the last lecture from his book *Science and the Modern World* is devoted to educational issues (Whitehead, 1948). In this lecture, Whitehead deals with the role of arts in the future of education, making an explicit connection between education, art and ethical values³. "The Rhythm of Education" was the title of a lecture Whitehead published in 1922. A year later, he broadened his analysis in the article "The rhythmic claim of freedom and discipline" (1923). The following presentation is based on these two texts, now available as chapters two and three in *The Aims of Education* (Whitehead, 1967).

Threefold rhythmic development

Whitehead bases his concept of rhythm in education on Hegel's analysis of progress into the three stages of thesis, antithesis and synthesis, but chooses to describe them in the more educationally relevant terms of *romance*, *precision* and *generalisation*. In their broadest sense, these stages indicate the most important modes of learning, or as Whitehead states, they represent the "natural cravings of the human intelligence" (1967, p. 32) from infancy and childhood into the age of young adults. The stage of romance implies letting pupils get a motivating and experience-based overview of the subjects taught. Precision means exactness in learning, memory of facts, and mastering of rules. Generalisation is for Whitehead a return to the spirit of romance, but this time the overview is not experience-based, but instead initiated by ideas and a comprehensive understanding of possible unifying ideas.

These three stages of learning represent a processual metamorphosis of learning: from an exploring and inductive orientation, via rigorous detail-work, to how ideas can be deductively applied to make the world a better place in which to live. For Whitehead, a slow rhythmic movement from stage to stage lays out the full landscape of learning in a developmental and transformative perspective, with each phase of the rhythm lasting several years: "Till the age of thirteen or fourteen there is the romantic stage, from fourteen to eighteen the stage of precision, and from eighteen to two and twenty the stage of generalization" (1967, p. 38). At the same time, Whitehead insists that all processes of learning should follow this triadic structure. Each lesson, for example, should be formed according to the same rhythmic scheme. And adding to the complexity, he also pointed to how different subjects afford these stages at different ages. Language, for example, enters into the stage of precision long before science. Whitehead's conception of rhythms in education is thus built on a very simple structure that is continuously repeated in manifold ways, from the smallest unit of a lesson to the span of more than twenty years. It resembles an organic formation where parts display features from the whole.

The stage of romance

In his educational lectures, Whitehead pays most attention to the stage of romance. This is the opening up of a new learning experience. This is where wonder and excitement play a leading role, where the fullness of

3. There is an interesting and symmetrical relation between Whitehead's purely philosophical works and his educational ideas. Whitehead gave out his book on education in 1929, the same year in which his main oeuvre, *Process and Reality*, was published. After turning to the philosophical questions of process, organism and cosmology, Whitehead did not further develop his thoughts on education. In a way, his educational reasoning anticipated many of his later ideas, and his fragmented thoughts on education have been analysed and extended based on his later works (Riffert, 2005; Allan, 2012). Whitehead never expressed himself on how his educational ideas could be related to his later philosophical works (Lawrence, 1965).

experience is attained through sensory and bodily engagement, “to allow the child to see for itself and to act for itself” (1967, p. 33). He states:

The stage of romance is the stage of first apprehension. The subject-matter has the vividness of novelty; it holds within itself unexplored connexions with possibilities half-disclosed by glimpses and half-concealed by the wealth of material. (1967, p. 17)

Education for romance should let pupils take part in discoveries, and let them feel like they are experiencing something new, awakening their curiosity. The word “romance” indicates a passionate or loving relationship to the subject at hand. Whitehead’s Platonism might give reasons to associate his romance with the Platonic idea of *eros*, a deep affectionate connection with the beauty, truth and goodness in their earthly manifestations (Hull, 2002). In this sense, romance might be similar to Charles Sanders Peirce’s understanding of a “scientific eros” which “mirrors a profound curiosity, a desire to learn, a longing for understanding, and an intense desire to find things out” (Strand, 2005, p. 315). Undoubtedly, for Whitehead, emotions play a central role at this stage. Romance “is a process of discovery, a process of becoming used to curious thoughts... It is dominated by wonder, and cursed by the dullard who destroys wonder” (1967, p. 32).

The stage of romance aims at presenting the learners with a vivid and full learning experience, a holistic entrance into each new field of learning. Teaching in the vein of romance will bring much more than any learner could grasp conceptually, and let pupils encounter a rich manifold of perceptions, activities and emotions. For Whitehead, this overflow in experience is preparing the ground for pupils’ deeper understanding of the subject, for attaining a relation to it, giving them a taste of its potentials. Whitehead’s romance could thus be understood as a hermeneutic ‘breathing in’, as a fresh and life-giving start of the knowledge process. He writes: “There is no comprehension apart from romance” (1967, p. 33). The idea of an overflow frees education from instrumental attitudes. There is more to a school subject, there is more to a child, and there is more to a learning encounter than can be consciously handled by any teacher. Whitehead’s first rhythmic movement thus becomes an invitation into a rich and real life at school, an education partly beyond the command of teachers and curricula.

Whitehead maintains that teaching in the style of romance will be a challenge for teachers. The educational environment should be carefully selected according to the subject matter and the abilities of learners. New learning experiences and materials should be presented in a lively and engaging way. Whitehead emphasises how a pedagogy of romance must accord with the developmental ‘needs’ present in the actual pupils.

The environment within which the mind is working must be carefully selected. It must, of course, be chosen to suit the child’s stage of growth, and must be adapted to individual needs. In a sense it is an imposition from without, but in a deeper sense it answers to the call of life within the child. In the teacher’s consciousness the child has been sent to his telescope to look at the stars, in the child’s consciousness he has been given free access to the glory of the heavens. (1967, pp. 32–33)

Linking teaching to experience-based learning and child development was deeply rooted in progressive educational thinking at the beginning of the 20th century⁴. Whitehead’s significance lies in seeing the experience-based stage of romance as part of a larger educational rhythm where precision and generalisation also belong.

The stage of precision

Whitehead’s next movement in his rhythm of education is the stage of precision. This phase of learning is ‘school as we know it’, according to Whitehead. Here the grammars, the facts, the exactness and, yes,

4. Having in mind the later critique and re-evaluation of developmental stages in education (Morss, 1995; Dahlin, 2013), it can be worth looking more closely at how Whitehead expresses himself when he writes how “it answers to the call of life within the child”. The concept of an educational rhythmicity aiming at bringing teaching in dialogue or resonance with the “life within the child” can be seen as an alternative to the cognitive developmentalism later proposed by Piaget. It could be argued that by aligning the rhythmic movements of education to the greater developmental rhythms of a life, education expands its visions into taking a sensitive and relationally humble part in the developing life of a child. This stands in contrast to an educational psychology with prescribed developmental tasks for the child to pass or fail.

precision are in focus. He mentions “the perfecting of writing, of spelling, of the elements of arithmetic, and of lists of simple facts, such as the Kings of England” (p. 22) as examples of precision. Compared to how much he writes about the stage of romance, precision gets very little attention in his lectures on education. It is indeed a necessary component of the overall rhythm of education, but Whitehead seems more concerned with giving precision its right frames and restricting its tendencies to dominate, than to elucidate its potentials: “There is, indeed, always the temptation to teach pupils a little more of fact and of precise theory than at that stage they are fitted to assimilate” (1967, p. 34).

Precision is given its rationale as a disciplined second step following the freedom of romance. It aims at acquiring the craft of basic attainment within each subject. Romance opens up, stirs the emotions, evokes engagement, and enacts multiple perspectives. When children have dwelled for a while in the freer apprehension of romance, as Whitehead contends, they will long for fact and precision. This transforms the ‘opening up’ quality of romance into something that pupils can accomplish, an added value of wisdom: “The discipline, when it comes, should satisfy a natural craving for the wisdom which adds value to bare experience” (1967, p. 32). Precision turns out to be an indispensable and potentially fruitful part of Whitehead’s educational rhythm, but must constantly be kept within its boundaries in order not to dominate and hamper the freer breathing of learning and teaching.

The stage of generalisation

The third and last rhythmic movement in Whitehead’s educational scheme is generalisation. Generalisation is often conceived of as an abstract summary or fusion of particulars into a more general concept. In this way, generalisation can imply a reduction, as, for example, in statistics when measured findings can be generalised to a certain population. Whitehead’s generalisation is far from being reductive. It is what brings the small and large rhythms of education into fruition and mastery. Contrary to being abstract, generalisation is “a return to romanticism with added advantage of classified ideas and relevant technique. It is the fruition which has been the goal of the precise training” (1967, p. 19).

For Whitehead, a child’s first conscious and targeted use of language is a sign of generalisation. That is when a certain freedom has been reached, and a more profound level of self-orientation can take place. Obviously, this first achievement of generalisation in language opens up for new wonders and new discoveries in the realm of romance. The child is on its rhythmical journey between exploration, practising of details, and the attainment of dexterity. Another example of generalisation would be the pupil who masters grammar and basic literacy skills. She is now ready for grasping and being grasped by literature in a new way, both understanding it on a deeper level as well as creating literature herself.

In terms of formal education, Whitehead locates generalisation primarily at the university level: “The spirit of generalization should dominate a University. The lectures should be addressed to those to whom details and procedure are familiar” (1967, p. 25). The student at this level “should start from general ideas and study their applications to concrete cases” (1967, p. 26). While romance clearly is based on an inductive approach to learning, Whitehead’s generalisation turns this upside down into a deductive mode. However, this is a deduction not based on any pure ‘first principles’, but rather on the achievements of years of sense-based exploring and precision-exercising modes of learning. In this vein, Whitehead’s rhythm of education resembles the ‘rhythms’ of research, necessarily alternating between observations and the application of concepts. And, yes, he points to similarities: “In this sense, education should begin in research and end in research” (1967, p. 37).

Active wisdom is considered the outcome of Whitehead’s generalisation, and for the idea of an active wisdom to be realised, the skills appropriated at the preceding stages should be turned into habits. According to Whitehead, reliable habits are the foundation of what he terms an “active freedom of application” (1967, p. 37). The integration of habit into the rhythm of education articulates a bodily orientation towards learning and mastery. Whitehead thus includes the habit-forming body in his inductive–deductive rhythmic interweaving of the three modes of learning. Whitehead’s understanding of habits is similar to Polanyi’s

later conception of tacit knowledge (Polanyi, 2009). Both imply a rhythmic view on processes of learning, knowing and habituation. Every new learning task mastered and turned into an unconscious habit lays the foundation for new discoveries, for new romances and periods of precision in the language of Whitehead, and into new conscious or focal aspects of knowledge for Polanyi. Both authors understand the process of knowing as transformative and emergent in the sense that a dynamic movement between qualitatively different stages affords new abilities, new knowledge, and, at the same time, provides a ground for further exploration and development.

Freedom and discipline, life and innovation

Most rhythms consist of alternating polarities embedded in a flow of time, like the daily rhythm of light and darkness, the shorter and longer durations in music or our breathing in and out. In what sense can Whitehead's threefold structure be understood to constitute a rhythm? This becomes clearer in his lecture from 1923 where the stages of romance and generalisation are characterised as impulses of freedom, and the stage of precision is recognised as discipline. Whitehead writes:

The two principles, freedom and discipline, are not antagonists, but should be so adjusted in the child's life that they correspond to a natural sway, to and fro, of the developing personality. It is this adaptation of freedom and discipline to the natural sway of development that I have elsewhere called *The Rhythm of Education*. (1967, pp. 30–31)

If a lesson is built up according to Whitehead's rhythmic structure, the start in the spirit of romance implies an element of freedom, the continuation into precision indicates more disciplinary modes of working, and the generalisation in the end opens up into freedom again. In this way, a lesson, or a longer developmental journey, formed after Whitehead's ideas, would alternate between freedom and discipline. Still, Whitehead's triad is not simply a to and fro between polarities. There is a tension and also an implicit drive towards development and transformation in the fact that even if romance and generalisation are associated with freedom, they are very different. Moreover, this difference creates not only a rhythmic variation, but also something like a spiralling, developing movement.

As already mentioned, Whitehead's rhythmical understanding of education combines the richness of interweaving rhythms on many levels, not unlike the multiplicity of biological rhythms in living organisms. Education and complex life can be seen as clearly associated in Whitehead's works. In a broader perspective, Whitehead saw rhythms as expressions of life: "wherever there is some rhythm, there is some life" (1919, p. 197). And as in biological life, simple rhythmic structures allow for emergence and complexity when short-term rhythms become superimposed on longer rhythmic spans. The outcome is a rich and open conception of educational rhythms conceived in a maximally simple matrix. He writes:

I am convinced ... that there is not one unique threefold cycle of freedom, discipline, and freedom; but that all mental development is composed of such cycles, and of cycles of such cycles. Such a cycle is a unit cell, or brick; and the complete stage of growth is an organic structure of such cells. (1967, p. 31)

For Whitehead, this symphony of rhythms — this rich pedagogy of repeating and alternating differences — is united in a drive towards growth and novelty. Rhythms thus become a vehicle of emergence, as Allan comments:

Generalization is the recognition that truly to master a discipline is persistently to rethink its conditions, to reconceive its theories and redesign its methods. To master a discipline is to perfect the world it fashions by surpassing it, and to do so again and again, worlds without end. (Allan, 2012, p. 58)

This is no reductive scheme in Whitehead's rhythms, producing simple and replicable ways of teaching, but rather a philosophy of education attending to its complexities, richness and drive towards innovation and a renewal of values. Seeing Whitehead's rhythm of education in the light of emergence points to the developing and partly non-predictable nature of learning.

Art, ethics and the fulfilment of education

The role of art and creativity are the final aspects of Whitehead's educational rhythms to be taken up here. Whitehead uses the term "art" in a very wide sense, including the art of thought, the art of teaching, and the art of life. Embedding education in an overall artistic and creatively oriented view of life constitutes a significant aspect of his thinking. Art thus becomes both an activity that can be integrated into learning and, at the same time, an overarching aspiration for education as a whole. Whitehead envisioned an education imbued with art on many levels: from the use of literature in mother tongue learning and visual arts in history, to students finally attaining the goal of mastering the "art of life". Art is for Whitehead intimately connected to a life characterised by wisdom, initiative, style and joy. Writing metaphorically, he states: "I am not now talking of the training of an artist, but of the use of art as a condition of healthy life. It is analogous to sunshine in the physical world." (1967, p. 58)

For Whitehead, art in education is a vehicle of moral transformation, guiding students towards developing "an artistic sense" of values:

Education is the guidance of the individual towards a comprehension of the art of life; ... This completeness of achievement involves an artistic sense, subordinating the lower to the higher possibilities of the indivisible personality. Science, art, religion, morality, take their rise from this sense of values within the structure of being. (1967, p. 39)

Looking back to Friedrich Schiller, who in 1794 wrote his famous *Letters upon the Aesthetic Education of Man*, it becomes clear that both Schiller and Whitehead saw aesthetics in education both as a fulfilment and as a mediator of values. Schiller wrote: "By beauty sensuous man is led to form and to thought; by beauty the spiritual man is brought back to matter and restored to the world of sense" (Schiller, 2005, p. 57). Ultimately, Schiller links aesthetics and his famous *play* to freedom and to ethics. The same is true for Whitehead. His generalisation is a stage of freedom where art and aesthetics become conveyors of values, but also ends in themselves. Following the tradition of Europe's great educational forefathers, Whitehead here aligns with thinkers such as Comenius, Pestalozzi and Herbart, who linked the 'aims of education' to an achievement of moral conduct. In the same spirit, Whitehead sees his last stage in the rhythm of education as the accomplishment of an ethically informed knowledge relating the individual to her environment. The emergence of a responsible, wise and ethically oriented student is Whitehead's vision of the outcome of his multiple rhythms of education.

Summing up Whitehead's ideas on rhythms in education, it becomes clear that several rhythms are involved in his basic triadic movement between romance, precision and generalisation. In addition to the ones just mentioned, there are moments of inductive and deductive learning, alternating phases of freedom and discipline, and dynamics of conscious focusing and the formation of habits. This gives teachers a rich repertoire of ideas regarding how to create variation and spur development in their classrooms. Seeing Whitehead's rhythm of education in the light of development and transformation brings the argument back to where it started, in Hegel and his dialectics. For Whitehead, this symphony of rhythms — this rich pedagogy of repeating and alternating differences — is united in a drive towards a value-oriented growth and novelty, with art as an important mediator, and the art of life as its goal. Teachers contemplating these ideas might get in touch with the greater perspectives of education and thus see the links between everyday classroom activities and the ethical challenges of humanity as a whole.

In the second article, Rudolf Steiner's ideas on rhythms in education will be presented, followed by a discussion of the significance of the three authors' contributions to understanding and realising rhythms in education.

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Kindergarten

In an increasingly fast-paced world, we believe that an unhurried approach to the early childhood years offer the healthiest and strongest foundation for children's academic, social, and personal growth. We very deliberately do not accelerate academic learning in our kindergarten programs and understand that with ample play in these early years, students learn better and show greater enthusiasm and confidence. Kindergarten learning goals and objectives are embedded within children's play, routine activities, and the intentional daily rhythm set in the classroom.

Key developmental goals for children at this stage include:

- Children will explore, discover, and problem-solve through physical and creative play
- Children will develop their physical body, including fine and gross motor skills,
- Children will learn to participate and get along in social groups through self-directed and creative play
- Children will strengthen the foundation for literacy and numeracy through story-telling and games
- Children will deepen an appreciation for nature and beauty through outdoor play and artistic activity
- Children will participate in artistic and practical activities that develop the will and fortitude to complete a task
- Children will participate in circle time with stories, songs, and games
- Children will participate in clean-up and chores

Grades Curriculum Learning goals and objectives

Grade One Skills by Subject Area

Work Habits and Attitude in grade one, students should:

- Respect adults and authority
- Raise hand to speak, take turns
- Become a member of the class, adjusting self needs to the needs of the group, supporting classmates and class activity
- Treat others with respect and tolerance
- Work through challenging tasks, correction, and frustration
- Develop skill in social use of language, for example, the use of "please" and "thank you"

Language Arts

In grade one, students should be able to:

- Sit quietly through an oral presentation of a story for progressively longer periods of time up to 20 minutes
- Recall story from the previous day with sequencing as well as attention to main characters, events, and details
- Memorize poems, gestures, rhythms, verses, rhymes, and songs
- Listen to instructions, focus and remain on task for the designated time
- Speak clearly in question-and-answer periods and daily recall (individual)
- Participate in group recitation of memorized material
- Participate with group in informal dramatic presentations
- Recognize sounds, shapes, capital letters (lower case letters are introduced at the end of the year or the beginning of second grade)
- Know alphabetical order of letters
- Recognize letter sounds in words, rhyme words, alliteration
- Copy words written on the board in upper case letters
- Grip writing implement correctly
- Work with dominant hand

- Space letters and words appropriately on the page
- Recognize sentences
- Read self-constructed or copied sentences and memorized words

Math

In grade one, students should be able to:

- Identify number patterns in the human figure, nature, and geometric forms
- Write numerals 1–12
- Recognize numerals 1–20
- Count 1–20 forward and backward
- Count to 100 by ones
- Recognize the four operations and symbols (+ - x /)
- Use manipulatives to solve problems in all four operations up to 20
- Count by twos, threes, fives, and tens, forward and back—emerging skill
- Show emerging skill in doing mental calculations
- Write calculations in sentence form (horizontal)

Natural Science and Social Studies

In grade one, students will:

- Participate in the festival life of the school

Through stories, walks outdoors, and work in the garden, students should be able to:

- Become familiar with seasonal changes
- Have an imaginative understanding of natural phenomena, for example, the water cycle
- Experience local geography
- Begin color study in painting

Foreign Languages

In grade one, a student's active vocabulary should include:

- Main colors
- Main items in the classroom
- Parts of the body
- Days of the week
- Family members

Numbers up to 20

Students should also be able to respond to simple commands and basic questions.

Music

In grade one, students should be able to:

- Sing freely-floating melodies, mostly in the pentatonic mode, learned by listening and imitation
- Begin playing the pentatonic flute
- Develop the ability to play notes and tunes by ear
- Develop the ability to imitate basic rhythms

Art

In grade one, students should be able to:

- Achieve visual motor coordination through form drawing, to be applied to writing and geometry
- Recognize patterns of straight and curved lines
- Recognize the three primary colors
- Derive the secondary colors from the primary colors
- Using block crayons, imitate guided drawing from the blackboard
- Begin to work with rudiments of composition

Handwork

By the end of grade one, students should be able to:

- Finger knit
- Cast on and off
- Knit garter stitch with confidence
- Recognize small knitting mistakes such as a missing or an extra stitch
- Recognize color value (dark to light)
- Change color while knitting with minimal help
- Thread a darning needle with large thread
- Do simple sewing stitches (running and whip stitch)
- Sew on buttons
- Sew up and stuff knitted projects

Physical Education

In grade one, students should be able to:

- Participate in group circle activity and games
- Clap rhythms
- Jump rope: forward, backward, with crossovers, individually and with a partner
- Throw and catch a ball (any dimension) and bean bag
- Crawl, tumble, somersault
- Skip, hop, shuffle, crisscross, stomp
- Walk on a balance beam
- Play simple tag games
- Introduction to juggling
- Enter into imaginative games

Grade Two Skills by Subject Area

Work Habits and Attitude in grade two, students should:

- Continue to develop social skills initiated in first grade: respect for teachers and classmates, ability to adapt the needs of the self to the needs of the class
- Contribute to the community of the class, helping others, doing classroom chores, being willing to do what is asked
- Begin to work individually and cooperatively within small groups
- Work within the large group in timely fashion
- Reinforce and encourage good manners
- Begin to work with process to resolve conflicts
- Develop listening skills and empathy

Language Arts

In grade two, students should be able to:

- Demonstrate listening, memory, and comprehension through story recall
- Use and expand vocabulary from stories
- Follow directions
- Memorize poems, songs, rhymes, rhythms, and verses learned by imitation and group recitations
- Participate in class plays
- Speak with clear articulation and connected gesture
- Recognize, write, and read upper case, lower case, and printed letters (cursive writing often introduced by the end of the year)
- Place words in appropriate spatial arrangement on the page; write with decreasing size and increasing accuracy and neatness

- Participate in composing a synopsis of a story to be copied and illustrated in the main lesson books
- Compose simple sentences, knowing that a sentence begins with a capital, ends with a period, names a subject, and tells what it does
- Take simple dictation (emerging spelling skills)
- Read self-constructed sentences, show enthusiasm for books, interpret pictures for meaning, eye tracking left to right
- Read and write simple word families (cat, rat, sat; like, bike; etc.)
- Read and write basic “sight” words (the, who, one, etc.)
- Develop working knowledge of phonics: long and short vowel sounds, diphthongs (aw, ow, ew, oy, etc.), vowel and consonant blends
- Begin reading books at a level appropriate for the student (a wide variety of ability is expected)

Math

In grade two, students should be able to:

- Recognize and write numbers 1–100
- Master counting by twos, threes, fours, fives, tens, elevens
- Begin counting by six, seven, eight, nine, and twelve forward and backward
- Write times tables ($12=4\times3$; $4\times3=12$ etc.)
- Write calculations in all four operations (move to vertical structure)
- Practice using place value
- Add and subtract up to three columns of numbers with regrouping
- Multiply two- and three-digit numbers by a one-digit multiplier
- Practice mental calculations in all four operations
- Practice situation problems presented orally (may be written)
- Count with money
- Understand time: calendar, months, days of the week
- Recognize odd and even numbers

Natural Science and Social Studies

In grade two, students should:

- Experience local environment and nature through nature walks, gardening, and nature stories
- Discuss characteristics of animals through fables
- Sharpen capacities of observation

Foreign Languages

By the end of grade two, students should:

- Know the months, seasons, and vocabulary from nature
- Know numbers up to fifty
- Know a number of songs, verses, and rhymes by heart
- Respond to simple questions about themselves
- Take a picture dictation
- Point out/name different items in their environment

Music

In grade two, students should be able to:

- Sing and play (flute) pentatonic melodies and some folksongs
- Play a melody previously sung or heard (play songs by ear)
- Begin spatial experience of high and low notes, showing pitch of notes with hands
- Increase finger dexterity on flutes
- Maintain a beat
- Master increasingly complex clapping, walking, and dancing patterns

Art

In grade two, students should be able to:

- Increase visual motor capacity with more complex form drawings, balancing symmetries (add horizontal symmetries)
- Begin cursive writing with moving line exercises (loops and curls)
- Draw simple geometric figures freehand
- Continue wet-on-wet watercolor exercises with primary and secondary colors
- Express aspects of three-dimensionality in sculpture (beeswax or clay)
- Follow guided drawings from the blackboard with increasing mastery of block crayons, begin to free render drawings from stories presented

Handwork

By the end of grade two, students should be able to:

- Purl (stockinet stitch) with confidence
- Crochet (chain stitch, single crochet) with confidence
- Create clear geometrical shapes while crocheting
- Recognize and fix minor knitting mistakes (purl vs. knit stitch)
- Count with confidence and recognize mistakes in their crochet
- Further develop dexterity in the hands to learn to work with their dominant hand

Physical Education

Students in grade two should be able to:

- Be comfortable exercising in small groups as well as in the whole class
- Know body geography (right, left, front, back, above, below)
- Play games that involve coordination and taking aim
- Do basic acrobatics like somersaulting, tumbling, and rolling.
- Jump rope: forward, backward, with crossovers, individually and partner
- Show good sportsmanship

Grade Three Skills by Subject Area

Work Habits and Attitude in grade three, students should:

- Demonstrate increasing awareness of group needs and contribute to the class well-being: take turns, speak/listen, support others, classroom chores
- Participate in both individual and collaborative work
- Resolve conflicts with respect and self-control

Language Arts

In grade three, students should be able to:

- Listen to oral presentations, comprehend and recall the next day
- Participate in class discussions
- Speak clearly in class discussions, group recitations, and dramatic presentations
- Improve printing and master cursive writing with care for neatness
- Strengthen sentence composition and write paragraphs (there will be varied abilities in the class)
- Create journals out of student's own experiences
- Begin to recognize parts of speech: noun, verb, adjective, adverb
- Work with basic punctuation as needed in writing assignments
- Practice spelling, words generated from lesson content
- Practice basic spelling rules
- Take dictation, several sentences at time
- Continue reading, arrive at grade level by the end of the school year
- Read aloud fluently with inflection and attention to punctuation cues

Math

In grade three, students should be able to:

- Apply four operations to larger numbers
- Work with place value in larger numbers
- Master telling time and solve problems involving time
- Solve problems relating to money and making change
- Check solutions to calculations using the inverse operation
- Observe number patterns (especially in multiplication tables)
- Discover prime and square numbers
- Master multiplication tables 1–12
- Begin long division with divisor up to 12 and remainders
- Practice reading and solving word problems
- Practice “mental math”
- Begin measurements: linear, liquid, dry, and weight

Natural Science and Social Studies

In grade three, students should be able to:

- Examine primitive house building techniques and the relationship of materials used to the surrounding environment and the cultures of the various peoples
- Observe modern-day construction, trades involved (through field trips and class construction project)
- Understand the origin of a piece of clothing by experiencing the fiber arts
- Observe a working farm: animal husbandry and crop cultivation (farm visit and participation in chores)
- Learn about the cultivation of grains for human sustenance
- Participate in gardening chores

Foreign Languages

In grade three, students should:

- Be familiar with basic items of food, clothing, and furniture
- Be familiar with forms of transportation, places and directions
- Be familiar with times of day (morning, evening...), clock time: full and half hour
- Memorize rhymes, poems, songs, and short plays
- Be aware of noun genders
- Take active part in group recitation, singing, and games
- Become aware of personal pronouns in conversation
- Become aware of verbs, articles, nouns, prepositions, and adjectives
- Be familiar with numbers up to 100
- Practice simple “mental math” problems in the language

Music

In grade three, students should be able to:

- Sing in C-major scale
- Begin singing rounds
- Play C-recorder (soprano)
- Continue folk dancing and rhythmic activity

Instrumental Music

In grade three, students should be able to:

- Be familiar with violin, viola, or cello
- Play songs in two parts and simple rounds
- Know the diatonic scale in two keys
- Learn music aurally through imitation
- Understand basic concepts of reading music

Art

In grade three, students should be able to:

- Develop form and technique in watercolor painting
- Explore: light, polarity (light/dark, above/below), plants, animals, the human figure
- Use color to express a mood
- Continue to develop proficiency in crayon drawings with more attention to detail
- Model in beeswax and clay—create model replicas of houses
- Control line in form drawings, balance symmetries—more complex, symmetries that cross the mid-line, symmetries in four quadrants, forms that evolve and change into another
- Draw geometric figures freehand—circle, square, pentagon, octagon, etc.

Handwork

By the end of grade three, students should be able to:

- Crochet a hat within a certain timeline (about two months)
- Knit an article using ribbing (i.e. knit one/purl one) stitches, such as a headband
- Knit an animal using increases and decreases, casting on and off on the same piece
- Some may learn to develop a knitting pattern for an animal (advanced)
- Some may learn to follow a printed knitting pattern from a book (advanced)
- Recognize and fix minor mistakes (dropped stitches)
- Some may learn simple embroidery (stem stitch, chain stitch as preparation for fourth grade) (advanced)
- Continue to stimulate their imagination through the shaping of the animals, from 2D to 3D
- Experience a connection between the main lesson presentation of the trades etc. and the actual work of a craftsperson

Physical Education

In grade three, students should be able to:

- Understand and follow rules
- Work on a team
- Practice gymnastics introduced in previous years, execute with coordination and confidence
- Toss three balls as pre-juggling skills
- Jump rope: forward, backward, with crossovers, individually and with a partner
- Show good sportsmanship

Grade Four Skills by Subject Area

Work Habits and Attitude

In grade four, the students should:

- Participate in individual and collaborative work
- Participate in social activities and practice social inclusion of others
- Demonstrate awareness of group needs and respond with appropriate action and willingness to help
- Show respect for teacher, classmates, property, and materials
- Work with positive attitude and be open to feedback even through difficulties
- Exhibit self-discipline and personal responsibility

Language Arts

In grade four, students should be able to:

- Demonstrate oral comprehension and recall
- Follow a series of directions

- Memorize and recite poems and verses with clear diction and fluency
- Perform in assemblies and plays
- Apply capitalization and punctuation rules
- Understand four types of sentences (declarative, interrogative, command, and exclamation) and use corresponding punctuation
- Write three sequential paragraphs with an initial sentence, supporting material, and closure
- Compose an informal letter
- Do first research project and make oral presentation
- Understand parts of speech and verb tenses
- Begin to use spelling rules, put words in alphabetical order, use dictionary
- Vocabulary and spelling; dictionary use
- Write in cursive
- Write and edit compositions on main lesson themes
- Decode more complex words
- Read aloud with fluency, clear diction, and inflection
- Read independently for half an hour
- Comprehend, recall, and discuss what was read
- Compose book report and related projects

Math

Grade four skills and topics include:

- Master four operations with multiple-digit numbers using estimation and rounding off
- Long division with multiples of 10 and two-digit numbers
- Place value and signs of operation
- Problems using measurement of time, linear, dry/liquid
- Practice “mental math” without manipulatives
- Word problems with choice of operation
- Fractions: numerator/denominator, equivalent fractions, expand and simplify fractions, find simple common denominators, proper/improper fractions and mixed numbers
- Add and subtract fractions
- Number patterns and prime numbers
- Simple averages
- Factoring
- Calculate and construct scale drawings

Natural Science and Social Studies

In grade four, students should be able to:

- Animal physiology; compare and contrast with human physiology
- Mapping skills: classroom, home, and surrounding area
- Orient with compass directions
- Learn state geographical regions, the original peoples to settle the area, and the influence of the environment on these peoples
- Local history and geography

Foreign Languages

By the end of grade four, students should:

- Know and write the alphabet
- Spell their names and common words
- Begin to write, read, and become aware of grammatical structure
- Retain longer texts, recite long poems, and sing in rounds
- Give simple descriptions

- Practice finding nouns, verbs, adjectives, and prepositions
- Begin to recognize sentence structure
- Write simple sentences
- Use numbers up to 500
- Practice simple “mental math” and written arithmetic

Instrumental Music

By the end of grade four, students should:

- Have a basic facility on the violin, viola, or cello, playing scales and simple songs/rounds in first position
- Understand finger patterns and how to play in different parts of the bow and execute rhythms effectively with a nice sound
- Begin reading music; time signatures; notation of basic rhythms
- Imitate melodies by ear on their instruments
- Develop regular practice habits and care for instruments and materials
- Perform at whole-school assemblies and concert evenings

Chorus

In grade four, students should be able to:

- Sing with rhythm instruments
- Sing rounds, call/response songs

Art

In grade four, the students should be able to:

- Develop animal forms and landscapes using wet-on-wet watercolor painting
- Develop spatial imagination and awareness with lines that cross over each other in form drawing: braiding, knots
- Model with clay
- Continue to develop drawing skills using main lesson themes (Norse Myths, animals, etc.)
- Begin scale drawings

Handwork

By the end of grade four, students should be able to:

- Embroider with a hoop
- Show appropriate mastery of running stitch, back stitch, chain stitch, blanket stitch, whip stitch
- Cross stitch, with the element of symmetry supported by color and form
- Macramé a cord
- Sew on buttons and snaps
- Be familiar with basic sewing terms, seam allowances, etc.
- Show correct use of pin, scissors, and needles
- Some may learn to knit a bag with five double-pointed needles (advanced)
- Thread a needle without help
- Knot a thread without help
- Show age-appropriate focus, concentration, and hand-eye coordination

Physical Education

In grade four, students should be able to:

- Develop very good eye-limb coordination, spatial orientation
- Control movement in all types of games
- Follow rules
- Approach gym equipment with confidence
- Develop basic juggling skills

- Handle basics of devil sticks and diabolos
- Show good sportsmanship

Grade Five Skills by Subject Area

Work Habits and Attitude

In grade five, students should:

- Show respect for teacher, classmates, property, and materials
- Come to school with positive attitude
- Serve the needs of the group, support others
- Work individually or in collaboration with classmates without continued adult guidance and intervention
- Get work done in timely fashion
- Demonstrate intention to do best work
- Be open and willing to work with feedback from teacher and classmates, to work out classroom and social issues
- Be inclusive and practice positive social habits

Language Arts

In grade five, students should be able to:

- Exhibit sustained attention to primary speaker to capture details and facts
- Participate in daily recitation, story recapitulation, and oral reports
- Demonstrate clear diction, meter, cadence, syntax, volume, rate, and artistic expression when speaking
- Develop dictionary skills
- Syllabicate words according to rules for syllabication
- Master weekly spelling and vocabulary list
- Continue work with spelling rules and irregularities
- Increase accuracy and speed in dictation
- Compose several paragraphs out of curriculum material presented (biographical or historical sketches, for example)
- Write simple research reports from student readings and observations
- Write and edit with awareness of spelling punctuation, parts of speech, capitalization, active and passive voice
- Write stories from own experience
- Read books related to the curriculum
- Demonstrate oral and written recall

Math

In grade five, students should be able to:

- Work with fractions using all four operations (including division of fractions using the reciprocal)
- Add/subtract mixed numbers by finding common denominators and regrouping
- Name place values (whole numbers and decimals)
- Multiply and divide mixed numbers using conversions to improper fractions, expansion, and simplification of fractions
- Practice four basic operations on whole numbers (multiple digit), long division using estimation and rounding of numbers
- Know multiplication tables out of sequential order
- Multiply by 10s (for example 20x600)
- Discern proper operation to use in word problems
- Continue practice in “mental math,” speed calculations
- Discover prime numbers, factors, common factors, rules of divisibility
- Work with decimals
- Develop facility with fraction/decimal equivalents

- Calculate area and perimeter for rectangles and squares
- Begin geometry with freehand geometric drawing

Natural Science and Social Studies

In grade five, students will:

- Explore mythology and the ancient cultures of India, Persia, Mesopotamia, Babylonia, Assyria, Egypt, and Greece
- Develop familiarity with historical maps of the above cultures (construct or draw)
- Study geographical regions of North America, the relationship to the people living there and their occupations
- Begin to work with geographical terms
- Learn political and geographical boundaries of North America: countries, states, capitals
- Examine Earth's major climate zones
- Develop an understanding of the plant, its relationship to sun and earth, life cycles, and anatomy
- Explore categories of plants and plant relationship to geography and climate

Foreign Languages

Reading material is introduced and becomes a focus for vocabulary work. Grammatical concepts established in the mother tongue are practiced in simple statements written in the foreign language. Homework is given on a regular basis.

By the end of grade five, students should:

- Improve writing and reading skills
- Listen to a poem and songs and recognize main themes
- Be able to respond to simple questions from text reading
- Memorize plays and longer poems
- Practice writing simple paragraphs
- Read short paragraphs with good pronunciation
- Know the verb forms in the present tense
- Start recognizing conjugation of regular and irregular verbs in sentences
- Use article, nouns adjectives, and prepositions
- Use numbers up to 1000

Instrumental Music

By the end of grade five, students should:

- Be able to play with facility in the keys of C, G, D, A, and F major
- Be able to participate in a musical ensemble with four and five part harmony
- Understand how to read and interpret key signatures up to two sharps and flats
- Be able to sight-read basic melodies and harmonies
- Be able to complete simple rhythmic dictation
- Understand basic concepts of ensemble playing
- Perform at whole school assemblies and concert evenings

Students who start wind instruments should achieve basic facility on their wind instruments by the end of the year and should be able to apply their musical knowledge from their studies of string instruments to the wind instruments.

Chorus

In grade five, students should be able to:

- Sing medleys, several songs put together
- Sing rounds; start at same time in parts and end together
- Keep rhythm
- Begin sight singing and understand basic music theory concepts, including key signatures and scale degrees

- Experience culture and historical moods through music (India, Greece, etc.)
- Relate singing to geography by singing folk songs that belong to different regions of North America
- Participate in arts evenings and concerts in concert dress

Art

In grade five, students should be able to:

- Draw geometric forms freehand
- Develop and work with nuances of color to create qualitative differences
- Apply watercolor painting techniques to illustrate plant world, geography, and ancient cultures
- Model with clay, subjects from ancient cultures
- Practice drawing and shading techniques with colored pencils

Handwork

By the end of grade five, students should be able to:

- Read and attempt to follow a simple knitting pattern independently
- Design their own socks
- Keep track of and care for their supplies
- Strengthen previously learned knitting skills by knitting a sample gauge
- Continue to work with color values and design
- Knit with five double-pointed needles
- Turn a heel and shape the toe of each sock
- Knit a pair of socks (for themselves)
- Some may learn to hand-sew a gusseted animal

Woodwork

By the end of grade five, students should be able to:

- Practice proper care of and develop respect for tools
- Work within prescribed safety rules
- Carve both convex shapes (egg form) and begin concave shapes (bowl) with a mallet and gouge
- Make basic measurements with a ruler
- Work with a rasp to shape and smooth a form
- Recognize common local wood species
- Complete the term project

Physical Education

In grade five, students should be able to:

- Add strength, beauty, and speed to all skills developed in previous years
- Train for and participate in a classic Greek Pentathlon (running, wrestling, jumping, throwing javelin, throwing discus)
- Play team games with strength and accuracy
- Practice gymnastics: cartwheel, handstand, and round off
- Begin developing skills in unicycle, Rolla bola, and rolling globe
- Show good sportsmanship

Grade Six Skills by Subject Area

Work Habits and Attitude

To be achieved by graduation:

- Assume responsibility for self and work
- Maintain an organized assignment planner and complete homework assignments in timely fashion

- Work independently and quietly with focus on a task for up to 45 minutes
- Work collaboratively and do fair share of the task
- Work independently and collaboratively with minimum adult intervention
- Work neatly with desire to do best work
- Respect teachers, classmates, property, and materials
- Keep personal and school belongings well organized
- Have appropriate materials needed for class
- Be prepared and ready for class on time
- Maintain a positive attitude
- Work constructively with feedback from teachers and classmates
- Support classmates and the group
- Practice social inclusion and be included in social activities
- Use group process and discussion to work through social issues and class projects
- Participate in class discussion
- Participate in choral recitation and singing

Language Arts

In grade six, students should be able to:

- Show acquisition of verbally presented material through artistic rendering, daily recall, self-generated reports and essays written for main lesson books
- Build vocabulary
- Participate in class discussions
- Recite poetry, read prose both individually and in group
- Speak clearly with good diction, proper inflection, fluency
- Develop confidence to stand before classmates in oral presentation of reports
- Read for information
- Decipher new words using stable vocabulary base and contextual cues
- Achieve fluency in oral reading—read with inflection and attention to punctuation cues and sentence structure
- Read for sustained length of time
- Demonstrate good comprehension and recall of what has been read
- Use well-formed handwriting (could be cursive, calligraphy, or print), and organize layout of writing on the page
- Develop simple outlines that bring out the main idea and its supporting details
- Use appropriate sentence construction, sequential paragraphs, and good structure (initial sentence, supporting material, transitions, and closure) in independent writing assignments
- Consistently use rules for capitalization and punctuation
- Use parts of speech correctly
- Use complex sentence structure using adjective phrases and clauses, subordinate conjunctions, etc.
- Begin to diagram sentences
- Continue building spelling skills, practicing rules, taking dictations
- Edit for spelling and grammar mistakes, clarity, and regrouping of sentences for efficiency—working through several drafts to final copy

By the end of grade six, students should be able to:

- Correctly identify parts of the sentence: subject, predicate, direct object, prepositional phrases
- Use apostrophes for contractions and possessives
- Construct sentences that avoid run-ons and sentence fragments
- Identify main and subordinate clauses
- Identify and construct simple, compound, and complex sentences
- Correctly identify and use objective and subjective tones
- Correctly use paragraph structure: topic sentences, supporting sentences, concluding sentences
- Use graphic organizers to plan essays

- Outline and write five paragraph expository essays
- Use simple rhyme and rhythm in poetry
- Write and edit newspaper articles; organize and edit newspaper with a group
- Free-write in journal

Mathematics

By the end of grade six, students should demonstrate proficiency in the following areas:

- Speed tests
- Exponents and roots (introduction)
- Divisibility
- Factors of a number
- Prime factorization
- Division, long and short, rounding and estimating
- Fractions: use all four processes, expansion/reduction of fractions, conversion between mixed numbers and improper fractions
- Decimals: use all four processes
- Fraction/decimal/percent, equivalents, conversions
- Percents: determining a certain percent of a given number
- Percent increase and decrease
- Use of fraction and decimal method to determine a percentage
- Quick simple calculation of percents (10%, 20%, 50%, 75%, 100%, 200%)
- Word problems: analyze problem to determine the use of appropriate operation and convert to equations
- Geometry introduced:
 - o Precise construction with ruler and compass
 - o Bisection of a line segment, angle, arc
 - o Division of a circle
 - o Parts of a circle: radius, diameter, secant, tangent etc.
 - o Angles: obtuse, acute, straight, right
 - o Triangles: scalene, right, isosceles, equilateral
 - o Terminology for quadrilaterals and other polygons
 - o Area and perimeter of rectangle, square, and right triangle
- Introduce Statistics: calculating mean, average, median; mode for sets of data; analyzing line and bar graphs
- Introduce Business math: credit, interest, tax, profit

By the end of sixth grade, students should be proficient in following topics:

- Finding equivalent fractions, reduce fractions, work with the four operations, and solve word problems
- Estimating and checking their written work
- Familiarity with prime numbers, square numbers and square roots and developing number sense and different notations
- Problem solving through mathematical reasoning using mental math, speed sheets, short cuts, logical problems, and word problems
- Familiarity with percentage and ability to convert from decimals and fractions into percent as well as business math
- Developing a unified understanding of number and ability to recognize fractions, decimals, and percent as different representations of rational numbers
- Application of proportional relationships
- Familiarity with statistical terminology and processes
- Ability to manage their homework folder and coursework and accuracy in written work
- Test-taking skills, test preparation, and self-correction

Science

In grade six, students are expected to achieve a working knowledge of the following:

- Geology
- Continents and plate tectonics
- Volcanoes
- Rock cycle (igneous, sedimentary, metamorphic rocks)
- Composition of the earth
- Minerals, crystals, gems, metals
- Physics
- Acoustics: the relationship of pitch to size and volume, conduction of sound through various media, sound and form
- Optics: nature of light, color/prisms, afterimages
- Thermodynamics: expansion/contraction, conductivity, transference of heat (conduction, convection, radiation), Fahrenheit and centigrade, friction, changes in volume (solid, liquid, gas)
- Magnetism: lodestone, positive /negative poles, attraction/repulsion, magnetic fields (of earth), types of magnets, movement of magnetic force through various substances

History

In grade six, students are expected to achieve a working knowledge of the following:

- Roman history, the founding of Rome, the growth of the empire, the Pax Romana, everyday life in Roman Times
- Roman history through biographies, for example: Julius Caesar, Jesus, Mohammed
- Life in the Middle Ages: feudal system, monastic life, building of cathedrals, trades and guilds

Geography

In grade six, students will:

- Work with latitude and longitude (maybe in grade seven)
- Explore geography of Europe or South America: know physical and political boundaries, physical features, countries, and cultures
- Have some understanding for culture and livelihood of the peoples in relation to the physical attributes of the land

Foreign Languages

In sixth grade there is an extensive review of the language to provide a firm foundation for future progress in the acquisition and practical use of the language. Dialogues and conversation arising from reading materials are emphasized from this point forward.

By the end of the year, students should:

- Be able to speak more freely about themselves and their environment
- Become more fluent in reading text used in class
- Be able to take dictations
- Practice writing longer paragraphs (e.g., letters, summaries)
- Be able to speak more freely on what they have read in class
- Recognize and give examples (e.g., from a text) for the areas of grammar covered so far (regular and some irregular verbs)
- Understand the grammatical terminology being used
- Demonstrate geographical knowledge of countries where the language is spoken
- Memorize plays and longer poems

Instrumental Music

By the end of grade six, students should:

- Be able to play scales in keys with up to two flats and two sharps over two octaves
- Understand both major and minor scales and be able to identify whether a piece is written in a major or minor key
- Understand the concepts of dynamics, articulation in music, and musical phrasing

- Begin to place musical pieces in their historical contexts
- Be able to sight read simple music in an ensemble setting (mistakes are expected)
- Perform at whole school assemblies and concert evenings

Chorus

In grade six, students should be able to:

- Sing in two or three parts
- Continue to develop sight-singing abilities, including sight singing in major and minor keys
- Learn to recognize intervals in written music
- Learn multiple parts of a piece
- Explore pieces in historical, geographical context, i.e. Gregorian chants, Mummer's play, European or South American folk songs
- Participate in arts evenings and concerts in concert dress

Art

In grade six, students should be able to:

- Develop understanding of the color wheel in painting exercises
- Bring three-dimensionality onto the paper through light and dark
- Master shading techniques in geometric drawings
- Use all techniques mastered to enhance main lesson books, for example: drawing, shading, borders
- Model with clay three-dimensional objects related to the curriculum
- Participate in a dramatic production

Handwork

By the end of grade six, students should be able to:

- Master a variety of sewing stitches (back stitch, running stitch, mattress stitch, whip stitch)
- Experience the transformation of a flat pattern into a three-dimensional shape
- Review and strengthen crochet skills by crocheting a cap for doll hair
- Complete a Waldorf-style doll
- Execute knowledge of construction and sewing techniques by making doll clothes

Woodwork

By the end of grade six, students should be able to:

- Practice proper care and develop respect for tools
- Work within prescribed safety rules
- Demonstrate mastery of basic carving techniques
- Integrate use of new tools
- Transform a design concept to a three-dimensional form

Physical Education

In grade six, students should be able to:

- Play within field boundaries
- Develop conscious awareness of space around them
- Do gymnastic exercises with accuracy
- Practice rod fencing and archery
- Develop basic juggling skills
- Participate in all types of cooperative games
- Show good sportsmanship

Grade Seven Skills by Subject Area

Work Habits and Attitude

To be achieved by graduation:

- Assume responsibility for self and work
- Maintain an organized assignment planner and complete homework assignments in timely fashion
- Work independently and quietly with focus on a task for up to 45 minutes
- Work collaboratively and do fair share of the task
- Work independently and collaboratively with minimum adult intervention
- Work neatly with desire to do best work
- Respect teachers, classmates, property, and materials
- Keep personal and school belongings well organized
- Have appropriate materials needed for class
- Be prepared and ready for class on time
- Maintain a positive attitude
- Work constructively with feedback from teachers and classmates
- Support classmates and the group
- Practice social inclusion and be included in social activities
- Use group process and discussion to work through social issues and class projects
- Participate in class discussion
- Participate in choral recitation and singing

Language Arts

In grade seven, students should be able to:

- Show acquisition of verbally presented material through artistic rendering, daily recall, self-generated reports and essays written for main lesson books
- Recite poetry, read prose both individually and in group
- Speak clearly with good diction, proper inflection, fluency
- Develop confidence to stand before classmates in oral presentation of reports
- Read for information
- Read for sustained length of time, with good comprehension and recall
- Generate writing that reflects sequential organization, organized ideas, and complete thoughts with appropriate syntax
- Use capitalization, punctuation, and parts of speech correctly
- Use active/passive voice
- Use subordinate clauses
- Write compositions in expository, narrative, and descriptive styles
- Use dictionary and thesaurus on regular basis
- Take dictation with ease, use spelling rules, sight vocabulary and phonetics to spell unknown words
- Continue sentence diagramming
- Develop appreciation for poetry through reading and writing
- Express contrasting moods
- Use subjunctive mood (might be introduced in grade six)
- Generate research projects: use library, note-taking skills, outlines, writing and editing to arrive at final draft
- Practice note-taking
- Summarize main lesson content in writing for main lesson books
- Demonstrate reading-for-information skills in research projects, class discussion, and mastery of material
- Acquire appreciation for the English language through reading a variety of literature in different artistic styles
- Read aloud with expression, fluency

- Recall what was read in discussion, book reports, and summaries

By the end of grade seven, students should be able to:

- Use basic keyboarding and word processing skills to type papers
- Use library and internet resources for research: books, digital catalogue, and online databases
- Summarize larger works in students' own words
- Write a research paper with appropriate citations and bibliography
- Write stories that build to a climax and resolve the plot, using both first and third person narrative, with focus on detail and description
- Understand and use analogies
- Understand and use vocabulary and etymology with focus on Latin and Greek roots
- Write literary analysis essays on reading material (stories, books, and poetry) identifying and discussing mood, tone, and characterization, and types of conflict
- Identify metaphor and simile as well as use in their own poetry
- Use punctuation correctly, including serial commas, colons, and semi-colons
- Identify and correctly use:
 - o Adverb and adjective phrases
 - o Conditional/subjunctive tone; declarative, interrogative, imperative, and exclamatory sentences
 - o Main and subordinate clauses o Non-essential clauses
 - o Appositives

Mathematics

By the end of grade seven, students should demonstrate proficiency in the following areas:

- Number sense with more challenging numbers (puzzles, patterns, etc.)
- Measurement conversions: U.S. and metric systems
- Historical background of the metric system
- Percentage: basic problems, percent increase/decrease, simple and compound interest, word problems
- Business math skills
- Ratio and proportion: set up ratio problem, find the total, similar figures, rate problems
- Algebra:
 - o Positive and negative numbers
 - o Using four processes on positive and negative numbers
 - o Equations: the golden rule
 - o Translation of verbal expressions into algebraic expressions
- Geometry:
 - o Area of parallelograms, trapezoids, non-right triangles, circles
 - o Angle theorems: arising when two parallel lines are cut by a transversal, angles in a triangle
 - o Pythagorean Theorem: visual proofs, calculation of missing sides of triangles
- Word problems with applications

Students recognize more complex number patterns, discuss and understand alternate solutions to a problem, and work independently with a partner or in small groups.

By the end of seventh grade, students should be proficient in following topics:

- Familiarity with the use of and conversion between U.S. measurements and metric measurement
- Use of ratios and proportion, including geometry
- Understanding and use of percentage and compound and simple interest.
- Familiarity with rate problems
- Understanding of Euclidean geometry, including Pythagorean Theorem,

area and perimeter of quadrilaterals and triangles, and angle theorems including hands-on geometric constructions

- Familiarity with algebraic topics including calculations with integers, order of operation, evaluating and simplifying algebraic expressions by combining like terms, and the “golden rule of equations”
- Understanding of statistics and probability
- Test-taking skills, test preparation, and self-correction

Science

In grade seven, students should achieve a working knowledge of the following: • Physics

- o Basic Acoustics: ratio for tones of the scale
- o Optics: reflection/refraction
- o Simple machines: lever, pulley, wheel, inclined plane, wedge and screw
- Inorganic chemistry
- o Chemistry of a candle
- o Combustion: as observed in the burning of a variety of materials
- o Role of oxygen and carbon dioxide in human, plant, and animal bodies
- o Properties of acids and bases, salts
- o Indicators
- o Lime cycle
- Physiology
- o Respiration, digestion-nutrition, heart-circulation, reproduction
- o Habits that support good health
- Astronomy
- o Solar system and sun
- o Planets
- o Biography of a star
- o Lunar cycles
- o Cosmic phenomena
- o Recognition of constellations
- o Seasons of the year (earth in relation to sun)
- o Historical perspectives on the universe

History

In grade seven, students achieve working knowledge of the following:

- Age of Exploration: Marco Polo, Columbus, Magellan (or others at teacher’s discretion)
- The Renaissance period in northern and southern Europe, including notable personalities of the time in politics, art, and science
- The Reformation, including biographies of leading historical figures

In grade seven, students should:

- Understand geographical regions of the world/contrasts in landscape and climate
- Understand latitude and longitude, relationship of longitude to time
- Explore geography of South America (or Europe, at teacher’s discretion), physical and political boundaries, capitals, cultures, and livelihood of peoples

Foreign Languages

Conversation is generated between students and with the teacher. Correspondence with a pen pal is encouraged. Reading material serves as a basis for the creation of dialogues, debates, and conversations. By the end of the year, students should:

- Develop fluency of speech (correct pronunciation) and written expression
- Be able to express themselves clearly in simple sentences in a range of everyday situations
- Read literature and write more complex text with assistance (e.g., summaries, dialogues, opinions, feelings)
- Work with dictionaries

- Memorize songs, plays, and longer poems
- Demonstrate cultural knowledge through presentations and research projects
- Know tenses (present, past, future)
- Have acquired a firm grasp of sentence structure

Instrumental Music

In grade seven, students should:

- Be able to play major and minor scales in keys with up to three flats and sharps
- Understand how to interpret key signatures in both sharp and flat keys
- Understand the relationship between major keys and their relative minor keys
- Be able to sight read intermediate level orchestral music with few mistakes
- Understand the characteristics of the three types of minor scales
- Be able to execute dynamics and musical gestures within the ensemble setting
- Recognize several important composers and their contributions to music
- Perform at whole school assemblies and concert evenings

Chorus

In grade seven, students should be able to:

- Demonstrate facility singing in multiple parts
- Continue to develop sight singing in parts
- Participate in choral ensemble
- Explore songs in diverse historical and cultural contexts
- Participate in arts evenings and concerts in concert dress

Art

In grade seven, students should be able to:

- Experiment with light and shadow exercises
- Discover and construct accurate perspective drawings
- Practice veil painting, wet on dry, waiting for successive layers of light pigment to dry before applying the next veil
- Draw portraits and the human figure
- Participate in a dramatic production
- Model with clay

Handwork

By the end of grade seven, students should be able to:

- Strengthen and confidently master hand-sewing skills, such as backstitch, running stitch, quilt stitch, and the correct use of tools such as a thimble
- Study quilting, its history, and biographies of quilters
- Make a pattern for a patchwork piece for a pillow or wall hanging
- Pin, baste, piece, and quilt
- Sew in zippers
- Apply the necessary math skills for calculating the size of quilt pieces (fractions)

Woodwork

By the end of grade seven, students should be able to:

- Practice proper care and develop respect for tools
- Work within prescribed safety rules
- Demonstrate mastery of measuring, marking, and layout of materials
- Apply acquired skills to assemble and sculpt a ship's hull form
- Understand history and importance of shipbuilding
- Master basic nautical knot-tying

Physical Education

In grade seven, students should be able to:

- Play within field boundaries
- Develop conscious awareness of space around them
- Do gymnastic exercises with accuracy
- Demonstrate strength and endurance in both individual and team sports
- Practice rod fencing and archery
- Develop basic juggling skills
- Participate in all types of cooperative games
- Show good sportsmanship

Grade Eight Skills by Subject Area

Work Habits and Attitude

To be achieved by graduation:

- Assume responsibility for self and work
- Maintain an organized assignment planner and complete homework assignments in timely fashion
- Work independently and quietly with focus on a task for up to 45 minutes
- Work collaboratively and do fair share of the task
- Work neatly with desire to do best work
- Respect teachers, classmates, property, and materials
- Keep personal and school belongings well organized
- Be prepared and ready for class on time
- Maintain a positive attitude
- Work constructively with feedback from teachers and classmates
- Support classmates and the group
- Practice social inclusion and be included in social activities
- Use group process and discussion to work through social issues and class projects
- Participate in class discussion
- Participate in choral recitation and singing

Language Arts

In grade eight, students should be able to:

- Build knowledge base through attention to oral presentations, memory, and comprehension
- Show acquisition of verbally presented material through artistic rendering, daily recall, self-generated reports and essays written for main lesson books
- Build vocabulary
- Participate in class discussions
- Recite poetry, read prose both individually and in group
- Speak clearly with good diction, proper inflection, fluency
- Present oral reports
- Read for information
- Read silently for sustained length of time
- Read aloud, with inflection, both poetry and writing in different styles
- Comprehend and recall what has been read
- Generate writing which reflects sequential organization and complete thoughts with appropriate syntactical structure
- Use dictionary and thesaurus on a regular basis
- Work through written research projects demonstrating skill in note taking, outlining, writing, and editing for final draft
- Edit their work for capitalization, spelling, punctuation, grammatical errors
- Use subordinate clauses, relative clauses
- Explore writing in a variety of styles: expository, narrative, descriptive, short stories

- Continue work with different styles of poetry: epic, lyric, dramatic
- Explore and use figures of speech: simile, metaphor
- Distinguish differences in language: jargon, slang, idiom, formal language

By the end of grade eight, students should be able to:

- Continue use of word processing and internet research
- Write stories with focus on dialogue and narrative voice
- Differentiate between casual and formal tone in writing, particularly colloquialism and cliché
- Write literary analysis and compare/contrast essays on reading material (stories, books, and poetry)
- Understand and recognized the use of irony, satire, mood, tone, theme, symbolism, characterization, and conflict
- Research and write persuasive essays on current events with appropriate citations and bibliographies
- Identify and correctly use parts of the sentence, particularly predicate adjective and predicate nominative; diagram sentences; understand and correctly apply subject-verb agreement and antecedent-pronoun agreement
- Recognize and use iambic pentameter
- Be able to analyze as well as write villanelles and sonnets
- Recognize and use alliteration and assonance

Mathematics

In eighth grade, students work for the first time with a math textbook. By the end of the year, they should demonstrate proficiency in the following areas:

- Algebra:
 - o Operating with polynomials: combining and simplifying, subtracting and adding, using order of operations
 - o Using the distributive, commutative, and associative property to simplify algebraic expressions
 - o Factoring of polynomials and binomials
 - o Graphing of linear equations and inequalities
 - o Solving systems of equations with linear combination
 - o Method and substitution method, graphing systems of equations
 - o Solving inequalities and equations containing absolute values
 - o Simplifying rational algebraic expressions and radical algebraic expressions
- o Analyzing word problems and solving them algebraically
- Geometry
 - o Platonic solids
 - o Volume of rectangular solids
 - o Volume of cylinder, sphere, cone

Students will show understanding and working use of:

- Scientific notation and standard form
- Quadratic formula
- Meaning of functions

By the end of eighth grade, students should be proficient in following topics:

- Operations involving integers, variables, terms and expressions
- Solving linear equations, multiplying and factoring of polynomials
- Solving quadratic equations by factoring, and translating word problems into algebraic equations
- Properties of exponents and scientific notation
- Solving systems of linear equations by graphing, substitution, and linear combination method
- Working with expressions and equations containing two variables (the Cartesian coordinate system, slope-intercept form, point-slope form, rapid graphing, and finding equation from graphs)
- Solving equations including absolute value equations and inequalities, simplifying rational and radical expressions, and solving of quadratic equations with the quadratic formula

- Familiarity with functions

Science

In grade eight, students achieve working knowledge in several of the disciplines mentioned below (subject to teacher's choice).

- Physics
 - o Hydromechanics and aeromechanics
 - o Meteorology
 - o Electricity and magnetism
- Organic chemistry
 - o Sun energy relationship in plant production of sugar
 - o Other sugars in nature, testing for sugar
 - o Qualities of starches and testing for the presence of a starch
 - o Qualities of proteins and testing for the presence of a protein
 - o Qualities of fats and oils, relationship to water and fire, and testing for the presence of a fat
 - o Practical applications of the above for cooking, nutrition, and the manufacture of soaps and cosmetics
- Physiology
 - o Skeletal and muscular systems
 - o Brain and nervous system
 - o Senses, in particular eye and ear
- Computers
 - o History of computing
 - o Examples of programming
- o The Internet

History

In grade eight, students will cover the following topics:

- The Age of Enlightenment
- The Colonization of the Americas
- The American, French, and Russian Revolutions
- The Rise of Communism
- U.S. History to the present, with emphasis on:
 - o The slave trade, the American Civil War, the civil rights movement
 - o Westward expansion and the Native American experience
 - o The Industrial Revolution and the continued effects of technology on human life
 - o World Wars I and II
 - o Recent history and current events

Geography

In grade eight, students focus on Asia and/or Africa, physical features and political boundaries, historical and present culture

Foreign Languages

Eighth grade requires students to think and use Spanish or German in practical ways. By eighth grade students show proficiency in foreign language skills, including listening, writing, reading, and speaking. Students continue to explore and appreciate other cultures and gain a better understanding of their own mother tongue and the multicultural world around us. A comparison of grammar from English to the foreign language is encouraged.

By the end of the year students should:

- Be able to compose longer pieces of writing with reasonable accuracy, including essays, summaries, stories, and reports
- Have acquired a firm grasp of sentence structure
- Be aware of all tenses
- Expand their vocabulary and work independently with dictionaries
- Read with fluency, clear diction, and expression
- Give presentations in the language

- Demonstrate knowledge of geography, culture, and some history of a country where the language is spoken
- Memorize songs, plays, and poems
- Complete regular homework assignments
- Demonstrate comprehension and use of grammar covered in this class
- Be able to express themselves and answer questions clearly in a range of everyday situations
- Show proficiency on tests, dictations, and translations
- Follow directions in target language

Instrumental Music

In grade eight, students should:

- Be able to play major and minor scales in keys with up to three flats and sharps
- Understand how to interpret key signatures in both sharp and flat keys
- Understand the relationship between major keys and their relative minor keys
- Be able to sight read intermediate level orchestral music with few mistakes
- Understand the characteristics of the three types of minor scales
- Be able to execute dynamics and musical gestures within the ensemble setting
- Recognize several important composers and their contributions to music
- Perform at whole school assemblies and concert evenings

Chorus

In the grade eight, students should be able to:

- Demonstrate facility singing in multiple parts
- Continue to develop sight singing in parts
- Participate in choral ensemble
- Explore songs in diverse historical and cultural contexts
- Participate in musical production
- Take solo part in musical production (encouraged, not required)
- Participate in arts evenings and concerts in concert dress

Art

In grade eight, students will be able to:

- Continue painting from a variety of subjects
- Continue to relate color and technique in painting to a particular theme
- Study light and shadow
- Work with composition and proportion in drawing
- Model forms from the human being

Handwork

By the end of grade eight, students will:

- Use and master a variety of sewing techniques on the electric sewing machine
- Have an experience using a treadle machine
- Buy, read, and follow a commercial pattern for clothes
- Construct and sew a garment by machine (dress, shirt, skirt, PJs, vest, etc.)
- Contribute to a community project (ex. quilt for a teacher) if there is time
- Learn the history and social significance of machine sewing
- Be familiar with basic sewing terminology

Woodwork

By the end of grade eight, students should be able to:

- Practice proper care of and develop respect for tools
- Work within prescribed safety rules
- Design a functional stool

- Apply acquired skills to construct and finish the design
- Work in a relatively independent manner

Physical Education

In grade eight, students should be able to:

- Compete in all types of games
- Demonstrate strength and endurance in both individual and team sports
- Be conscious of space around them
- Work with Bothmer gymnastic exercises
- Show good sportsmanship

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Part II

Common Core Standards Placement Tables

*For Use in Determining the Grade Level Placements
Of the Common Core Standards
In a Waldorf-Inspired Public School*

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Introductory Notes

The Tables in Part II include: All of the Common Core Standards for each grade level, K-8, (as designated in the Common Core Standards), as well as areas for identifying decisions made about the appropriate placement of the Common Core Standards in a Waldorf-Inspired program.

The placements currently identified in the Tables (in columns two and three) reflect the outcomes of the Alliance review process. They should be understood to be recommendations, and advisory. Schools and teachers are encourage to consider them and to make their own decisions in light of their understanding of Waldorf education and the particular needs of their students and school community.

Note: A “Y” in column two indicates a “Yes”, signifying that the standard is typically achieved by Waldorf students at that grade level. The third column indicates a specific, alternative grade level placement for a Common Core Standard, chosen as more appropriate for a Waldorf-Inspired Public School program.

The Alliance Recommendations (in Part III) gather together and re-organize the standards to reflect the results of the Alliance review process. The Recommendations place all of the Common Core standards at the grade levels indicated in the placement tables in Part II (reflecting the decisions recorded in both columns two and three).

It is to be noted that all of the Common Core Standards, K-8, in ELA/Literacy and Mathematics, will be achieved by Waldorf students by the end of the eighth grade.

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Kindergarten

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Kindergarten Program and Curriculum

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf Education and the San Francisco Waldorf School.)

The Waldorf-Inspired Public School Kindergarten offers a joyful, nurturing setting that inspires the imagination through creative play, storytelling, puppetry, music, movement, and art. Emphasis is placed on the healthy development of the physical body through practical activities that include handwork, crafts, baking, cooking, gardening, sweeping, digging, nature walks, and plenty of time outdoors. Responsibility for self and others is encouraged through attention to sharing, caring, and taking care of our Kindergarten classroom and play yard. The rich foundations of written language and literacy are established with an emphasis on the oral traditions of storytelling, puppetry, and song. The foundations of mathematics are nurtured through rhythmic movement, music and the practical activities of cooking, sewing, gardening, and carpentry. Attention to, and care of, the natural world and its beauty lay a healthy foundation for more precise scientific explorations in the later years.

Waldorf-inspired schools recognize that the young child learns primarily through imitation and example. Great care is taken to provide an environment that brings nurturing guidance and cooperation into the child's world of imagination and fantasy. The week is rhythmically structured to include storytelling and puppetry, creative work and play, singing and creative movement, games and finger plays, crafts, art activities, and fairy tales.

Since the young child's response to the environment is imitation with openness and trust, the teacher's goal is to become a worthy role model in gesture, mood and speech. The teacher strives to create an environment, both inside and out, that is beautiful, orderly and calm, yet also stimulating. Natural materials and open-ended toys are selected to nourish the senses and support the children in developing their imagination, creativity, focus, flexibility, and their motivation to engage with the world and others.

The curriculum is play-based and nature-oriented in keeping with the awakening capacities of the young child below the age of seven. The curriculum includes indoor and outdoor free-play periods in which the children imaginatively and creatively self-direct their play. The play times are interspersed with circle time (language arts, movement, and music), artistic activities (which vary daily and include painting, drawing, and beeswax modeling), snack time and story time.

The Blessing of Time in the Waldorf-Inspired Kindergarten

In the initial Kindergarten year, if a two-year program is available, children are introduced to the rhythms and routines of the Waldorf-Inspired Kindergarten. With time, they learn to move through the transitions of the day with ease. They are introduced to a thoughtfully planned, rich array of

activities. These, along with ample time for play, facilitate the development of age-appropriate physical, cognitive, emotional and social skills. During the second year, if available, the rhythms of Kindergarten already live deeply in the children. They are free to refine the qualities they began to develop in the first year. They are inspired by their new role as Kindergarten “veterans” to reach a higher level of mastery in all they do, demonstrate a greater degree of self-control, and provide assistance to others. By the end of this year, the children are well prepared to make the transition to first grade.

An Overview of the Waldorf Kindergarten

The Waldorf Kindergarten is typically a play-based, half day, one or two-year program. In the Kindergarten, the teachers gently lead the child across the bridge from home to school, laying a strong, healthy foundation for the academic program that begins in First Grade.

In a homelike environment, the Kindergarten program is rich in singing, seasonal activities, painting, puppetry and storytelling. Waldorf teachers believe it is profoundly important that the child have time to develop body, imagination and will in a secure setting. Free play with simple natural toys draws out the imagination.

Because the Kindergarten child lives so deeply in the environment around him and imitates all he sees, the teacher strives to create an environment that mirrors back to the child the Good and the Beautiful. The teacher cultivates a reverence for nature and for caring relationships and good habits, laying a solid foundation for lifelong learning, personal development, fruitful relationships with others and engagement with the world.

The Kindergarten program is based upon the simple, yet profound concepts of imitation, repetition, and creative play. Due to its unique two-year format, if available, the Waldorf-methods Kindergarten is appropriate for a mixed age group of children from early five year olds to the pre-First Grade six year olds. The Kindergarten child will gradually become accustomed to working within a group, listening to stories, interacting with the teacher, and following a daily routine, while at the same time being aided in his or her development as an individual through the encouragement of creative play, healthy movement indoors and out, practical life skills, and many artistic opportunities.

Here are some of the core activities of the Waldorf-methods Kindergarten and the significance of each in relations to the student’s ongoing development:

Circle Time

Early in the Kindergarten day, the class is brought together to recite verses, sing songs, and play developmental games with the teacher. These are often connected with the season, a particular fairy tale, or are just part of the general lore of childhood. The children develop gross and fine motor skills during circle time where the story, or seasonal theme, will be worked into an imaginative, movement-based story, poem or song. Here the children move together, listening, reciting, keeping sequences, learning body geography, integrating reflexes and developing spatial awareness.

Repeating and remembering verses and songs with movement establishes a strong multi-sensory foundation for the more intense memory work to come in the grades. In circle, teachers establish the foundations of an oral approach to teaching reading and literacy, and integrate those language-based activities with coordinated opportunities for healthy movement, spatial and body awareness, and social interaction.

Artistic Activities, Handwork, and Crafts

Wet-on-wet watercolor painting, beeswax modeling, crayon drawing, as well as forms of handwork such as finger knitting, braiding, sewing, and wood working, are done as a group activity, although each child is absorbed in his or her own work. *These activities encourage the child's natural sense of beauty, color, and form, as well as laying the groundwork for the artistic techniques that will be required for all the subjects to come in the Waldorf grades curriculum. They also aid significantly in the development of fine motor skills, sequencing, and spatial awareness.* Confidence is increased as they master these skills. As their confidence and self-control develop, the children also participate in simple woodworking, beading, candle dipping, weaving and other crafts.

Free Play

Free play is a self-directed activity. A child's self-directed play develops imagination, creativity, large and fine motor development, problem solving, social skills and verbal skills. Younger children participate in all of these activities as their stage of maturity allows. Some teacher guidance may be necessary in the early stages of "figuring out" how to play, share, take turns and other socializing skills. Cooperation becomes an honored skill. A wide variety of adaptable materials and spaces are available for the child's free play choices. Students can choose to play both individually and in freely-formed and fluid play groups. In addition, during both indoor and outdoor free play times, adult-led small group activities are available including jump rope, gardening and a wide variety of crafts. The opportunity for free play plays a key and essential role in the curriculum as the child's nature changes from dreamy to focused and engaged over the span of their time in the Kindergarten, bringing them a sense of security, confidence and enthusiasm.

The ability to play creatively and use one's imagination in these early years becomes, over the course of grades one through eight, the ability to think creatively, imaginatively, actively, and effectively with increasing skill and conceptual precision, i.e.: solving complex problems in mathematics or drawing inferences accurately from scientific observations, or working together to solve a practical problem. Also, the extended focus on the task or play opportunity at hand, and the ability to create and follow an activity through to completion, are extremely important in later schooling and throughout life.

Practical Work

The children are involved in many aspects of the practical work involved in the smooth running of the Kindergarten. They set the table for snack, arrange the chairs in a circle on the rug for story time and move them back safely to the table for snack. They participate in food preparation and all take turns with the work of table cleaning, sweeping and dish washing. Outside, they help tend the garden and clean up play spaces.

When it is time to set up or clean, a child's observational powers and visual memory are developed. Organizational skills, sorting, staying on task and socially accomplishing a goal with others are all achieved. The younger child imitates the teacher and older children, developing habits of responsibility and a genuine feeling of self worth. The older child is given more individualized and challenging tasks. They are able to follow multiple step directions and see a complex job through from start to finish without an adult overseeing their work. They model willingness and flexibility and helping others for younger children.

Gardening

This is a foundational piece to science and an ecological education. The children develop a connection to the earth and the seasons as they observe all of the changes in the garden and the weather. The children can observe the changing life of the garden, and best of all they get to eat what they have planted. They help to prepare the ground, plant the seeds and guide the younger children in caring for the plants. They learn to know which plants are ready to harvest, and how to help prepare the food. They develop reverence for the earth and the plants while tending them and noting the recurring life cycle of the garden as a whole and its inhabitants. This is an imaginative foundation for botany and ecology--providing images of natural processes, humanity's role in supporting them, and their blessings over time.

Music

Music is woven throughout the day and is often used for transitioning from one activity to the next. In addition to singing, the teacher and children often use simple instruments, such as chimes, harps, and wooden flutes. *Music lays the experiential foundation for the in-depth music curriculum that follows in the grades and for future studies in the arts, mathematics, and the sciences (number, rhythm, pitch, the study of sound and the qualities of materials).*

Mathematics

The daily Kindergarten routine introduces skills in mathematics in manifold ways, including counting and sorting, measuring, one to one correspondences in table setting etc., ordering from smallest to larger, finger plays, counting the children in the class, using number verses, sequential repetitive songs, jump rope verses, clapping games etc. The younger children are eager to participate in all of these activities as they imitate the involvement and skills of the older children.

Snack Time

Children help with all aspects of this shared mealtime, from preparing the food (*including natural whole grains, fresh vegetables and fruits, soups and homemade bread*), and ironing napkins, to cleaning the dishes and tables. Baking and cooking activities, like kneading dough, and stirring the cake batter, serve to integrate reflexes and hand-eye coordination in the younger child. The children are asked to sit and wait with quiet, good manners while everyone is served. This is essential for impulse control, social skills, self-care skills, and fine motor control. They learn community building skills and to care for others.

Outdoor Play

Similar to indoor creative play, the group is taken outdoors often to experience the natural world in

all of its variety and its different seasons. *A child who has the experience of the yearly seasons can enter very deeply and comfortably into the later studies of plants and animals, the weather, geology, astronomy, and other natural sciences. Also, the opportunity for healthy movement offered in the outdoor setting is crucial to the healthy development of the young child.*

Story Time

The children are gathered together daily to hear the teacher tell a special story. The imaginative, vocabulary-rich story may be a fairy or folk tale from around the world, a nature tale, or a puppet show. Stories are repeated and worked with over an extended period of time so that the children may learn them well, and later act them out. Older children often assist in story time by playing the characters in the story or puppet show. The story will be acted out with feeling and the words will become even more alive in an appropriately modulated, expressive shared context. These scenarios often become the basis for creative play at other times in the Kindergarten day.

The children learn to listen, remember and understand language in the rich context of story. These skills are fundamental to reading comprehension. Self-expression is enhanced through a rich contextualized understanding of new vocabulary.

Celebrations and Festivals

In addition to the daily activities described above, there is an ongoing celebration of the seasons. The mood of the season permeates all that we do in the Kindergarten. Annual celebrations and festivals become highlights of the year, for the Kindergarten and entire school community.

The Waldorf Kindergarten and Academic Learning

Directed academic instruction and activities are not emphasized in the Waldorf-methods Kindergarten; the emphasis lies on the foundation skills and experiences described above.

One key goal of the kindergarten program is to lay a strong foundation for the formal academic curriculum of the grades. Many preliminary academic skills are practiced daily. This material is not presented through formal academic lessons, but rather is embedded in the activities and rhythms of each day. The kindergarten program also allows children to fully develop their creativity, imagination, and self-confidence in preparation for the higher levels of cognitive thinking developed in the later grades.

For example, music, games and finger play develop rhythm and counting skills. The hands-on activities of gardening, cooking, nature walks, seasonal activities, etc., introduce science, math and geography skills, and concepts and vocabulary developed through classroom activities and stories. Multicultural stories give the child an introduction to social studies.

Social development and cooperative learning are also emphasized in kindergarten. In particular, acquiring the skills of concentration, courtesy, social habits, classroom habits and spatial awareness are important goals providing a strong foundation for future learning and for life.

Each day follows a regular and reassuring pattern and rhythm. Within the rhythm of each week, the children engage in these activities following a regular pattern: painting, baking, sewing, drawing, and beeswax modeling. Story, song, seasonal activities and celebrations carry us through the cycle of the natural year.

Foundational Learning through the Waldorf-Inspired Kindergarten Curriculum

The curriculum establishes solid foundations for work in the Grades in the following areas—as natural parts of the Kindergarten’s student activities:

- **Math:** The qualities of numbers; sorting and ordering; rhythm counting with movement and song; measuring in baking and cooking; woodworking
- **Language Arts:** fairy tales from around the world; singing; poetry recitation; with emphasis on the oral tradition; optionally, the upper case alphabet is introduced.
- **Science:** Cooking; baking; nature stories; nature walks; observations; gardening
- **History & Social Studies:** Multicultural stories; festivals; foods
- **Handwork:** Finger crocheting; sewing; cutting; pasting; drawing; seasonal crafts; woodworking (fine motor skills, foundation for concentration, speech and thinking)
- **Foreign Language:** Introduction to a foreign language, often Spanish, through songs and rhymes
- **Visual & Performing Arts:** Drawing; painting; beeswax modeling; drama; singing; percussion instruments; puppetry
- **Movement/Physical Education/Games:** Circle games; finger games; Eurythmy; jumping rope; climbing; outdoor imaginative play

Common Core Standards: Kindergarten
English Language Arts: *Reading Literature*

| Common Core Standards, ELA Kindergarten: <i>Reading Literature</i> | Student Achievement In the Waldorf Curriculum | | |
|--|--|--|--|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Kindergarten Students: | | | |
| <i>Key Ideas and Details</i> | | | |
| RL 1. With prompting and support, ask and answer questions about key details in a text. | | Gr. 1 | “text” orally delivered in K |
| RL 2. With prompting and support, retell familiar stories, including key details. | | Gr.1 | Re-tell And/or re-enact in K |
| RL 3. With prompting and support, identify characters, settings, and major events in a story. | | Gr. 1 | In K, Demonstrated through re-enactment, play |
| <i>Craft and Structure</i> | | | |
| RL 4. Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.) (CA) | | Gr. 2 | |
| RL 5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text) (CA) . | | Gr 3 | |
| RL 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | | Gr. 2 | |
| <i>Integration of Knowledge and Ideas</i> | | | |
| RL 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts.) | | Gr. 2 | |
| RL 8. (Not applicable to literature) | | | |
| RL 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | | Gr. 4 | |

| | | | |
|--|--|-------|--|
| | | | |
| Range of Reading and Level of Text Complexity | | | |
| RL 10. Actively engage in group reading activities with purpose and understanding. | | Gr. 2 | |
| RL 10a. Activate prior knowledge related to the information and events in texts. (CA) | | Gr. 2 | |
| RL 10b. Use illustrations and context to make predictions about text. (CA) | | Gr. 2 | |

Common Core Standards, Kindergarten
English Language Arts: *Reading Informational Text*

| Common Core Standards, ELA Kindergarten: <i>Reading Informational Texts</i> | Student Achievement In the Waldorf Curriculum | | |
|--|--|--|--|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Kindergarten students: | | | Informational texts appropriate initially at Grade 3 |
| <i>Key Ideas and Details</i> | | | |
| RI 1. With prompting and support, ask and answer questions about key details in a text. | | Gr. 3 | |
| RI 2. With prompting and support, identify the main topic and retell key details of a text. | | Gr.3 | |
| RI 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | | Gr. 3 | |
| <i>Craft and Structure</i> | | | |
| RI 4. With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations) (CA) | | Gr. 3 | |
| RI 5. Identify the front cover, back cover, and title page of a book. | | Gr. 2 | |
| RI 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | | Gr.3 | |
| <i>Integration of Knowledge and Ideas</i> | | | |
| RI 7. With prompting and support, describe the relationships between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts.) | | Gr. 3 | |
| RI 8. With prompting and support, identify the reasons an author gives to support points in a text. | | Gr. 4 | |

| | | | |
|---|--|-------|--|
| RI 9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | | GR. 4 | |
| <i>Range of Reading and Level of Text Complexity</i> | | | |
| RI 10. Actively engage in group reading activities with purpose and understanding. | | Gr. 3 | |
| RI 10a. Activate prior knowledge related to the information and events in texts. (CA) | | Gr. 3 | |
| RI 10b. Use illustrations and context to make predictions about text. (CA) | | Gr. 3 | |

Common Core Standards, Kindergarten
English Language Arts: *Reading Foundational Skills*

| Common Core Standards, ELA Kindergarten: <i>Reading Foundational Skills</i> | Student Achievement In the Waldorf Curriculum | | |
|---|--|--|-----------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC at Different Grade Level (Specify) | Notes and Comments |
| Kindergarten students: | | | |
| <i>Print Concepts</i> | | | |
| RFS 1. Demonstrate understanding of the organization and basic features of print. | | Gr. 1 | |
| RFS 1a. Follow words from left to right, top to bottom, and page by page. | | Gr. 1 | |
| RFS 1b. Recognize that spoken words are represented in written language by specific sequences of letters. | | Gr. 1 | |
| RFS 1c. Understand that words are separated by spaces in print. | | Gr. 1 | |
| RFS 1d. Recognize and name all upper- and lowercase letters of the alphabet. | | Gr. 1 | |
| <i>Phonological Awareness</i> | | | |
| RFS 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | | Gr. 1 | |
| RFS 2a. Recognize and produce rhyming words. | | Gr. 1 | |
| RFS 2b. Count, pronounce, blend, and segment syllables in spoken words. | | Gr. 1 | |

| | | | |
|--|--|-------|---------------------------|
| RFS 2c. Blend and segment onsets and rhymes of single-syllable spoken words. | | Gr. 1 | |
| RFS 2d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with //, /r/, or /x/.) | | Gr. 1 | |
| RFS 2e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | | Gr.1 | |
| RFS 2f. Blend two or three phonemes into recognizable words. (CA) | | Gr. 1 | Throughout Grades 1 and 2 |
| <i>Phonics and Word Recognition</i> | | | |
| RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words (both in isolation and in text.) (CA) | | Gr. 2 | |
| RFS 3a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. | | Gr. 1 | |
| RFS 3b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the Grade 1 phonics standards.) (CA) | | Gr. 2 | |
| RFS 3c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). | | Gr. 2 | |
| RFS 3d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | | Gr.2 | |
| <i>Fluency</i> | | | |
| RFS 4. Read emergent-reader texts with purpose and understanding. | | Gr 2 | |

Common Core Standards, Kindergarten English Language Arts: *Writing*

| Common Core Standards, ELA Kindergarten: <i>Writing</i> | Student Achievement In the Waldorf Curriculum | | |
|---|--|--|-----------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Kindergarten students: | | | |
| <i>Text Types and Purposes</i> | | | |
| W 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...). | | Gr. 3 | |
| W 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. | | Gr. 2 | |
| W 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. | | Gr. 2 | |
| <i>Production and Distribution of Writing</i> | | | |
| W 4. (Begins in grade 3)(<i>Begins in Grade 2—CA</i>) | | | |
| W 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | | Gr. 3 | |
| W 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | | Gr. 7 | |
| <i>Research to Build and Present Knowledge</i> | | | |
| W 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and | | Gr. 3 | |

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| express opinions about them). | | | |
| W 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | Y | | Sources provided orally or pictorially. Student response oral or pictorial or enacted (foundational to Writing) |
| W 9. (Begins in grade 4) | | | |
| Range of Writing | | | |
| W 10. (Begins in Grade 3) (<i>Begins in Grade 2—CA</i>) | | | |

Common Core Standards, Kindergarten
English Language Arts: *Speaking and Listening*

| Common Core Standards, ELA Kindergarten: <i>Speaking and Listening</i> | Student Achievement In the Waldorf Curriculum | | |
|--|--|--|-----------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Kindergarten students: | | | |
| <i>Comprehension and Collaboration</i> | | | |
| SL 1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. | Y | | |
| SL 1a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). | Y | | |
| SL 1b. Continue a conversation through multiple exchanges. | Y | | |
| SL 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | Y | | |
| SL 2 a. Understand and follow one- and two- step oral directions. (CA) | Y | | |
| SL 3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | Y | | |
| <i>Presentation of Knowledge and Ideas</i> | | | |
| SL 4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | Y | | |

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| SL 5. Add drawings or other visual displays to descriptions as desired to provide additional detail. | Y | | |
| SL 6. Speak audibly and express thoughts, feelings, and ideas clearly. | Y | | |

**Common Core Standards, Kindergarten
English Language Arts: *Language***

| Common Core Standards, ELA Kindergarten: <i>Language</i> | Student Achievement In the Waldorf Curriculum | | |
|---|--|--|--|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Kindergarten students: | | | |
| <i>Conventions of Standard English</i> | | | |
| L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Y | | K—Oral only |
| L 1a. Print many upper- and lowercase letters. | | Gr. 1 | |
| L 1b. Use frequently occurring nouns and verbs. | Y | | K—when speaking |
| L 1c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). | Y | | K—in speaking Gr. 2—in writing |
| L 1d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). | Y | | K—in speaking Gr. 2—in writing |
| L 1e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). | Y | | K—in speaking Gr. 1—in writing |
| L 1f. Produce and expand complete sentences in shared language activities. | Y | | In conversation |
| L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | Gr. 2 | Introduced in Grades 1 and 2, achieved increasingly |

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| L 2a. Capitalize the first word in a sentence and the pronoun I. | | Gr. 1 | |
| L 2b. Recognize and name end punctuation. | | Gr. 1 | |
| L 2c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). | | Gr. 1 | |
| L 2d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | | Gr. 1 | |
| Knowledge of Language | | | |
| L 3. (Begins in Grade 2) | | | |
| Vocabulary Acquisition and Use | | | |
| L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. | | Gr. 2 | |
| L 4a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). | | Gr. 2 | |
| L 4b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. | | Gr. 2 | |
| L 5. With guidance and support from adults, explore word relationships and nuances in word meanings. | | Gr. 1 | Oral guidance and exploration |
| L 5a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. | Y | | |

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| L 5b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). | | Gr. 2 | |
| L 5c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). | | Gr. 1 | |
| L 5d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. | | Gr. 1 | |
| L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | Y | | Student responses to written text—Grade 1 |

Summary Notes and Comments

1. The Common Core standards placement in the first two columns of the tables indicates when students will have achieved the standard.
2. The notes and comments column indicates when instruction on the standard typically begins in the Waldorf curriculum.
3. In Kindergarten, re-enactment and play serve as indicators of story comprehension.
4. Many students demonstrate mastery of skills orally before they do so in writing.
5. **K W6:** Use of digital tools. Computers, digital tools, and online search engines are typically first introduced at Grade 7 in the Waldorf Curriculum.
6. In Kindergarten, the language standards are only addressed orally—through speaking and listening.

| Common Core Standards: Mathematics Kindergarten | Student Achievement In the Waldorf Curriculum | | |
|--|--|--|-----------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| <i>Students in Kindergarten:</i> | | | |
| <i>Counting and Cardinality</i> | | | |
| <i>Know number names and the count sequence.</i> | | | |
| CC 1. Count to 100 by ones and by tens. | | Gr. 1 | Begins in K |
| CC 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1). | | Gr. 2 | Begins in K |
| CC 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects). | | Gr. 1 | |
| <i>Count to tell the number of objects.</i> | | | |
| CC 4. Understand the relationship between numbers and quantities; connect counting to cardinality. | Y | | |
| CC 4a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. | Y | | |
| CC 4b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. | Y | | |
| CC 4c. Understand that each successive number name refers to a quantity that is one larger. | Y | | |

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| CC 5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects. | | Gr. 1 | |
| Compare numbers. | | | |
| CC 6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. | | Gr. 1 | Begins in K |
| CC 7. Compare two numbers between 1 and 10 presented as written numerals. | | Gr. 1 | |

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| Operations and Algebraic Thinking | | | |
| Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from. | | | |
| OAT 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. | | Gr. 1 | |
| OAT 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem. | | Gr 1 | From whole to parts |
| OAT 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$). | | Gr. 1 | |
| OAT 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation. | | Gr. 1 | |
| OAT 5. Fluently add and subtract within 5. | | Gr. 1 | |

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| <i>Number and Operations in Base Ten</i> | | | |
| <i>Work with numbers 11-19 to gain foundations for place value.</i> | | | |
| NOBT 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones. | | Gr. 2 | Begins in Gr. 1 |
| <i>Measurement and Data</i> | | | |
| <i>Describe and compare measurable attributes.</i> | | | |
| MD 1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. | | Gr. 1 | Experiential in K, Conceptual in 1. |
| MD 2. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter. | | Gr. 1 | Experiential in K, Conceptual in 1. |
| <i>Classify objects and count the number of objects in each category.</i> | | | |
| MD 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. | | Gr. 1 | Begins in K |
| <i>Geometry</i> | | | |
| <i>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</i> | | | |
| G 1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, | | Gr.1 | Number of shapes known expands |

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| beside, in front of, behind, and next to. | | Gr. 1 | across grades Shapes identified and used to exemplify qualities of numbers |
| G 2. Correctly name shapes regardless of their orientations or overall size. | | Gr. 1 | Begins in K |
| G 3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). | | Gr. 2 | Begins in K |
| Analyze, compare, create, and compose shapes. | | | |
| G 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length). | | Gr. 3 | Begins in Gr.1 |
| G 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. | | Gr. 1 | Begins in K with simple shapes |
| G 6. Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?” | | Gr. 4 | Begins in Gr. 1, Experiential through form drawing, Grade 2 |

Summary Notes and Comments:

1. Numbers, counting, and shapes are implicit in the activities of the Waldorf Kindergarten, as described in the curriculum summary for this grade level that precedes these ELA and Math tables. These activities provide a rich experiential foundation for the explicit learning to come in the grades that follow.
2. The Common Core standards placement in the first two columns of the tables indicates when students will have achieved the standard.
3. The notes and comments column indicates when instruction on the standard typically begins in the Waldorf curriculum.

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade One

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade Eight,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 1 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf Education and the San Francisco Waldorf School.)

First Grade is a bridge between kindergarten and the grades. The child is now ready to begin to work imaginatively in new, more focused and explicit ways with the mind. The first grade curriculum is designed to meet the children at their particular developmental level. First graders learn and live through imagination, feeling, and movement. Therefore, first grade academics foster and utilize these elements to support strong academics, cultivate a love of learning, and foster curiosity for the world around us.

An important task for the teacher is to create a rhythm for the child's school life as a foundation for the learning process. Towards this end the teacher designs a rhythm not only through the seasons and holidays, but also within each day and within each lesson of the day.

The year begins with the discovery that within all forms lie two basic elements: the straight and curved lines. The child finds these shapes in her/his own body, in the classroom and in the world beyond. The straight and curved lines are practiced through walking, drawing in the air and on a neighbor's back and, finally, on paper. These form drawings train motor skills, awaken the child's powers of observation, and provide a foundation for the introduction of the alphabet.

Fairy tales and stories from around the world form the basis of the First Grade **language arts** curriculum. The students begin their exploration of the alphabet through vivid stories and images. Through practice visualizing and reviewing stories, students build strong comprehension skills even before formal reading has emerged.

Through the stories the child is introduced to each letter of the alphabet. In this way the child experiences the development of language in a very concrete yet imaginative way. Images arise from these stories, such as a mountain that takes the form of the letter M. The class composes short descriptive sentences to accompany each picture. The wording is then copied from the teacher's model. Through these activities the child learns word and sentence structure without conscious effort, and has the joy of creating her/his own illustrated books for reading material. By associating abstract symbols with concrete images, students can better master the sound-to-symbol relationship. Through collaborative story writing, pictorial representations combining letters and story, exploration of word families and word patterns, and other literary explorations, students develop the skills and motivation to begin their journey as readers and writers.

In a similar imaginative way, within the **mathematics** curriculum the child first experiences the qualities of numbers before learning the four processes. What is the experience of "oneness"? "Wholeness"? What is there only one of in the world? (Me! You!). Stones, acorns and other

natural and familiar objects are used to introduce counting. They develop number sense experientially through movement and hand-on activities in many forms, including stepping and clapping and the rhythmic, choral speaking of numbers. Only after considerable practical experience in adding, subtracting, multiplying, and dividing are the written symbols for all four basic mathematical processes introduced. This approach leads to a deeper understanding of math concepts by engaging students creatively and imaginatively in their learning.

In **social studies**, the children learn to understand the rule-making processes in their classroom, school, and community. They learn how to be supportive, positive members of their community.

Science through gardening and nature study. Through weekly garden time and inquiry-based explorations of nature, students develop fundamental scientific skills of observation, curiosity, and reverence for the natural world.

Learning a **foreign language** is ideally suited to the imitative disposition of the young child, as s/he learns through hearing and speaking the language. These classes use language immersion, song, and movement to explore language in an exciting, expressive, and natural way.

The arts. Through frequent music, art, and handwork lessons and extensive integration of music and the visual arts throughout the curriculum, artistic development is emphasized as a key element of the student's imaginative interaction with the world and their personal growth.

The first grade enters the world of **music** through the pentatonic scale. In this scale all notes have a harmonious sound in any order they are played. The playing of the pentatonic flute develops finger coordination, concentration, and breath control. Songs are based on seasonal themes.

Painting in the first grade is intended to give the child an experience of working with color rather than attempting to create formed "pictures." The child's feelings for form are encouraged through beeswax modeling and crayon illustrations. In drawing, the child imitates the teacher's work, drawing whole shapes rather than filling in outlines.

Knitting is a fundamental first grade activity, as there exists a close relationship between finger movement, speech, and thinking. Some classes may choose to make scarves or knitted squares to be joined into a blanket.

Games and movement through circle and singing activities, jump rope, ball games, beanbags, rods, and the balance beam are an integral part of the curriculum as the child develops his/her motor integration and their confidence and joy in movement. There is a close connection between bodily movement, spatial integration, and brain development. Therefore, through daily Circle Time and regular Movement classes, students use music and movement to develop their bodies and minds.

Grade 1 Curriculum Components

- **Math:** Qualities of numbers; introduction of the four operations in arithmetic
- **Language Arts:** Form drawing; pictorial and phonetic introduction to letters; writing; fairy tales from around the world; singing; poetry recitation
- **Science:** Nature stories; nature walks; observations; gardening
- **History & Social Studies:** Multicultural stories and class and school community building
- **Handwork:** Knitting (fine motor skills, concentration, sense of form)
- **Foreign Language:** Introduction to a foreign language through songs, stories and rhymes, imitation and gesture
- **Visual & Performing Arts:** Form drawing; painting; beeswax modeling; crayon illustrations, drama; singing; pentatonic flute
- **Movement/Physical Education/Games:** Eurythmy; circle games; imaginative games; movement combined with music and singing; throwing and catching; rhythmic stepping, balancing

Common Core Standards, Grade 1
English Language Arts: *Reading Literature*

| Common Core Standards ELA Grade 1: <i>Reading Literature</i> | Student Achievement in the Waldorf Curriculum | | |
|---|--|--|---------------------------------|
| Student Achievement in the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Students in Grade 1: | | | |
| Key Ideas and Details | | | |
| RL 1. Ask and answer questions about key details in a text. | | Gr. 2 | Begins at Gr. 1 with stories |
| RL 2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. | Y | | |
| RL 3. Describe characters, settings, and major events in a story, using key details. | Y | | |
| Craft and Structure | | | |
| RL 4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (See grade 2 Language standards 4-6 for additional expectations.) (CA) | | Gr. 3 | Begins in Gr. 2 |
| RL 5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. | | Gr. 3 | |
| RL 6. Identify who is telling a story at various points in a text. | | Gr. 3 | |
| Integration of Knowledge and Ideas | | | |
| RL 7. Use illustrations and details in a story to describe its characters, setting, or events. | | Gr, 2 | Begins at Gr. 1 |
| RL 8. (Not applicable to literature) | | | |
| RL 9. Compare and contrast the adventures and experiences of characters in stories. | | Gr. 4 | |

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| Range of Reading and Level of Text Complexity | | | |
| RL 10. With prompting and support, read prose and poetry of appropriate complexity for Grade 1. | Y | | Begins with class writing |
| <i>RL 10a. Activate prior knowledge related to the information and events in a text. (CA)</i> | | Gr. 2 | Begins at Gr. 1 |
| <i>RL 10b. Confirm predictions about what will happen next in a text. (CA)</i> | | Gr. 2 | Begins at Gr. 1 |

Common Core Standards, Grade 1
English Language Arts: *Reading Informational Text*

| Common Core Standards Grade 1: ELA <i>Reading Informational Texts</i> | Student Achievement in the Waldorf Curriculum | | |
|--|--|--------------------------------|---------------------|
| Student Achievement in the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Students in Grade 1: | | | See Note #2, Below. |
| <i>Key Ideas and Details</i> | | | |
| RI 1. Ask and answer questions about key details in a text. | | Gr. 3 | |
| RI 2. Identify the main topic and retell key details of a text. | | Gr. 3 | |
| RI 3. Describe the connection between two individuals, events, ideas, or pieces of information in a text. | | Gr. 3 | |
| <i>Craft and Structure</i> | | | |
| RI 4. Ask and answer questions to help determine or clarify the meaning of words or phrases in a text. (See grade 1 Language standards 4-6 for additional expectations) (CA) | | Gr. 3 | |
| RI 5. Know and use various text structures (e.g., sequence) and text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. (CA) | | Gr, 4 | |
| RI 6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. | | Gr. 3 | |
| <i>Integration of Knowledge and Ideas</i> | | | |
| RI 7. Use the illustrations and details in a text to describe its key ideas. | | Gr. 3 | |
| RI 8. Identify the reasons an author gives to support points in a text. | | Gr. 4 | |
| RI 9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | | Gr. 3 | |

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| Range of Reading and Level of Text Complexity | | | |
| RI 10. With prompting and support, read informational texts appropriately complex for grade 1. | | Gr. 3 | |
| RI 10a. Activate prior knowledge related to the information and events in a text. CA | | Gr. 3 | |
| RI 10 b. Confirm predictions about what will happen next in a text. CA | | Gr. 3 | |

Common Core Standards, Grade 1
English Language Arts: *Reading Foundational Skills*

| Common Core Standards Grade 1 ELA: Reading Foundational Skills | Student Achievement in the Waldorf Curriculum | | |
|---|--|--|-----------------------|
| Student Achievement in the Waldorf Curriculum | At Same Grade Level As CC | In WC at Different Grade Level (Specify) | Notes and Comments |
| Students at Grade 1: | | | |
| <i>Print Concepts</i> | | | |
| RFS 1. Demonstrate understanding of the organization and basic features of print. | Y | | |
| RFS 1a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). | Y | | |
| <i>Phonological Awareness</i> | | | |
| RFS 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | Y | | |
| RFS 2a. Distinguish long from short vowel sounds in spoken single-syllable words. | | Gr. 2 | Begins in Gr. 1 |
| RFS 2b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. | Y | | |
| RFS 2c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. | Y | | |

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| RFS 2d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes) | | Gr. 2 | Begins in Gr. 1 |
| Phonics and Word Recognition | | | |
| RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words (both in isolation and in text.) (CA) | | Gr. 2 | Begins in Gr. 1 |
| RFS 3a. Know the spelling-sound correspondences for common consonant digraphs. | Y | | |
| RFS 3b. Decode regularly spelled one-syllable words. | Y | | |
| RFS 3c. Know final -e and common vowel team conventions for representing long vowel sounds. | | Gr. 2 | Begins in Gr. 1 |
| RFS 3d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. | | Gr.2 | Begins in Gr. 1 |
| RFS 3e. Decode two-syllable words following basic patterns by breaking the words into syllables. | | Gr. 2 | Begins in Gr. 1 |
| RFS 3f. Read words with inflectional endings. | | Gr. 2 | Begins in Gr. 1 |
| RFS 3g. Recognize and read grade-appropriate irregularly spelled words. | | Gr. 2 | Begins in Gr. 1 |
| Fluency | | | |
| RFS 4. Read with sufficient accuracy and fluency to support comprehension. | Y | | Class-generated writing |
| RFS 4a. Read on-level text with purpose and understanding. | | Gr. 3 | Begins in Gr. 1 |
| RFS 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. | | Gr. 3 | Begins in Gr. 1 |

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| RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | Gr. 2 | Begins in Gr. 1 |
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Common Core Standards, Grade 1

English Language Arts: *Writing*

| Common Core Standards, ELA Grade 1: <i>Writing</i> | Student Achievement in the Waldorf Curriculum | | |
|--|--|--|-----------------------|
| Student Achievement in the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Students at Grade 1: | | | |
| <i>Text Types and Purposes</i> | | | |
| W 1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. | | Gr. 3 | |
| W 2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. | | Gr. 3 | |
| W 3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. | | Gr. 3 | Begins in Gr. 2 |
| <i>Production and Distribution of Writing</i> | | | |
| W 4. (Begins in grade 3)(<i>Begins in Grade 2—CA</i>) | | | |
| W 5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | | Gr. 3 | |
| W 6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. | | Gr. 7 | |
| <i>Research to Build and Present Knowledge</i> | | | |
| W 7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). | | Gr. 4 | |

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| | | | |
| W 8, With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | Y | | |
| W 9. (Begins in grade 4) | | | |
| Range of Writing | | | |
| W 10. (Begins in Grade 3) (<i>Begins in Grade 2—CA</i>) | | | |

Common Core Standards, Grade 1
English Language Arts: *Speaking and Listening*

| Common Core Standards, ELA Grade 1: <i>Speaking and Listening</i> | Student Achievement in the Waldorf Curriculum | | |
|--|--|--|-----------------------|
| Student Achievement in the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Students at Grade 1: | | | |
| <i>Comprehension and Collaboration</i> | | | |
| SL 1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. | Y | | |
| SL 1a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). | Y | | |
| SL 1b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges. | Y | | |
| SL 1c. Ask questions to clear up any confusion about the topics and texts under discussion. | Y | | |
| SL 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. | Y | | |
| SL 2a. Give, restate, and follow simple two-step directions. CA | Y | | |
| SL 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. | Y | | |
| <i>Presentation of Knowledge and Ideas</i> | | | |
| SL 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. | Y | | |

| | | | |
|--|---|--|--|
| SL 4a. Memorize and recite poems, rhymes, and songs with expression. CA | Y | | |
| SL 5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. | Y | | |
| SL 6. Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 for specific expectations.) | Y | | |

Common Core Standards, Grade 1
English Language Arts: *Language*

| Common Core Standards, ELA Grade 1: <i>Language</i> | Student Achievement in the Waldorf Curriculum | | |
|--|--|--|--------------------------------------|
| Student Achievement in the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Students at Grade 1: | | | |
| <i>Conventions of Standard English</i> | | | |
| L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Y | | In speaking at Gr. 1 |
| L 1a. Print all upper- and lowercase letters. | Y | | Lower case may be completed in Gr. 2 |
| L 1b. Use common, proper, and possessive nouns. | Y | | Refined through Gr. 3 |
| L 1c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). | Y | | Orally, refined through Gr. 3 |
| L 1d. Use personal (subject, object), possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>). CA | Y | | Refined through Gr. 3 |
| L 1e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). | Y | | Refined through Gr. 4 |
| L 1f. Use frequently occurring adjectives. | Y | | Refined in Gr. 2 |
| L 1g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). | Y | | Refined in Gr. 2 |
| L 1h. Use determiners (e.g., articles, demonstratives). | Y | | Refined in Gr. 2 |
| L 1i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). | Y | | Refined in Gr. 2 |

| | | | |
|--|---|-------|---|
| L 1j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. | Y | | Oral prompts, skills refined across grades |
| L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | Gr. 2 | Introduced in grades 1 and 2, achieved increasingly |
| L 2a. Capitalize dates and names of people. | Y | | Consistently in grade 2 |
| L 2b. Use end punctuation for sentences. | Y | | |
| L 2c. Use commas in dates and to separate single words in a series. | | Gr. 3 | Introduced in Gr. 2 |
| L 2d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. | Y | | Expanding through the early grades |
| L 2e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. | Y | | Expanding through the early grades |
| Knowledge of Language | | | |
| L 3. (Begins in Grade 2) | | | |
| Vocabulary Acquisition and Use | | | |
| L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies. | | Gr. 2 | Begins in Gr. 1 |
| L 4a. Use sentence-level context as a clue to the meaning of a word or phrase. | Y | | |
| L 4b. Use frequently occurring affixes as a clue to the meaning of a word. | | Gr. 2 | |

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|---|---|-------|--|
| L 4c. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). | | Gr. 2 | |
| L 5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. | Y | | |
| L 5a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. | Y | | |
| L 5b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). | Y | | |
| L 5c. Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). | Y | | |
| L 5d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. | Y | | |
| L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>). | Y | | |

**Grade 1 ELA
Summary Notes and Comments**

- In reading the tables—a key distinction:
 - In the Notes and comments column, **“begins at”**—indicates when the standard is introduced, and study and instructional activities begin, and student progress is being made.
 - In the first two columns of the tables, the **grade level listed identifies when the student is expected to achieve the standard.**
 - A **“Y” indicates “yes”**—placement of the specific Common Core Standard at the same Grade Level as indicated the Common Core standards..
- Informational Texts (RI) are typically first introduced as a component of the Waldorf Grade 3 curriculum.

| Common Core Standards: Mathematics Grade 1 | Student Achievement in the Waldorf Curriculum | | |
|--|--|--|-----------------------|
| Student Achievement in the Waldorf Curriculum: | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| <i>Students in Grade 1:</i> | | | |
| Operations and Algebraic Thinking | | | |
| <i>Represent and solve problems involving addition and subtraction.</i> | | | |
| OAT 1. Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | | Gr. 2 | Introduced at Gr. 1 |
| OAT 2. Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem. | | Gr. 2 | Introduced at Gr. 1 |
| <i>Understand and apply properties of operations and the relationship between addition and subtraction</i> | | | |
| OAT 3. Apply properties of operations as strategies to add and subtract. <i>Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$ is also known. (Commutative property of addition.) To add $2 + 6 + 4$, the second two numbers can be added to make a ten, so $2 + 6 + 4 = 2 + 10 = 12$. (Associative property of addition.)</i> | | Gr. 2 | |
| OAT 4. Understand subtraction as an unknown-addend problem. <i>For example, subtract $10 - 8$ by finding the number that makes 10 when added to 8.</i> | | Gr. 2 | |
| <i>Add and subtract within 20.</i> | | | |
| OAT 5. Relate counting to addition and subtraction (e.g., by counting on 2 to add 2). | Y | | |

| | | | |
|--|---|-------|---------------------|
| OAT 6. Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as | | | |
| <ul style="list-style-type: none"> counting on; making ten (e.g., $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$); decomposing a number leading to a ten (e.g., $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$); using the relationship between addition and subtraction (e.g., knowing that $8 + 4 = 12$, one knows $12 - 8 = 4$); and creating equivalent but easier or known sums (e.g., adding $6 + 7$ by creating the known equivalent $6 + 6 + 1 = 12 + 1 = 13$). | Y | | |
| Work with addition and subtraction equations. | | | |
| OAT 7. Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. <i>For example, which of the following equations are true and which are false? $6 = 6$, $7 = 8 - 1$, $5 + 2 = 2 + 5$, $4 + 1 = 5 + 2$.</i> | Y | | |
| <i>OAT 7.1 Write and solve number sentences from problem situations that express relationships involving addition and subtraction within 20.</i> | | Gr. 2 | |
| OAT 8. Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. <i>For example, determine the unknown number that makes the equation true in each of the equations $8 + ? = 11$, $5 = \quad - 3$, $6 + 6 = \quad$.</i> | | Gr. 2 | Introduced at Gr. 1 |

| Student Achievement in the Waldorf Curriculum: | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
|--|---------------------------|--------------------------------|----------------------|
| Number and Operations in Base Ten | | | |
| Students in Grade 1: | | | |
| Extend the counting sequence. | | | |
| NOBT 1. Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. | Y | | Incorporates K. CC.1 |

| | | | |
|--|--|---------------------------------|---|
| | | | |
| <i>Understand place value.</i> | | | |
| NOBT 2. Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases: | | Gr. 2 | Introduced at Gr. 1 |
| NOBT 2a. 10 can be thought of as a bundle of ten ones — called a “ten.” | | Gr. 2 | Introduced at Gr. 1 |
| NOBT 2b. The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones. | | Gr. 2 | Introduced at Gr. 1 |
| NOBT 2c. The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones). | | Gr. 2 | Introduced at Gr. 1 |
| NOBT 3. Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$. | | Gr. 3 | Introduced at Gr. 2 |
| <i>Use place value understanding and properties of operations to add and subtract.</i> | | | |
| NOBT 4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten. | | Gr. 2 Gr. 3 Gr. 2 | Introduced at Gr. 2 Understanding place value, introduced at Gr. 2 |
| NOBT 5. Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used. | | Gr. 2 | |
| NOBT 6. Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. Relate the strategy to a written method and explain the reasoning used. | | Gr. 3 | Introduced at Gr. 2 |

| Student Achievement in the Waldorf Curriculum: | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
|--|---------------------------|--------------------------------|---|
| Measurement and Data | | | |
| <i>Students in Grade 1:</i> | | | |
| <i>Measure lengths indirectly and by iterating length units.</i> | | | |
| MD 1. Order three objects by length; compare the lengths of two objects indirectly by using a third object. | Y | | |
| <p>MD 2. Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end;</p> <p>Understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.</p> <p><i>Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.</i></p> | | Gr. 3 | |
| <i>Tell and write time.</i> | | | |
| MD 3. Tell and write time in hours and half-hours using analog and digital clocks. | | Gr. 3 | |
| <i>Represent and interpret data.</i> | | | |
| 4. Organize, represent, and interpret data with up to three categories. Ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. | | Gr. 3 | Introduced in Grade 1, with manipulatives |

| Student Achievement in the Waldorf Curriculum: | At Same Grade Level As CC | In WC At Different Grade Level | Not Currently Addressed in WC |
|--|---------------------------|--------------------------------|-------------------------------|
| Geometry | | | |
| <p>G 1. Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size);</p> <p>Build and draw shapes to possess defining attributes.</p> | | Gr. 5 | See Note #2, below. |
| <p>G 2. Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.</p> <p><i>(Students do not need to learn formal names such as “right rectangular prism.”)</i></p> | | Gr. 5 | See Note #2, below. |
| <p>G 3. Partition circles and rectangles into two and four equal shares,</p> <p>Describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares.</p> <p>Understand for these examples that decomposing into more equal shares creates smaller shares.</p> | | Gr. 4 | Introduced at Grade 3 |

Mathematics

Grade 1

Summary Notes and Comments

1. Many of the Common Core Standards at this grade level, or specific components of them, begin to be addressed in the curriculum and instructional program at this grade level, but students fully demonstrate mastery of this content at the grade level identified in the table.

2. Note to Geometry: CC Standards introduced in Grade 1 through movement, manipulatives, art, form drawing, modeling, and concrete reasoning.

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade Two

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 2 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf Education and the San Francisco Waldorf School.)

In second grade children, an awareness of opposites begins to unfold. If a circle of children with everyone facing the center is the metaphorical picture of togetherness in a healthy first grade, the image of the second grade is the circle with children becoming increasingly aware of what goes on around them.

In **language arts**, the fairy tales of first grade gradually give way to stories of heroes and saints from many cultures--people who strive to overcome inner and outer obstacles, who aspire to and accomplish the loftiest deeds. In contrast, the polarities within us are well depicted for second graders through animal fables. The second graders explore the landscape of personality traits: the good and the bad, the beautiful and the ugly. Traditional fables hold a rich source of wisdom about human nature and the world. There, human traits are exaggerated in the brave lion, the timorous mouse, the pokey turtle, the clever fox, and so on. The children can see themselves and their classmates through the antics of the animal kingdom and learn valuable lessons about life.

Nature stories from home surroundings, multi-cultural folk tales, and riddles are also included in the language arts. As in first grade, poetry continues to play an important role in the class, both orally recited and in writing. All-class recitation, tongue twisters and other speech exercises, and work on plays written in verse, lead to choral recitation by smaller groups. Students participate in individual retelling of stories told in class as well as the recounting of personal experiences. Students strive for clear speech at appropriate volume levels.

During the second grade much attention is given to the development of writing skills. The children's first reading experience comes through reading what they themselves have written in their main lesson books. This may be a short verse that helps them review a letter sound, or perhaps a simple retelling of one of the fables they have heard. In this way the children experience the way written language actually developed over the course of human history.

Lower case printing and cursive handwriting are presented in second grade if they have not already been introduced in first grade. The teacher leads the class in guided writing whenever possible, according to the children's growing ability to sound out and recognize words. Children also copy passages from the board and express their own thoughts and recollections in writing, all the while paying attention to well-formed and spaced script.

From the stories, songs, and verses studied during the year, introductory spelling and grammar lessons and games are imaginatively presented. In addition, the children participate in daily phonics work and expand their sight recognition of high-frequency words.

Mathematics. The imaginative, personifying quality that still lives strongly in the 7/8 year old is used to fully develop inspiring pictures of the operations involved in the four processes in arithmetic, using strong visual and narrative elements,. The students are taught to differentiate between the processes and know when to use each one as well as to be able to work simple problems of each type in their heads and on paper.

The concepts and mechanics of written addition and subtraction are introduced through the use of manipulatives, imaginative pictures, and carrying and regrouping activities. In their written work in mathematics, orderliness is developed. The neat columnar writing of problems is stressed. Previous work is reviewed and practiced. The ability to write dictated and read written numbers 1-100 is firmly established before the students move on to place value. Counting by various multiples is mastered before moving on to written multiplication and division. In second grade, rhythmic counting is transformed into the times tables (2s, 3s, 4s, 5s, 10s). Word problems will continue as students write simple algorithms. Students solve written, oral story, and mental math problems using math concepts.

Rhythmic and patterning work increase in sophistication, emphasizing the aesthetic and dynamic quality of the number line through arranging number families in various ways. Students are encouraged to consciously see order and beauty in number patterns. Visualizations of the counting patterns are introduced—employing string boards, grouping geometric forms in space, etc. Movement exercises can be built around number work, from group exercises to simple computation games, and can include moving in geometric forms.

All basic academic skills continue to develop at a rapid pace. Laying the ground for future science blocks, the students continue their experiential exploration of the world of nature through observation and stories.

As with the first grade, the entire curriculum is integrated to present the world as a whole, not as disjointed and disconnected pieces. In **the arts**, all students continue watercolor painting and their exploration of the moods of the colors, beeswax modeling and crayon drawing, as well as form drawing with vertical and horizontal midline mirror forms given for each child. **The handwork curriculum** works on knitting and embroidery, leading to the creation later of their own hats, among various other projects. String games, hand-clapping games, and counting knitted rows also support this work. **Foreign language** lessons continue to take inspiration from main lesson blocks of study. Students begin to speak individually and conversationally through games and activities that are filled with new descriptive language. Puppet shows from rich folk tales also continue.

Musical instruction continues as in first grade and includes singing as well as pentatonic recorder. **Eurythmy** movement describes stories and forms, with a strong emphasis on inner listening and inner visualization of images and forms. The movement now includes, but is not limited to, geometrical forms, Curves of Cassini, expansion/contraction with music, little dances with piano/forte dynamics and stories of animals. Activities with copper rods help the children gently center themselves. **Games and movement classes** focus on imaginative games

encouraging teamwork, cooperation, problem solving, and individual successes, with opportunities to improve coordination and balance through obstacle courses and gymnastic activities. A **class play** tied to the curriculum is shared with class families, and local **field trips** deepen students' learning experiences.

Grade 2 Curriculum Components

- **Math:** Continue with four operations of arithmetic; story problems; counting by 2, 3, 4, and 5; beginning multiplication tables
- **Language Arts:** Elements of grammar (naming, describing words); beginning cursive; animal fables and legends from around the world; decoding and sight word recognition; building fluency through regular practice (oral and silent reading); comprehension through story recall
- **Science:** Gardening and nature studies; weather; day and night
- **History & Social Studies:** Multicultural stories; lives of inspiring people who affected history
- **Handwork:** Knitting patterns of knit and purl (pattern recognition and perpetuation, concentration, fine motor skill development)
- **Foreign Language:** Continuing the foreign language with songs, plays, poetry, games, and simple conversations
- **Visual & Performing Arts:** Form drawing; painting; beeswax modeling; singing; pentatonic flute, drama
- **Movement/Physical Education/Games:** Eurythmy; circle games; imaginative games; fine and gross motor activities; activities with props (balls, hoops, etc.) and exploration of the dynamics of objects

Common Core Standards Table, Grade 2

English Language Arts: *Reading Literature*

| Common Core Standards, ELA ELA Grade 2: <i>Reading Literature</i> | Student Achievement In the Waldorf Curriculum | | |
|---|--|---|------------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments. |
| Students at Grade 2: | | | |
| <i>Key Ideas and Details</i> | | | |
| RL 1. Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text. | Y | | |
| RL 2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. | Y | | |
| RL 3. Describe how characters in a story respond to major events and challenges. | Y | | |
| <i>Craft and Structure</i> | | | |
| RL 4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. (See grade 2 Language standards 4-6 for additional expectations.) CA | | Gr. 3 | |
| RL 5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. | Y | | |
| RL 6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. | Y | | |
| <i>Integration of Knowledge and Ideas</i> | | | |
| RL 7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. | | Gr. 3 | |

| | | | |
|--|--|-------|--|
| RL 8. (Not applicable to literature) | | | |
| RL 9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures. | | Gr. 4 | |
| <i>Range of Reading and Level of Text Complexity</i> | | | |
| RL 10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | Gr.3 | |

Common Core Standards Table, Grade 2
English Language Arts: *Reading Informational Text*

| Common Core Standards, ELA Grade 2: <i>Reading Informational Texts</i> | Student Achievement In the Waldorf Curriculum | | |
|--|--|--|------------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments. |
| Students in Grade 2: | | | |
| <i>Key Ideas and Details</i> | | | |
| RI 1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. | | Gr. 4 | |
| RI 2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text | | Gr. 4 | |
| RI 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. | | Gr. 4 | |
| <i>Craft and Structure</i> | | | |
| RI 4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .(See grade 2 Language standards 4-6 for additional expectations.CA) | | Gr. 3 | |
| RI 5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. | | Gr. 4 | |
| RI 6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. | | Gr. 4 | |
| <i>Integration of Knowledge and Ideas</i> | | | |
| RI 7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. | | Gr. 4 | |

| | | | |
|---|--|-------|--|
| RI 8. Describe how reasons support specific points the author makes in a text. | | Gr. 6 | |
| RI 9. Compare and contrast the most important points presented by two texts on the same topic. | | Gr. 6 | |
| <i>Range of Reading and Level of Text Complexity</i> | | | |
| RI 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. | | Gr. 4 | |

Common Core Standards, Grade 2
English Language Arts: Reading Foundational Skills

| Common Core Standards, ELA Grade 2: Reading Foundational Skills | Student Achievement In the Waldorf Curriculum | | |
|---|--|--|-----------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC at Different Grade Level (Specify) | Notes and Comments |
| Students at Grade 2: | | | |
| <i>Print Concepts</i> | | | |
| RFS1. Not in CC at Grade 2 | | | |
| <i>Phonological Awareness</i> | | | |
| RFS 2. Not in CC at Grade 2 | | | |
| <i>Phonics and Word Recognition</i> | | | |
| RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA | Y | | |
| RFS 3a. Distinguish long and short vowels when reading regularly spelled one-syllable words. | Y | | |
| RFS 3b. Know spelling-sound correspondences for additional common vowel teams. | Y | | |
| RFS 3c. Decode regularly spelled two-syllable words with long vowels. | Y | | |
| RFS 3d. Decode words with common prefixes and suffixes. | | Gr. 3 | |
| RFS 3e. Identify words with inconsistent but common spelling-sound correspondences. | | Gr. 3 | |
| RFS 3f. Recognize and read grade-appropriate irregularly spelled words. | | Gr. 3 | |
| <i>Fluency</i> | | | |

| | | | |
|--|--|-------|--|
| RFS 4. Read with sufficient accuracy and fluency to support comprehension. | | Gr. 3 | |
| RFS 4a. Read on-level text with purpose and understanding. | | Gr. 3 | |
| RFS 4b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. | | Gr. 3 | |
| RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | | Gr. 3 | |

Common Core Standards, Grade 2 English Language Arts: *Writing*

| Common Core Standards, ELA Grade 2: <i>Writing</i> | Student Achievement In the Waldorf Curriculum | | |
|--|--|--|-----------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Students at Grade 2: | | | |
| <i>Text Types and Purposes</i> | | | |
| W 1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section. | | Gr. 4 | |
| W 2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. | | Gr. 3 | |
| W 3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. | Y | | |
| <i>Production and Distribution of Writing</i> | | | |
| W 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA | | Gr. 4 | |
| W 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. | Y | | |
| W 6. With guidance and support from adults, use a | | | |

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| variety of digital tools to produce and publish writing, including in collaboration with peers. | | Gr. 7 | |
| Research to Build and Present Knowledge | | | |
| W 7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). | | Gr. 4 | Experience-based in Gr. 3 Text-based in Gr. 4 |
| W 8. Recall information from experiences or gather information from provided sources to answer a question. | | Gr. 3 | |
| W 9. (Begins in grade 4) | | | |
| Range of Writing | | | |
| W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. CA (For CC, Begins in Grade 3) (Begins in Grade 2—CA) | | Gr. 4 | |

Common Core Standards, Grade 2
English Language Arts: *Speaking and Listening*

| Common Core Standards Grade 2: ELA <i>Speaking and Listening</i> | Student Achievement In the Waldorf Curriculum | | |
|--|--|--|-----------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Students at Grade 2: | | | |
| <i>Comprehension and Collaboration</i> | | | |
| SL 1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. | Y | | |
| SL 1a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | Y | | |
| SL 1b. Build on others’ talk in conversations by linking their comments to the remarks of others. | Y | | |
| SL 1c. Ask for clarification and further explanation as needed about the topics and texts under discussion. | Y | | |
| SL 2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. | Y | | |
| SL 2a. Give and follow three- and four-step oral directions. CA | Y | | |
| SL 3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. | Y | | |

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| Presentation of Knowledge and Ideas | | | |
| SL 4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | Y | | |
| SL 4a. Plan and deliver a narrative presentation that: recounts a well-elaborated event, includes details, reflects a logical sequence, and provides a conclusion. CA | | Gr. 3 | |
| SL 5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. | Y | Gr. 7 | Audio recordings at Grade 7. |
| SL 6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 for specific expectations.) | Y | | |

Common Core Standards, Grade 2 English Language Arts: *Language*

| Common Core Standards, ELA Grade 2: <i>Language</i> | Student Achievement In the Waldorf Curriculum | | |
|--|--|--|-------------------------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Students at Grade 2: | | | |
| <i>Conventions of Standard English</i> | | | |
| L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | Gr. 3 | Use in Gr. 2 Identify in Gr. 3 |
| L 1a. Use collective nouns (e.g., <i>group</i>). | Y | | |
| L 1b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). | Y | | |
| L 1c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). | Y | | |
| L 1d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). | Y | | |
| L 1e. Use adjectives and adverbs, and choose between them depending on what is to be modified. | Y | Gr. 4 | Use in Gr. 3 Choose in Gr. 4 |
| L 1f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>). | | Gr. 4 | |
| L 1g. Create readable documents with legible print. CA | Y | | |

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| L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | | Gr. 3 | |
| L 2a. Capitalize holidays, product names, and geographic names. | Y | | |
| L 2b. Use commas in greetings and closings of letters. | | Gr. 4 | Introduced in Gr. 2 |
| L 2c. Use an apostrophe to form contractions and frequently occurring possessives. | | Gr. 4 | Introduced in Gr. 2 |
| L 2d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil). | | Gr. 3 | |
| L 2e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | | Gr. 3 | |
| Knowledge of Language | | | |
| L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | Y | | |
| L 3a. Compare formal and informal uses of English. | | Gr. 3 | |
| Vocabulary Acquisition and Use | | | |
| L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. | Y | | |
| L 4a. Use sentence-level context as a clue to the meaning of a word or phrase. | Y | | |
| L 4b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>). | Y | | |
| L 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>). | Y | | |

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| L 4d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>). | Y | | |
| L 4e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases in all content areas. CA | | Gr. 3 | Gr. 7 digital |
| L 5. Demonstrate understanding of word relationships and nuances in word meanings. | Y | | |
| L 5a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>). | Y | | |
| L 5b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>). | Y | | |
| L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>). | Y | | |

| Common Core Standards: Mathematics, Grade 2 | Student Achievement in the Waldorf Curriculum | | |
|---|---|--------------------------------|--------------------|
| Student Achievement in the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Operations and Algebraic Thinking | | | |
| Students: | | | |
| Represent and solve problems involving addition and subtraction. | | | |
| OAT 1. Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. | | Gr. 3 | Begins at Gr. 2 |
| Add and subtract within 20. | | | |
| OAT 2. Fluently add and subtract within 20 using mental strategies. ² By end of Grade 2, know from memory all sums of two one-digit numbers. | Y | | |
| Work with equal groups of objects to gain foundations for multiplication. | | | |
| OAT 3. Determine whether a group of objects (up to 20) has an odd or even number of members, e.g., by pairing objects or counting them by 2s; write an equation to express an even number as a sum of two equal addends. | Y | | |
| OAT 4. Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal addends. | Y | | |

| Common Core Standards: Grade 2 Mathematics | Student Achievement in the Waldorf Curriculum | | |
|--|---|--------------------------------|--------------------|
| Student Achievement in the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Number and Operations in Base Ten | | | |
| Students: | | | |
| Understand place value. | | | |
| NOBT 1. Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following as special cases: a. 100 can be thought of as a bundle of ten tens — called a “hundred.” b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). | Y | | |
| NOBT 2. Count within 1000; skip-count by 2s , 5s, 10s, and 100s. CA | Y | | |
| NOBT 3. Read and write numbers to 1000 using base-ten numerals, number names, and expanded form. | Y | | |
| NOBT 4. Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $=$, and $<$ symbols to record the results of comparisons. | Y | | |
| Use place value understanding and properties of operations to add and subtract. | | | |
| NOBT 5. Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. | | Gr. 3 | Begins at Gr. 2 |
| NOBT 6. Add up to four two-digit numbers using | | | |

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| strategies based on place value and properties of operations. | | Gr. 3 | Begins at Gr. 2 |
| NOBT 7. Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds. | Y | | |
| NOBT 7.1 Use estimation strategies to make reasonable estimates in problem solving. CA | | Gr. 3 | Begins at Gr. 2 |
| NOBT 8. Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900. | Y | | |
| NOBT 9. Explain why addition and subtraction strategies work, using place value and the properties of operations. | Y | | |

| CC Standards: Mathematics, Grade 2 | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
|---|---------------------------|--------------------------------|--------------------|
| Student Achievement in the Waldorf Curriculum | | | |
| Measurement and Data | | | |
| Students: | | | |
| Measure and estimate lengths in standard units. | | | |
| MD 1. Measure the length of an object by selecting and using appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. | | Gr. 3 | |
| MD 2. Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen. | | Gr. 3 | |

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| MD 3. Estimate lengths using units of inches, feet, centimeters, and meters. | | Gr. 3 | |
| MD 4. Measure to determine how much longer one object is than another, expressing the length difference in terms of a standard length unit | | Gr. 3 | |
| Relate addition and subtraction to length. | | | |
| MD 5. Use addition and subtraction within 100 to solve word problems involving lengths that are given in the same units, e.g., by using drawings (such as drawings of rulers) and equations with a symbol for the unknown number to represent the problem. | | Gr. 4 | Begins at Gr. 3 |
| MD 6. Represent whole numbers as lengths from 0 on a number line diagram with equally spaced points corresponding to the numbers 0, 1, 2, ..., and represent whole-number sums and differences within 100 on a number line diagram. | Y | | |
| Work with time and money. | | | |
| MD 7. Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. Know relationships of time (e.g., minutes in an hour, days in a month, weeks in a year). CA | | Gr. 3 | |
| MD 8. Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately. <i>Example: If you have 2 dimes and 3 pennies, how many cents do you have?</i> | | Gr. 3 | |
| Represent and interpret data. | | | |
| MD 9. Generate measurement data by measuring lengths of several objects to the nearest whole unit, or by making repeated measurements of the same object. Show the measurements by making a line plot, where the horizontal scale is marked off in whole-number units. | | Gr. 6 | Introduced at Grade 3 |
| MD 10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems ⁴ using information presented in a bar graph. | | Gr. 6 | Introduced at Grade 3 |

| CC Standards: Mathematics, Grade 2 Student Achievement in the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Not Currently Ad- dressed in WC |
|---|---------------------------------------|--|---|
| Geometry | | | |
| <i>Reason with shapes and their attributes.</i> | | | |
| G 1. Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. ⁵ Identify triangles, quadrilaterals, pentagons, hexagons, and cubes. | | Gr. 5 | |
| G 2. Partition a rectangle into rows and columns of same-size squares and count to find the total number of them. | | Gr. 3 | |
| G 3. Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words <i>halves</i> , <i>thirds</i> , <i>half of</i> , <i>a third of</i> , etc., and describe the whole as two halves, three thirds, four fourths. Recognize that equal shares of identical wholes need not have the same shape. | | Gr. 4 | |

Summary Notes and Comments—Grade 2 Mathematics

1. OAT 1: Typically, the Waldorf mathematics curriculum does not introduce number “sentences” in algebraic format (with a symbol for an unknown number) until a later grade level.
2. NOBT 4: Typically, the Waldorf mathematics curriculum does not introduce the symbols for “is more than” or “is less than” until a later grade level.

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade Three

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Grade 3 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

As the children in the third grade enter their ninth year, they start to see the world differently. No longer are they content to be a part of life without doubts and questions. A nine-year old can feel him/herself growing up and separating from his/her parents, and becoming part of the outer world. The child becomes more independent, and begins to question all that was previously taken for granted. This can be a time of loneliness and insecurity for a child as well as a time of new self-confidence. The third grade curriculum is designed to meet the child's new interests and concerns at this age.

The curriculum provides the student with the opportunity to learn about three essential, practical requirements for all of humankind—how we work with nature to provide ourselves with food, clothing, and shelter.

Farming and gardening lessons instruct the child in the importance of the natural systems that support our lives, in the use of farming tools and farming and gardening processes, and how food has been grown over the centuries. These lessons give the child an opportunity for direct involvement in growing his/her own food and begin to establish a foundation for their appreciation of our partnership with nature and an interest in fostering, protecting and preserving the world around them.

The provision of **clothing** is addressed in the textiles unit, usually beginning with the shearing of a sheep and culminating in a woven or knitted garment from that sheep's wool. The child is involved in every practical aspect of the making of the garment.

Many types of **shelter** are presented, modeled and discussed with the students, and some shelters are constructed by the children with the teacher's guidance. A lesson block on building a modern house teaches the critical importance of cooperation amongst architects, contractors, and construction workers as they meet the wide variety of human needs for shelter.

Mathematics. In third grade, the child begins to develop a basic awareness for practical applications of mathematics. Measurement of all types is covered: length, weight, and volume; money, and time. All of these measurement systems are put to use in practical activities by the children themselves. In the study of time, money, and measurement, the historical background of the methods, tools, and practices is taught imaginatively before modern methods are explained.

Mathematics and movement go hand in hand. Rhythm is an integral part of the approach to arithmetic and is a significant aid to memorization. For example, the times tables are practiced while jumping rope, tossing bean bags, or bouncing a ball. This increases the child's ability to memorize and retain the information.

Language Arts. The importance of words and the beauty of speech underlie the entire language arts curriculum. Through the daily telling of stories, the teacher creates in the child the capacity for inward picturing, setting the stage for conceptual thought. Reading, writing, the fundamentals of grammar, spelling, listening and speaking and penmanship are developed in an artistic manner which speaks to, empowers and inspires the whole child.

Stories from the Hebrew Bible serve as a metaphor for the children's inner experience at this age. From the wonder stimulated by the creation story to the challenges faced as Adam and Eve had to leave the Garden of Eden, the third grade children see that they, too, must one day leave the parental nest and make their own way in the world. This need for the child of this age to experience providing for the basic necessities of life is met in the curriculum through the hands-on study of farming, gardening, food preparation, house-building, and making clothes.

An emphasis on the dramatic presentation of stories culminates in the production of the class play, which echoes a familiar theme from the year's curriculum.

Music is an important focus in the curriculum. The third-grade child is ready to experience the complexity and structure of the full diatonic scale. After two years playing the pentatonic flute, the third grade child learns how to play a soprano recorder. This instrument will be used throughout the grades. The children are ready to assert their new independence by learning to sing separate parts in rounds, introducing them to harmony among individual parts and an awareness of rhythmic unity in variety.

In handwork, the third grade child graduates from knitting to crochet, completing three or four useful articles for her/himself. Painting and modeling beeswax are weekly activities that sharpen the child's powers of observation and expression.

In the third grade the changing nine year-old is given an opportunity to make new relationships: with nature through farming and gardening; with others through a class building project; and with themselves through drama, music, and art.

Grade 3 Curriculum Components

- **Math:** Higher multiplication tables; division; weight, measure, money and time; review of all four processes; multiplication; problem solving; place value to 10,000s; estimating; mental math; word problems
- **Language Arts:** Elements of grammar (nouns, verbs, adjectives); continuing cursive; punctuation; spelling; compositions; stories from ancient history; decoding and sight word recognition; building fluency through regular practice (oral and silent reading); comprehension through story recall
- **Science:** Continuation of garden and nature studies
- **History & Social Studies:** Study of practical life (farming, housing, clothing); stories from ancient history

- **Handwork:** Crocheting (mathematical patterns, working in the round)
- **Foreign Language:** Continuing foreign language study with oral dialogue, dramatization, songs, games and simple written work
- **Visual & Performing Arts:** Form drawing; painting; beeswax modeling; singing; drama; introduction to the recorder
- **Movement/Physical Education/Games:** Balance, running and chasing games, song and movement

Common Core Standards Table, Grade 3 English Language Arts: *Reading Literature*

| Common Core Standards, ELA Grade 3: <i>Reading Literature</i> | Student Achievement In the Waldorf Curriculum | | |
|---|--|---|-----------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Students at Grade 3: | | | |
| <i>Key Ideas and Details</i> | | | |
| RL 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | Y | | |
| RL 2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. | Y | | |
| RL 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | Y | | |
| <i>Craft and Structure</i> | | | |
| RL 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (See grade 3 Language standards 4-6 for additional expectations.) CA | | Gr. 5 | |
| RL 5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. | | Gr. 5 | |
| RL 6. Distinguish their own point of view from that of the narrator or those of the characters. | | Gr. 4 | |
| <i>Integration of Knowledge and Ideas</i> | | | |
| RL 7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). | Y | | |

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| RL 8. (Not applicable to literature) | | | |
| RL 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). | | Gr. 4 | |
| <i>Range of Reading and Level of Text Complexity</i> | | | |
| RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. | Y | | |

Common Core Standards, Grade 3
English Language Arts: *Reading Informational Text*

| Common Core Standards Grade 3: ELA <i>Reading Informational Texts</i> | Student Achievement In the Waldorf Curriculum | | |
|--|--|--|--------------------------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Students in Grade 3: | | | |
| <i>Key Ideas and Details</i> | | | |
| RI 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | | Gr. 4 | Introduced in Gr. 3 |
| RI 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. | | Gr. 4 | Introduced in Gr. 3 |
| RI 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. | | Gr. 6 | Introduced in Gr. 3 |
| <i>Craft and Structure</i> | | | |
| RI 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> . (See grade 3 Language standards 4-6 for additional expectations.) CA | | Gr. 4 | Introduced in Gr. 3 |
| RI 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | | Gr. 7 | Text features Introduced in Gr. 4 |
| RI 6. Distinguish their own point of view from that of the author of a text. | | Gr. 4 | |
| <i>Integration of Knowledge and Ideas</i> | | | |
| RI 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). | Y | | |

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| RI 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). | | Gr. 6 | |
| RI 9. Compare and contrast the most important points and key details presented in two texts on the same topic. | | Gr. 6 | |
| <i>Range of Reading and Level of Text Complexity</i> | | | |
| RI 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. | | Gr. 4 | Introduced in Gr. 3 |

Common Core Standards, Grade 3
English Language Arts: *Reading Foundational Skills*

| Common Core Standards, ELA Grade 3: <i>Reading Foundational Skills</i> | Student Achievement In the Waldorf Curriculum | | |
|---|--|--|-----------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC at Different Grade Level (Specify) | Notes and Comments |
| Students at Grade 3: | | | |
| <i>Print Concepts</i> | | | |
| RFS1. Not in CC at Grade 3 | | | |
| <i>Phonological Awareness</i> | | | |
| RFS 2. Not in CC at Grade 3 | | | |
| <i>Phonics and Word Recognition</i> | | | |
| RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA | Y | | |
| RFS 3a. Identify and know the meaning of the most common prefixes and derivational suffixes. | | Gr. 4 | |
| RFS 3b. Decode words with common Latin suffixes. | | Gr. 4 | |
| RFS 3c. Decode multi-syllable words. | Y | | |
| RFS 3d. Read grade-appropriate irregularly spelled words. | Y | | |
| <i>Fluency</i> | | | |
| RFS 4. Read with sufficient accuracy and fluency to support comprehension. | Y | | |
| RFS 4a. Read on-level text with purpose and understanding. | Y | | |

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| RFS 4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | Y | | |
| RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Y | | |

Common Core Standards, Grade 3 English Language Arts: *Writing*

| Common Core Standards, ELA Grade 3: <i>Writing</i> | Student Achievement In the Waldorf Curriculum | | |
|--|--|--|-----------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Students at Grade 3: | | | |
| <i>Text Types and Purposes</i> | | | |
| W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. | | Gr. 6 | Introduced in Gr. 5 |
| W 1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. | | Gr. 6 | Introduced in Gr. 5 |
| W 1b. Provide reasons that support the opinion. | | Gr. 6 | Introduced in Gr. 5 |
| W 1c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. | | Gr. 6 | Introduced in Gr. 5 |
| W 1d. Provide a concluding statement or section. | | Gr. 6 | Introduced in Gr. 5 |
| W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | Y | | With guidance |
| W 2a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. | Y | | With guidance |
| W 2b. Develop the topic with facts, definitions, and details. | Y | | With guidance |
| W 2c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. | Y | | With guidance |

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| W 2d. Provide a concluding statement or section. | Y | | With guidance |
| W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | Y | | |
| W 3a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. | Y | | |
| W 3b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. | | Gr. 4 | |
| W 3c. Use temporal words and phrases to signal event order. | Y | | |
| W 3d. Provide a sense of closure. | Y | | |
| <i>Production and Distribution of Writing</i> | | | |
| W 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | Y | | |
| W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) | | Gr. 4 | Introduced in Gr. 3 |
| W 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. | | Gr. 7 | |
| <i>Research to Build and Present Knowledge</i> | | | |
| W 7. Conduct short research projects that build knowledge about a topic. | Y | | |

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| W 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. | | Gr. 4 | Digital at Gr. 7 |
| W 9. (Begins in grade 4) | | | |
| Range of Writing | | | |
| W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | | Gr. 4 Gr. 3 | Extended time Shorter time |

Common Core Standards, Grade 3
English Language Arts: *Speaking and Listening*

| Common Core Standards, ELA Grade 3: <i>Speaking and Listening</i> | Student Achievement In the Waldorf Curriculum | | |
|--|--|--|-----------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Students at Grade 3: | | | |
| <i>Comprehension and Collaboration</i> | | | |
| SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. | Y | | |
| SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | Y | | |
| SL 1b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). | Y | | |
| SL 1c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. | Y | | |
| SL 1d. Explain their own ideas and understanding in light of the discussion. | Y | | |
| SL 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | Y | | |

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| SL 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. | Y | | |
| Presentation of Knowledge and Ideas | | | |
| SL 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | Y | | |
| SL 4a. Plan and deliver an informative/explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA | | Gr. 4 | |
| SL 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. | | Gr. 7 | |
| SL 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) | Y | | |

Common Core Standards, Grade 3 English Language Arts: *Language*

| Common Core Standards, ELA Grade 3: <i>Language</i> | Student Achievement In the Waldorf Curriculum | | |
|---|--|--|--|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Students at Grade 3: | | | |
| <i>Conventions of Standard English</i> | | | |
| L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | | Gr. 4 | Introduced and developed in Grades 2 and 3 |
| L 1a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. | | Gr. 4 | Introduced and developed in Grades 2 and 3 |
| L 1b. Form and use regular and irregular plural nouns. | | Gr. 4 | Introduced and developed in Grades 2 and 3 |
| L 1c. Use abstract nouns (e.g., <i>childhood</i>). | | Gr. 4 | Introduced and developed in Grades 2 and 3 |
| L 1d. Form and use regular and irregular verbs. | | Gr. 4 | Introduced and developed in Grades 2 and 3 |
| L 1e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses. | | Gr. 4 | Introduced and developed in Grades 2 and 3 |
| L 1f. Ensure subject-verb and pronoun-antecedent agreement. | | Gr. 4 | Introduced and developed in Grades 2 and 3 |
| L 1g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. | | Gr. 4 | Introduced and developed in Grades 2 and 3 |

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| L 1h. Use coordinating and subordinating conjunctions. | | Gr. 4 | Introduced and developed in Grades 2 and 3 |
| L 1i. Produce simple, compound, and complex sentences. | | Gr. 4 | Introduced and developed in Grades 2 and 3 |
| L 1j. Write legibly in cursive or joined italics, allowing margins and correct spacing between letters in a word and words in a sentence. CA | Y | | |
| L 1k. Use reciprocal pronouns correctly. CA | Y | | |
| L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Y | | |
| L 2a. Capitalize appropriate words in titles. | Y | | |
| L 2b. Use commas in addresses. | | Gr. 4 | |
| L 2c. Use commas and quotation marks in dialogue. | | Gr. 4 | |
| L 2d. Form and use possessives. | | Gr. 4 | |
| L 2e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>). | Y | | |
| L 2f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. | Y | | |
| L 2g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. | Y | | |
| Knowledge of Language | | | |
| L.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening, | Y | | |
| L 3a. Choose words and phrases for effect. | Y | | |

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|---|---|-------|---------------------|
| L 3b. Recognize and observe differences between the conventions of spoken and written standard English. | Y | | |
| Vocabulary Acquisition and Use | | | |
| L 4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. | Y | | |
| L 4a. Use sentence-level context as a clue to the meaning of a word or phrase. | Y | | |
| L 4b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). | Y | | |
| L 4c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). | | Gr. 4 | Introduced at Gr. 3 |
| L 4d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases in all content areas. CA | Y | | Digital at Gr. 7 |
| L 5. Demonstrate understanding of word relationships and nuances in word meanings. | Y | | |
| L 5a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>). | Y | | |
| L 5b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). | Y | | |
| L 5c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). | | Gr. 4 | |
| L 6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>). | Y | | |

| Common Core Standards: Grade 3 Mathematics | Student Achievement in the Waldorf Curriculum | | |
|--|--|--------------------------------|--------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Operations and Algebraic Thinking | | | |
| Students at Grade 3: | | | |
| <i>Represent and solve problems involving multiplication and division.</i> | | | |
| OAT 1. Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. <i>For example, describe a context in which a total number of objects can be expressed as 5×7.</i> | Y | | |
| OAT 2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. <i>For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</i> | Y | | |
| OAT 3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. ¹ | Y | | |
| OAT 4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = \square \div 3$, $6 \times 6 = ?$. | Y | | |
| <i>Understand properties of multiplication and the relationship between multiplication and division.</i> | | | |

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| <p>OAT 5. Apply properties of operations as strategies to multiply and divide.²</p> <p><i>Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</i></p> | Y | | |
| <p>OAT 6. Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.</p> | Y | | |
| <p>Multiply and divide within 100.</p> | | | |
| <p>OAT 7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> | Y | | |
| <p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> | | | |
| <p>OAT 8. Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> | Y | | |
| <p>OAT 9. Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</p> | Y | | |

² Students need not use formal terms for these properties.(CC)

| Common Core Standards: Mathematics Grade 3 | Student Achievement in the Waldorf Curriculum | | |
|--|--|--|--------------------|
| Student Achievement in the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Number and Operations in Base Ten | | | |
| <i>Students at Grade 3:</i> | | | |
| <i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i> | | | |
| NOBT 1. Use place value understanding to round whole numbers to the nearest 10 or 100. | Y | | |
| NOBT 2. Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. | Y | | |
| NOBT 3. Multiply one-digit whole numbers by multiples of 10 in the range 10–90 (e.g., 9×80 , 5×60) using strategies based on place value and properties of operations. | Y | | |
| Number and Operations—Fractions | | | |
| <i>Develop understanding of fractions as numbers.</i> | | | |
| NOF 1. Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. | | Gr. 4 | |
| NOF 2. Understand a fraction as a number on the number line; represent fractions on a number line diagram. | | Gr. 4 | |
| NOF 2a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the | | Gr. 4 | |

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| number $1/b$ on the number line. | | | |
| NOF 2b. Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line. | | Gr. 4 | |
| NOF 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. | | Gr. 4 | |
| NOF 3a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line. | | Gr. 4 | |
| NOF 3b. Recognize and generate simple equivalent fractions, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model. | | Gr. 4 | |
| NOF 3c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram. | | Gr. 4 | |
| NOF 3d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model. | | Gr. 4 | |

| Student Achievement in the In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
|---|----------------------------------|---------------------------------------|--|
| Measurement and Data | | | |
| Students at Grade 3: | | | |
| <i>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</i> | | | |
| MD 1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. | Y | | |
| MD 2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l). ⁶ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. ⁷ | | Gr. 5 | In grade 3, using standard American measures; the metric system studied in grade 5 |
| <i>Represent and interpret data.</i> | | | |
| MD 3. Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i> | Y | | |
| MD 4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, | Y | | |

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| where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters. | | | |
| <i>Geometric measurement: understand concepts of area and relate area to multiplication and to addition.</i> | | | |
| MD 5. Recognize area as an attribute of plane figures and understand concepts of area measurement. a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. | | Gr. 4 | Introduced in Gr. 3 |
| MD 6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). | | Gr. 4 | |
| MD 7. Relate area to the operations of multiplication and addition. | | Gr. 4 | |
| MD 7a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. | | Gr. 4 | |
| MD 7b. Multiply side lengths to find areas of rectangles with whole-number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. | | Gr. 4 | |
| MD 7c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. | | Gr. 6 | |
| MD 7d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying | | Gr. 4 | |

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| <p>this technique to solve real world problems.</p> | | | |
| <p><i>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</i></p> | | | |
| <p>MD 8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> | | Gr. 5 | |
| <p>Geometry</p> | | | |
| <p><i>Reason with shapes and their attributes.</i></p> | | | |
| <p>G 1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> | | Gr. 5 | |
| <p>G. 2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.</p> | | Gr. 4 | |

Summary Notes and Comments

1. OAT3: Typically, the Waldorf mathematics curriculum does not introduce number “sentences” in algebraic format (with a symbol for an unknown number) until a later grade level.

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade Four

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Grade 4 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

Fourth graders are passing through the midst of the nine-year change. They still wish to revere, but, for them, that reverence must be justified. The children begin to form their own personality in response to their experience of the world, consciously choosing those qualities that will go into their characters.

The fourth grade curriculum addresses a child in possession of greater certainty and confidence. At this grade level, the child is more assured of his/her own place in the world and is able to assert more individual needs and wants. The curriculum correspondingly evolves away from the unified approach of early childhood into the teaching of more specific subjects. The Main Lesson blocks are more varied in the fourth grade than they have been in the earlier grades, reflecting both the children's individuation as well as the intellectual breadth of which they are beginning to be capable.

The focus of the fourth grade **language arts** curriculum is the myths and legends of the Norse people. These stories speak strongly to the children at this time. The gods of Asgard are portrayed as individuals with distinct, powerful personalities who encounter significant consequences for both their good and bad behavior. The vivid images evoked in these stories provide ample inspiration for the expanded creative and expository writing skills required of the child at this grade. The strong alliterations of their verses strengthen the fourth grade child's clarity and dexterity of speech, and reinforce his/her developing confidence.

In the realm of **mathematics**, the fourth grade child begins the year with a firm foundation in working with whole numbers using the four processes. This year marks the appropriate time to introduce fractions, as the practice of breaking apart the whole into its constituent parts mirrors the child's own internal experience of the fracturing of his/her world. Concepts are first introduced through the manipulation of everyday objects, providing the child with an initial concrete experience of fractions before proceeding to their more abstract representations. The children learn to add, subtract, multiply, reduce and expand fractions, and to change improper fractions into mixed numbers.

History and geography become formal main lesson subjects in the fourth grade. The child's growing ability to regard with objectivity her/his environment is developed through the study of local geography. The child learns how to find the four points of the compass by observing sun and stars. They study and make maps of the classroom, the school, the neighborhood, the city, and state (with the curriculum adapted to the local geography and history of the area around their school). The goal of the **geography** curriculum is to engender an understanding of the interrelatedness of human activity and the local physical conditions of the earth.

The fourth grade **history** curriculum examines the historical development and diversity of human society locally and throughout the state. The biographies of men and women who played a part in creating our local culture reiterate one of the predominant themes of fourth grade, which is the importance of human deeds. (Taking California as an example, the child develops a sense for the world of the indigenous Californians, the Spanish explorers, the first missions, and the period of the Gold Rush.)

The transformation from imagination to objectivity and detailed observation is manifest again in the study of nature that forms the **Human and Animal** main lesson block (**Zoology**). Animal study is introduced, growing out of a descriptive study of the human being and our place in nature. The child develops an understanding and appreciation of the animal kingdom as it reflects the environment to which each species has adapted. Through detailed study of the forms and habitats of animals, the children begin to get a feeling for the fascinating assortment of skills and qualities that the animals possess. At the same time, the children begin to see the unique and responsible position they hold as human beings upon the earth. This detailed study offers opportunities for the child to develop his/her comparative, conceptual, and observational skills, and it provides additional material for artistic, dramatic, and language arts activities.

In **music**, the fourth grade signals the introduction of another instrument, often the violin, in addition to continuing the recorder. In both **music** and **drama**, students are now ready to take individual parts in ongoing group performances. **Foreign language** instruction continues, as the child begins to write down poems, stories, and dialogues acquired orally in the earlier grades. **Handwork** focuses on cross-stitch, embroidery, and braiding.

Grade 4 Curriculum Components

- Math: Review four processes; advanced multiplication; long division; place value to millions, simple graphs; averaging; perimeter, area and volume; factoring; estimating; rounding; word problems; mental math; introduction to fractions
- Language Arts: Elements of grammar; parts of speech; continuing cursive; punctuation; writing well structured paragraphs; book reports; expository writing, creative writing, narratives; class play; building fluency through regular reading practice; sight word recognition, high frequency words; prefixes & suffixes; spelling and vocabulary development; Norse mythology
- Science: Zoology; continuation of garden and nature studies
- History & Social Studies: State and local history
- Geography: State and local geography and map making
- Handwork: Cross-stitch, mirror image/symmetry
- Foreign Language: Continuing foreign language instruction with workbooks, writing/recording orally-learned material, basic grammatical principles, tongue twisters
- Visual & Performing Arts: Form drawing; painting; singing; drama; recorder; violin; introduction to reading and writing music
- Movement/Physical Education/Games: Field games, balance, games involving trickery and strategy; games exploring movement of animals

Common Core Standards Table, Grade 4
English Language Arts: *Reading Literature*

| Common Core Standards, ELA Grade 4: <i>Reading Literature</i> | Student Achievement In the Waldorf Curriculum | | |
|--|--|---|-----------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Students at Grade 4: | | | |
| Key Ideas and Details | | | |
| RL 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Y | | |
| RL 2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. | Y | | |
| RL 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). | Y | | |
| Craft and Structure | | | |
| RL 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). (See grade 4 Language standards 4-6 for additional expectations.) CA | | Gr. 5 | |
| RL 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | | Gr. 6 | |
| RL 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | | Gr. 6 | |

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| <i>Integration of Knowledge and Ideas</i> | | | |
| RL 7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. | | Gr. 6 | |
| RL 8. (Not applicable to literature) | | | |
| RL 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | | Gr. 6 | |
| <i>Range of Reading and Level of Text Complexity</i> | | | |
| RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Y | | |

Common Core Standards, Grade 4
English Language Arts: *Reading Informational Text*

| Common Core Standards, ELA Grade 4: <i>Reading Informational Texts</i> | Student Achievement In the Waldorf Curriculum | | |
|--|--|--|--------------------------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Students in Grade 4: | | | |
| <i>Key Ideas and Details</i> | | | |
| RI 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. | Y | | |
| RI 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. | Y | | |
| RI 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. | Y | | |
| <i>Craft and Structure</i> | | | |
| RI 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> . (See grade 4 Language standards 4-6 for additional expectations .) CA | Y | | |
| RI 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. | | Gr. 6 | |
| RI 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. | | Gr.6 | |
| <i>Integration of Knowledge and Ideas</i> | | | |
| RI 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an | | Gr. 6 | Not in electronic or digital formats |

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| understanding of the text in which it appears. | | | |
| RI 8. Explain how an author uses reasons and evidence to support particular points in a text. | | Gr. 6 | |
| RI 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | Y | | |
| <i>Range of Reading and Level of Text Complexity</i> | | | |
| RI 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Y | | |

Common Core Standards, Grade 4
English Language Arts: *Reading Foundational Skills*

| Common Core Standards, ELA Grade 4: <i>Reading Foundational Skills</i> | Student Achievement In the Waldorf Curriculum | | |
|---|--|--|-----------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC at Different Grade Level (Specify) | Notes and Comments |
| Students at Grade 4: | | | |
| <i>Print Concepts</i> | | | |
| RFS1. Not in CC at Grade 4 | | | |
| <i>Phonological Awareness</i> | | | |
| RFS 2. Not in CC at Grade 4 | | | |
| <i>Phonics and Word Recognition</i> | | | |
| RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words. | Y | | |
| RFS 3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. | Y | | |
| <i>Fluency</i> | | | |
| RFS 4. Read with sufficient accuracy and fluency to support comprehension. | Y | | |
| RFS 4a. Read on-level text with purpose and understanding. | Y | | |
| RFS 4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | Y | | |
| RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Y | | |

Common Core Standards, Grade 4 English Language Arts: *Writing*

| Common Core Standards, ELA Grade 4: <i>Writing</i> | Student Achievement In the Waldorf Curriculum | | |
|---|--|--|-----------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Students at Grade 4: | | | |
| <i>Text Types and Purposes</i> | | | |
| W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | | Gr. 6 | Introduced in Gr. 5 |
| W 1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. | | Gr. 6 | Introduced in Gr. 5 |
| W 1b. Provide reasons that are supported by facts and details. | | Gr. 6 | Introduced in Gr. 5 |
| W 1c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). | | Gr. 6 | Introduced in Gr. 5 |
| W 1 d. Provide a concluding statement or section related to the opinion presented. | | Gr. 6 | Introduced in Gr. 5 |
| W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | Y | | |
| W 2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | Y | | |
| W 2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | Y | | |

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| W 2c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). | Y | | |
| W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | Y | | |
| W 2e. Provide a concluding statement or section related to the information or explanation presented. | Y | | |
| W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | Y | | |
| W 3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | Y | | |
| W 3b. Use dialogue and description to develop experiences and events or show the responses of characters to situations. | Y | | |
| W 3c. Use a variety of transitional words and phrases to manage the sequence of events. | Y | | |
| W 3d. Use concrete words and phrases and sensory details to convey experiences and events precisely. | Y | | |
| W 3e. Provide a conclusion that follows from the narrated experiences or events | Y | | |
| <i>Production and Distribution of Writing</i> | | | |
| W4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA | Y | | |
| W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) | Y | | |

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| W 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. | | Gr. 8 | Introduced in Gr. 7 |
| Research to Build and Present Knowledge | | | |
| W 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. | Y | | |
| W 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase , and categorize information, and provide a list of sources. CA | Y | | Digital sources in Grade 7 |
| W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | Y | | |
| W 9a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). | | Gr. 5 | Developed throughout the earlier grades |
| W 9b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). | | Gr. 6 | |
| Range of Writing | | | |
| W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | Y | | |

Common Core Standards, Grade 4
English Language Arts: *Speaking and Listening*

| Common Core Standards, ELA Grade 4: <i>Speaking and Listening</i> | Student Achievement In the Waldorf Curriculum | | |
|--|--|--|--------------------------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Students at Grade 4: | | | |
| <i>Comprehension and Collaboration</i> | | | |
| SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. | Y | | |
| SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | Y | | |
| SL 1b. Follow agreed-upon rules for discussions and carry out assigned roles. | Y | | |
| SL 1c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. | Y | | |
| SL 1d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. | Y | | |
| SL 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | Y | | Non-electronic media |
| SL 3. Identify the reasons and evidence a speaker or media source provides to support particular points. CA | | Gr. 6 | Electronic media sources in Gr. 7 |

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| Presentation of Knowledge and Ideas | | | |
| SL 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | Y | | |
| SL 4a. Plan and deliver a narrative presentation that: relates ideas, observations, or recollections; provides a clear context; and includes clear insight into why the event or experience is memorable. CA | Y | | |
| SL 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. | | Gr. 7 | Visual displays in Gr. 4. Use of electronic media in Gr. 7. |
| SL 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.) | Y | | |

Common Core Standards, Grade 4 English Language Arts: *Language*

| Common Core Standards, ELA Grade 4: <i>Language</i> | Student Achievement In the Waldorf Curriculum | | |
|---|--|--|-----------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Students at Grade 4: | | | |
| <i>Conventions of Standard English</i> | | | |
| L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Y | | |
| L 1a. Use interrogative , relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why.) CA | | Gr. 6 | Introduced in Gr. 4 |
| L 1b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses. | Y | | |
| L 1c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions. | | Gr. 6 | Introduced in Gr. 4 |
| L 1d. Order adjective within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>). | Y | | |
| L 1e. Form and use prepositional phrases. | Y | | |
| L 1f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | | Gr. 6 | Introduced in Gr. 4 |
| L 1g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>). | Y | | |
| L 1h. Write fluidly and legibly in cursive or joined italics. CA | Y | | |

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| L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Y | | |
| L 2a. Use correct capitalization. | Y | | |
| L 2b. Use commas and quotation marks to mark direct speech and quotations from a text. | Y | | |
| L 2c. Use a comma before a coordinating conjunction in a compound sentence. | Y | | |
| L 2d. Spell grade-appropriate words correctly, consulting references as needed. | Y | | |
| Knowledge of Language | | | |
| L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | Y | | |
| L 3a Choose words and phrases to convey ideas precisely. | Y | | |
| L 3b. Choose punctuation for effect. | Y | | |
| L 3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). | Y | | |
| Vocabulary Acquisition and Use | | | |
| L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies. | Y | | |
| L4 a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. | Y | | |

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| L 4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>). | | Gr. 6 | Greek at Gr. 5 Latin at Gr. 6 |
| L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA | Y | | |
| L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | Y | | |
| L 5a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. | Y | | |
| L 5b. Recognize and explain the meaning of common idioms, adages, and proverbs. | Y | | |
| L 5c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). | Y | | |
| L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation). | Y | | |

| Common Core Standards: Grade 4 Mathematics | Student Achievement In the Waldorf Curriculum | | |
|--|--|--------------------------------|--------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Operations and Algebraic Thinking | | | |
| Students at Grade 4: | | | |
| <i>Use the four operations with whole numbers to solve problems.</i> | | | |
| OAT 1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations. | Y | | |
| OAT 2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. ¹ | Y | | |
| OAT 3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. | Y | | |
| <i>Gain familiarity with factors and multiples.</i> | | | |
| OAT 4. Find all factor pairs for a whole number in the range 1–100. Recognize that a whole number is a multiple of each of its factors. Determine whether a | Y | | |

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| given whole number in the range 1–100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1–100 is prime or composite. | | | |
| Generate and analyze patterns. | | | |
| OAT 5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i> | Y | | |

| Common Core Standards: Grade 4 Mathematics | Student Achievement In the Waldorf Curriculum | | |
|---|--|--------------------------------|--------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Number and Operations in Base Ten | | | |
| Students at Grade 4: | | | |
| Generalize place value understanding for multi-digit whole numbers. | | | |
| NOBT 1. Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. <i>For example, recognize that $700 \div 70 = 10$ by applying concepts of place value and division.</i> | Y | | |
| NOBT 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. | Y | | |

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| NOBT 3. Use place value understanding to round multi-digit whole numbers to any place. | Y | | |
| <i>Use place value understanding and properties of operations to perform multi-digit arithmetic.</i> | | | |
| NOBT 4. Fluently add and subtract multi-digit whole numbers using the standard algorithm. | Y | | |
| NOBT 5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. | Y | | |
| NOBT 6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. | Y | | |
| Number and Operations—Fractions <i>(Grade 4 expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.)</i> | | | |
| <i>Extend understanding of fraction equivalence and ordering.</i> | | | |
| NOF 1. Explain why a fraction a/b is equivalent to a fraction $(n \times a)/(n \times b)$ by using visual fraction models, with attention to how the number and size of the parts differ even though the two fractions themselves are the same size. Use this principle to recognize and generate equivalent fractions. | Y | | |
| NOF 2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as $1/2$. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual | Y | | |

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| fraction model. | | | |
| Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers. | | | |
| NOF 3. Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$. | | | |
| NOF 3a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. | Y | | |
| NOF 3b. Decompose a fraction into a sum of fractions with the same denominator in more than one way, recording each decomposition by an equation. Justify decompositions, e.g., by using a visual fraction model. <i>Examples: $3/8 = 1/8 + 1/8 + 1/8$; $3/8 = 1/8 + 2/8$; $2\ 1/8 = 1 + 1 + 1/8 = 8/8 + 8/8 + 1/8$.</i> | Y | | |
| NOF 3c. Add and subtract mixed numbers with like denominators, e.g., by replacing each mixed number with an equivalent fraction, and/or by using properties of operations and the relationship between addition and subtraction. | | Gr. 5 | |
| NOF 3d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem. | Y | | |
| NOF 4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. | Y | | |
| NOF 4a. Understand a fraction a/b as a multiple of $1/b$. <i>For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.</i> | Y | | |
| NOF 4b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. <i>For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)</i> | | Gr. 5 | |

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| <p>NOF 4c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</p> | Y | | |
| <p><i>Understand decimal notation for fractions, and compare decimal fractions.</i></p> | | | |
| <p>NOF 5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100.⁴ For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$.</p> | | Gr. 5 | |
| <p>NOF 6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram.</p> | | Gr. 5 | |
| <p>NOF 7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using the number line or another visual model. CA</p> | | Gr. 5 | |

⁴ Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade. (CC)

| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
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| Measurement and Data | | | |
| Students at Grade 4: | | | |
| <i>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</i> | | | |
| <p>MD 1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table.</p> <p><i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> | | Gr. 5 | Standards American measures, Gr. 3, Metric measures, Gr. 5 |
| <p>MD 2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> | Y | | Decimal solutions at Gr. 5 |
| <p>MD 3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i></p> | Y | | |
| Represent and interpret data. | | | |
| MD 4. Make a line plot to display a data set of | | | |

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| measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots. <i>For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection</i> | Y | | |
| Geometric measurement: understand concepts of angle and measure angles. | | | |
| MD 5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement: a. An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $\frac{1}{360}$ of a circle is called a “one-degree angle,” and can be used to measure angles. b. An angle that turns through n one-degree angles is said to have an angle measure of n degrees | | Gr. 5 | |
| MD 6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure. | | Gr. 6 | Forms drawn freehand at Gr. 4, at Gr. 6 with protractor |
| MD 7. Recognize angle measure as additive. When an angle is decomposed into non-overlapping parts, the angle measure of the whole is the sum of the angle measures of the parts. Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems, e.g., by using an equation with a symbol for the unknown angle measure. | | Gr. 6 | |
| Geometry | | | |
| Students at Grade 4: | | | |
| <i>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</i> | | | |
| G 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. | | Gr. 6 | |

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| <p>G. 2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. (Two dimensional shapes should include special triangles, e.g., equilateral, isosceles, scalene, and special quadrilaterals, e.g., rhombus, square, rectangle, parallelogram, trapezoid.) CA</p> | | <p>Gr. 6</p> | |
| <p>G 3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p> | | <p>Gr. 6</p> | |

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade Five

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public school

Grade 5 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

The fifth grader has grown more accustomed to being an individual; yet, like the third grader, s/he is about to leave another phase of childhood behind and cross the threshold into adolescence. The fifth graders often achieve a temporary balance in their development, exhibiting their potential for all that they are to become in their later lives. The curriculum not only continues to build on and integrate established foundations, but introduces new elements to prepare the child for the next step forward.

In the **language arts** curriculum, the fifth grade child journeys back to the dawn of western civilization in ancient India, Persia, Egypt and Greece. The teacher gives the children a sense of each cultural epoch so that they may begin to understand how human consciousness has evolved through time. Through the study of mythology, music, art and primary textual sources, the student experiences how these cultures viewed the world. In his/her written work, the student retells the epics of the Ramayana the Mahabharata, Gilgamesh, the Iliad and the Odyssey. S/he recites quotations from ancient texts, and in his/her dramatic work takes on the characters from the epics they have studied.

Ancient history in the fifth grade starts with the "childhood" of civilized humanity in ancient India, Persia, the great cultures of Mesopotamia (the Chaldeans, the Assyrians, and the Babylonians) and Egypt. The class then moves on to ancient Greece and the birth of modern civilization: the foundations of philosophy, science, history, drama and art were laid while Athens and Sparta fought for independence against the mighty Persian empire. The fifth grade year ends with the story of Alexander the Great, who conquered the ancient peoples previously studied, unifying, for a short time, this variety of cultures—a forecast of the study of the Roman Empire in Grade 6.

The study of **geography** serves to complement the study of ancient cultures. While history leads the children deeper into themselves, geography takes them to the farthest reaches of the earth. The historical study of the ancient cultures includes an overview of the lands where these civilizations emerged. The teacher strives to give the children a sense for the great contrasts between different geographical regions, and geography awakens in the child a feeling of relatedness with fellow human beings living in all other parts of the world.

In addition, the geography of the North American continent is studied. The student develops an understanding for the major mountain ranges and river systems, and how these landforms influence the rest of the continent. The teacher strives to give the child a sense for the contrasts between the different regions of North America in terms of topography, vegetation, animal life

and human use of the land from ancient times to the present.

In **mathematics**, fractions and decimals continue to be the chief concern in the fifth grade. The student learns to move freely between these two numbering systems, and the use of percentage is introduced. The deep mathematical wisdom of ancient Egypt, as embodied in the Great Pyramid of Giza, offers a concrete introduction to geometry. The relationship between radius, diameter, circumference and area of a circle is explored, and pi is introduced.

The **science** curriculum for the fifth grade focuses on the plant kingdom. Beside the discovery of the physical characteristics of the earth, studied in geography at this grade, the fifth grader studies the plant life that grows upon its surface. They learn that the world of plants is made up of many different families, from the simple mushroom to the rose to the mighty oak tree; the scope of the lessons then expands to an investigation of how climate and geography affect plant growth. The children learn that there is order and structure in all that surround them in the natural world.

Grade 5 Curriculum Components

- **Math:** Decimals; fractions; percentages; metric system; negative numbers; introduction to geometry
- **Language Arts:** Elements of grammar; spelling; punctuation; compositions; Greek myths
- **Science:** Botany; introduction to inductive method; continuation of gardening and nature studies
- **History & Social Studies:** Ancient civilizations through Greek times
- **Geography:** American geography as related to vegetation, agriculture, culture and economics
- **Handwork:** Knitting socks using four needles
- **Woodworking:** Convex Surfaces: carved egg, buttons and beads, chopsticks, animal cut-outs
- **Foreign Language:** Continuing instruction in a foreign language with further bookwork and grammar, cultural appreciation, poetry, beginning reading
- **Visual & Performing Arts:** Calligraphy; painting; clay modeling; woodworking; drama, singing; recorder; choir; instrumental ensemble
- **Movement/Physical Education/Games:** Games exploring strength and strategy; games with multiple props; games with team goals

Common Core Standards Table, Grade 5
English Language Arts: *Reading Literature*

| Common Core Standards, ELA Grade 5: <i>Reading Literature</i> | Student Achievement In the Waldorf Curriculum | | |
|---|--|---|-----------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Students at Grade 5: | | | |
| <i>Key Ideas and Details</i> | | | |
| RL 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Y | | |
| RL 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | Y | | |
| RL 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | Y | | |
| <i>Craft and Structure</i> | | | |
| RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (See grade 5 Language standards 4-6 for additional expectations.) CA | Y | | |
| RL 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. | | Gr. 6 | |
| RL 6. Describe how a narrator’s or speaker’s point of view influences how events are described. | | Gr. 6 | |
| <i>Integration of Knowledge and Ideas</i> | | | |
| RL 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). | | Gr. 7 | |

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| RL 8. (Not applicable to literature) | | | |
| RL 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | | Gr. 6 | |
| <i>Range of Reading and Level of Text Complexity</i> | | | |
| RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. | Y | | |

Common Core Standards, Grade 5
English Language Arts: *Reading Informational Text*

| Common Core Standards, ELA Grade 5: <i>Reading Informational Texts</i> | Student Achievement In the Waldorf Curriculum | | |
|---|--|--|--------------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Students at Grade 5: | | | |
| <i>Key Ideas and Details</i> | | | |
| RI 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. | Y | | |
| RI 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. | Y | | |
| RI 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. | | Gr. 6 | |
| <i>Craft and Structure</i> | | | |
| RI 4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> . (See grade 5 Language standards 4-6 for additional expectations .) CA | Y | | |
| RI 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. | | Gr. 6 | |
| RI 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | | Gr. 8 | Introduced at Gr. 7 |
| <i>Integration of Knowledge and Ideas</i> | | | |
| RI 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. | Y | | Digital sources in Gr. 7 |

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|--|---|--|--|
| RI 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). | Y | | |
| RI 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | Y | | |
| <i>Range of Reading and Level of Text Complexity</i> | | | |
| RI 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. | Y | | |

Common Core Standards, Grade 5
English Language Arts: *Reading Foundational Skills*

| Common Core Standards Grade 5: Reading Foundational Skills | Student Achievement In the Waldorf Curriculum | | |
|--|--|--|-----------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC at Different Grade Level (Specify) | Notes and Comments |
| Students at Grade 5: | | | |
| <i>Print Concepts</i> | | | |
| RFA1. Not in CC at Grade 5 | | | |
| <i>Phonological Awareness</i> | | | |
| RFS 2. Not in CC at Grade 5 | | | |
| <i>Phonics and Word Recognition</i> | | | |
| RFS 3. Know and apply grade-level phonics and word analysis skills in decoding words. | Y | | |
| RFS 3a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context | Y | | |
| <i>Fluency</i> | | | |
| RFS 4. Read with sufficient accuracy and fluency to support comprehension. | Y | | |
| RFS 4a. Read on-level text with purpose and understanding. | Y | | |
| RFS 4b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. | Y | | |
| RFS 4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. | Y | | |

Common Core Standards, Grade 5 English Language Arts: *Writing*

| Common Core Standards, ELA Grade 5: <i>Writing</i> | Student Achievement In the Waldorf Curriculum | | |
|--|--|--|-----------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Students at Grade 5: | | | |
| <i>Text Types and Purposes</i> | | | |
| W 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. | | Gr. 6 | |
| W 1a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. | | Gr. 6 | |
| W 1b. Provide logically ordered reasons that are supported by facts and details. | | Gr. 6 | |
| W 1c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>). | | Gr. 6 | |
| W 1 d. Provide a concluding statement or section related to the opinion presented. | | Gr. 6 | |
| W 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | Y | | |
| W 2a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. | Y | | |
| W 2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. | Y | | |

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| W 2c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). | Y | | |
| W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | Y | | |
| W 2e. Provide a concluding statement or section related to the information or explanation presented. | Y | | |
| W 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | Y | | |
| W 3a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. | Y | | |
| W 3b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. | Y | | |
| W 3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. | Y | | |
| W 3d. Use concrete words and phrases and sensory details to convey experiences and events precisely. | Y | | |
| W 3e. Provide a conclusion that follows from the narrated experiences or events. | Y | | |
| <i>Production and Distribution of Writing</i> | | | |
| W 4. Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA | Y | | |
| W 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new | Y | | |

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| approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) | | | |
| W 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. | | Gr. 8 | Introduced at Gr. 7 |
| Research to Build and Present Knowledge | | | |
| W 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. | Y | | |
| W 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. | Y | | Digital sources Introduced in Gr. 7 |
| W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | | Gr. 6 | |
| W 9a. Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). | Y | | |
| W 9b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). | | Gr. 6 | |
| Range of Writing | | | |
| W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | Y | | |

Common Core Standards, Grade 5
English Language Arts: *Speaking and Listening*

| Common Core Standards, ELA Grade 5: <i>Speaking and Listening</i> | Student Achievement In the Waldorf Curriculum | | |
|--|--|--|-----------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Students at Grade 5: | | | |
| <i>Comprehension and Collaboration</i> | | | |
| SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. | Y | | |
| SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. | Y | | |
| SL 1b. Follow agreed-upon rules for discussions and carry out assigned roles. | Y | | |
| SL 1c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. | Y | | |
| SL 1d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. | Y | | |
| SL 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | Y | | |
| SL 3. Summarize the points a speaker or media source makes and explain how each claim is supported by reasons and evidence, and identify and analyze any logical fallacies. CA | | Gr. 7 | |

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| Presentation of Knowledge and Ideas | | | |
| SL 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | Y | | Topic or text at Gr. 5, opinion at Gr. 6 |
| SL 4a. Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position. CA | | Gr. 6 | |
| SL 4b. Memorize and recite a poem or section of a speech or historical document using rate, expression, and gestures appropriate to the selection. CA | Y | | |
| SL 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. | | Gr. 7 | |
| SL 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) | Y | | |

Common Core Standards, Grade 5 English Language Arts: *Language*

| Common Core Standards, ELA Grade 5: <i>Language</i> | Student Achievement In the Waldorf Curriculum | | |
|--|--|--|-----------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Students at Grade 5: | | | |
| <i>Conventions of Standard English</i> | | | |
| L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Y | | |
| L 1a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. | | Gr. 6 | |
| L 1b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. | | Gr. 6 | |
| L 1c. Use verb tense to convey various times, sequences, states, and conditions. | Y | | |
| L 1d. Recognize and correct inappropriate shifts in verb tense. | Y | | |
| L 1e. Use correlative conjunctions (e.g., either/or, neither/nor). | | Gr. 6 | |
| L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Y | | |
| L 2a. Use punctuation to separate items in a series. | Y | | |

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| L 2b. Use a comma to separate an introductory element from the rest of the sentence. | Y | | |
| L 2c. Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>). | Y | | |
| L 2d. Use underlining, quotation marks, or italics to indicate titles of works. | Y | | |
| L 2e. Spell grade-appropriate words correctly, consulting references as needed. | Y | | |
| Knowledge of Language | | | |
| L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | Y | | |
| L 3a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | Y | | |
| L 3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. | | Gr. 6 | |
| Vocabulary Acquisition and Use | | | |
| L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. | Y | | |
| L 4a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. | Y | | |
| L 4b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i>). | | Gr. 6 | Greek in Gr. 5; Latin in Gr. 6 |

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| L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases and to identify alternate word choices in all content areas. CA | Y | | Digital in Gr. 7 |
| L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | | Gr. 8 | Developed throughout the grades |
| L 5a. Interpret figurative language, including similes and metaphors, in context. | | Gr. 6 | Developed throughout the grades |
| L 5b. Recognize and explain the meaning of common idioms, adages, and proverbs. | Y | | |
| L 5c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. | Y | | |
| L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). | Y | | |

| Common Core Standards: Grade 5 Mathematics | Student Achievement In the Waldorf Curriculum | | |
|--|--|--------------------------------|--------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Operations and Algebraic Thinking | | | |
| Students at Grade 5: | | | |
| <i>Write and interpret numerical expressions.</i> | | | |
| OAT 1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. | | Gr. 7 | |
| OAT 2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. <i>For example, express the calculation “add 8 and 7, then multiply by 2” as $2 \times (8 + 7)$. Recognize that $3 \times (18932 + 921)$ is three times as large as $18932 + 921$, without having to calculate the indicated sum or product.</i> | | Gr.7 | |
| OAT 2.1. Express a whole number in the range 2–50 as a product of its prime factors. For example, find the prime factors of 24 and express 24 as $2 \times 2 \times 2 \times 3$. CA | Y | | |
| <i>Analyze patterns and relationships.</i> | | | |
| OAT 3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <i>For example, given the rule “Add 3” and the starting number 0, and given the rule “Add 6” and the starting number 0, generate terms in the</i> | Y | | |

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| <i>resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.</i> | | | |
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| Common Core Standards: Grade 5 Mathematics | Student Achievement In the Waldorf Curriculum | | |
|--|--|--------------------------------|--------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Number and Operations in Base Ten | | | |
| Students at Grade 5: | | | |
| <i>Understand the place value system.</i> | | | |
| NOBT 1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. | Y | | |
| NOBT 2. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10. | Y | | |
| NOBT 3. Read, write, and compare decimals to thousandths. a. Read and write decimals to thousandths using base-ten numerals, number names, and expanded form, e.g., $347.392 = 3 \times 100 + 4 \times 10 + 7 \times 1 + 3 \times (1/10) + 9 \times (1/100) + 2 \times (1/1000)$. b. Compare two decimals to thousandths based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons. | Y | | |
| NOBT 4. Use place value understanding to round multi-digit whole numbers to any place. | Y | | |

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| Perform operations with multi-digit whole numbers and with decimals to hundredths. | | | |
| NOBT 5. Fluently multiply multi-digit whole numbers using the standard algorithm. | Y | | |
| NOBT 6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. | Y | | |
| NOBT 7. Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. | Y | | |
| Number and Operations—Fractions | | | |
| Use equivalent fractions as a strategy to add and subtract fractions. | | | |
| NOF 1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <i>For example, $2/3 + 5/4 = 8/12 + 15/12 = 23/12$. (In general, $a/b + c/d = (ad + bc)/bd$.)</i> | Y | | |
| NOF 2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. <i>For example, recognize an incorrect result $2/5 + 1/2 = 3/7$, by observing that $3/7 < 1/2$.</i> | Y | | |

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| <p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> | | | |
| <p>NOF 3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> <p><i>For example, interpret $3/4$ as the result of dividing 3 by 4, noting that $3/4$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $3/4$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?</i></p> | Y | | |
| <p>NOF 4. Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</p> | Y | | |
| <p>NOF 4a. a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.</p> <p><i>For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)</i></p> | Y | | |
| <p>NOF 4b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.</p> | Y | | |
| <p>NOF 5. Interpret multiplication as scaling (resizing), by:</p> <p>NOF 5a. Comparing the size of a product to the size of one factor on the basis of the size of the</p> | Y | | |

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| <p>other factor, without performing the indicated multiplication.</p> <p>NOF 5b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence $a/b = (n \times a)/(n b)$ to the effect of multiplying a/b by 1.</p> | Y | | |
| <p>NOF 6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.</p> | Y | | |
| <p>NOF 7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions.</p> | Y | | |
| <p>NOF 7a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients.</p> <p>For example, create a story context for $(1/3) \div 4$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $(1/3) \div 4 = 1/12$ because $(1/12) \times 4 = 1/3$.</p> | Y | | |
| <p>NOF 7b. Interpret division of a whole number by a unit fraction, and compute such quotients. For example, create a story context for $4 \div (1/5)$, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that $4 \div (1/5) = 20$ because $20 \times (1/5) = 4$.</p> | Y | | |
| <p>NOF 7c. Solve real world problems involving division of unit fractions by non-zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem.</p> | Y | | |

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| For example, how much chocolate will each person get if 3 people share $\frac{1}{2}$ lb of chocolate equally? How many $\frac{1}{3}$ -cup servings are in 2 cups of raisins? | | | |
| NOF 5. Express a fraction with denominator 10 as an equivalent fraction with denominator 100, and use this technique to add two fractions with respective denominators 10 and 100. ⁴ For example, express $\frac{3}{10}$ as $\frac{30}{100}$, and add $\frac{3}{10} + \frac{4}{100} = \frac{34}{100}$. | Y | | |
| NOF 6. Use decimal notation for fractions with denominators 10 or 100. For example, rewrite 0.62 as $\frac{62}{100}$; describe a length as 0.62 meters; locate 0.62 on a number line diagram. | Y | | |
| NOF 7. Compare two decimals to hundredths by reasoning about their size. Recognize that comparisons are valid only when the two decimals refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using the number line or another visual model. CA | Y | | |

⁴ Students who can generate equivalent fractions can develop strategies for adding fractions with unlike denominators in general. But addition and subtraction with unlike denominators in general is not a requirement at this grade. (CC)

| Common Core Standards Grade 5 Mathematics Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
|--|---------------------------------------|--|---------------------|
| Measurement and Data | | | |
| Students at Grade 5: | | | |
| <i>Convert like measurement units within a given measurement system.</i> | | | |
| MD 1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. | Y | | |
| <i>Represent and interpret data.</i> | | | |
| MD 2. Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots. <i>For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally</i> | Y | | |
| <i>Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.</i> | | | |
| MD 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume. b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a | | Gr. 8 | Introduced at Gr. 6 |

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| volume of n cubic units. | | | |
| MD 4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. | | Gr. 8 | Introduced at 6 |
| MD 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. | | Gr. 8 | Introduced at 6 |
| MD 5a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. | | Gr. 8 | Introduced at 6 |
| MD 5b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole-number edge lengths in the context of solving real world and mathematical problems. | | Gr. 8 | Introduced at 6 |
| MD 5c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems. | | Gr.8 | Introduced at 6 |
| Geometry | | | |
| Students at Grade 5: | | | |
| <i>Graph points on the coordinate plane to solve real-world and mathematical problems.</i> | | | |
| G 1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in | | Gr. 7 | |

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| the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x -axis and x -coordinate, y -axis and y -coordinate). | | | |
| G 2. Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation. | | Gr. 7 | |
| <i>Classify two-dimensional figures into categories based on their properties.</i> | | | |
| G 3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i> | Y | | |
| G 4. Classify two-dimensional figures in a hierarchy based on properties. | Y | | |

Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade 6

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Grade 6 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

The children entering the twelfth year in the sixth grade begins to experience an important change in their physical bodies. In earlier years, their movements were naturally graceful (generally speaking), but now a certain clumsiness often appears, as if the children don't know quite what to do with their bodies. On the inner level the child is entering strongly into a conscious awareness of the skeletal system. The child is more aware of gravity and weight; growth in the skeletal and muscular systems challenge the student's capacities for balance and coordination. They are seeking a conscious recovery of order and control over themselves.

Science. With this increased awareness of the physical body, this is the appropriate time to introduce the study of the physical body of the earth and its mechanical laws. **Mineralogy** and **Geology** form a major unit of study in the sixth grade, focusing on comparative studies of major geographic and geologic formations, and on the identification and classification of mineral components of rocks.

Physics is also introduced this year. During the course of study, the child learns to understand and appreciate the phenomena of sound, light, heat, electricity, and magnetism, while developing his/her observational and explanatory skills. It is at this stage that concepts based on the laws of mechanics are introduced. The introduction of the physical sciences at this age is also a response to the intellectual development of the sixth grade child, which is characterized by greater powers of discernment and judgment and a new capacity to grasp cause and effect.

The study of **Astronomy** is introduced this year, concentrating on those bodies of the solar system that are directly observable by the naked eye. The effects of the Sun and the Moon on the cyclical phenomena we experience on Earth are explored through observation and simple experimentation. The five "visible" planets are studied, and the major constellations of the Northern Hemisphere are identified. The telling of the myths behind the names of the constellations provides rich material for the creative writing exercises in sixth grade.

Mathematics. These abilities are further developed in the **mathematics** curriculum, which focuses on the introduction of practical business operations that govern the flow of money and commodities. This, of course, requires the ability to manipulate all arithmetic operations with facility. Elementary algebraic manipulations will also be gradually introduced over the course of the year, so that the child will better assimilate the systematic introduction of Algebra when it is presented intensively in the seventh grade.

Geometry instruction in sixth grade introduces the use of the modern compass and straight edge to construct the circle and polygons resulting from its division. Basic proofs will be derived

inductively through the construction of geometric forms; the child will learn to copy and bisect angles as well as construct parallel and perpendicular lines; and the concept of pi will be developed pictorially and arithmetically. Whereas geometric shapes have in the prior grades been drawn freehand as artistic exercises, the sixth grader learns the mathematical properties of these forms and strives to construct them with great accuracy using ruler and compass.

The **History** curriculum that governs much of the sixth grade **language arts** work takes as its theme Rome and medieval Christian Europe, and Moslem North Africa. The study of the Roman epoch begins with the mythical account of the travels of Aeneas and his founding of the city; it examines the evolution of Roman government, laws and rights through its successive rulers, the wars it waged, and its great achievements in technology and the arts; and it charts the events leading to its decline and the concomitant rise of Christianity and Islam.

The Roman epoch epitomizes in an historical sense what the children are experiencing in their bodies. Of all the ancient peoples the Romans most strongly dominated the physical world. Their cities, roads, aqueducts, the Roman army, and their conquest of the Western world - all these accomplishments match a feeling of ego-confidence and a consciousness of personal power that the sixth grader has: I can do anything! Yet equally important for the children is the example of how the excesses of the Roman period led to the eradication of other cultures, the fall of the Roman empire, and the Dark Ages.

The world enlarges for the sixth grade child in the study of **Geography**. Following the consideration of basic physical configurations as part of the Geology unit, the study of specific geographic regions extends to Europe and Africa. The emphasis is on the interrelationship between the environment and traditional human cultures and ways of living.

English Language Arts. The law-abiding, rule-bound culture of Rome offers an instructive backdrop for the sixth grade child in developing his/her English language skills. The Latin roots of common words and expressions are explored. Conventions of composition and research are elaborated upon this year, and the fundamentals of scientific writing are introduced to coincide with the science main lesson units. Formal grammar rules are also dealt with in greater detail. The beauty and order of calligraphy makes it another appropriate skill to be introduced in the sixth grade.

Grade 6 Curriculum Components

- **Math:** Introduction to Algebra; ratios; proportions; geometric formula and drawing with instruments; continuation of fractions, percentages, decimals
- **Language Arts:** Dictation; composition; spelling; Latin and Greek roots, etymology; biographies; mythological literature; drama
- **Science:** Mineralogy; introduction to physics: acoustics, electricity, magnetism, optics, heat; geocentric astronomy
- **History & Social Studies:** Roman and Medieval history; projects and reports
- **Geography:** European and African geography

- **Handwork:** Hand sewing three-dimensional animals with gussets, pattern making
- **Woodworking:** Concavity and Construction: spoon, letter opener, jointed toy
- **Foreign Language:** Continuing foreign language study with grammar work, historical and cultural studies, poetry, music, plays
- **Visual & Performing Arts:** Calligraphy; painting; clay modeling; mosaics; drama; choir; recorder; instrumental ensemble
- **Movement/Physical Education/Games:** Introduction to competitive games; more formal movement skills; complex strategy; calisthenics

Common Core Standards, Grade 6

English Language Arts: *Reading Literature*

| Common Core Standards ELA Grade 6: <i>Reading Literature</i> | Student Achievement In the Waldorf Curriculum | | |
|---|--|---|------------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments. |
| Students at Grade 6: | | | |
| <i>Key Ideas and Details</i> | | | |
| RL 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | Gr. 7 | Introduced in Gr. 6 |
| RL 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | Y | | |
| RL 3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | Y | | |
| <i>Craft and Structure</i> | | | |
| RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 6 Language standards 4–6 for additional expectations.) CA | Y | | |
| RL 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. | Y | | |
| RL 6. Explain how an author develops the point of view of the narrator or speaker in a text. | Y | | |
| <i>Integration of Knowledge and Ideas</i> | | | |

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| RL 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. | | Gr. 7 | Introduced in Gr. 6 through comparison with a “live version” of the text. |
| RL 8. (Not applicable to literature) | | | |
| RL 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | Y | | |
| <i>Range of Reading and Level of Text Complexity</i> | | | |
| RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Y | | |

Common Core Standards, Grade 6
English Language Arts: *Reading Informational Text*

| Common Core Standards, ELA Grade 6: <i>Reading Informational Texts</i> | Student Achievement In the Waldorf Curriculum | | |
|---|--|---|--|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments. |
| Students at Grade 6: | | | |
| <i>Key Ideas and Details</i> | | | |
| RI 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | | Gr. 7 | Formal “analysis” Introduced in Gr. 6 |
| RI 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. | Y | | |
| RI 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). | Y | | |
| <i>Craft and Structure</i> | | | |
| RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA | Y | | |
| RI 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. | Y | | |
| RI 5a. Analyze the use of text features (e.g., graphics, headers, captions) in popular media. CA | | Gr. 7 | Analysis of electronic media text features at grade 8 |
| RI 6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. | Y | | |
| <i>Integration of Knowledge and Ideas</i> | | | |

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| RI 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. | Y | | Digital and electronic media introduced in Gr. 6 |
| RI 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. | | Gr. 7 | |
| RI 9. Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person). | Y | | |
| <i>Range of Reading and Level of Text Complexity</i> | | | |
| RI 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Y | | |

Common Core Standards, Grade 6 English Language Arts: *Writing*

| Common Core Standards, ELA Grade 6: <i>Writing</i> | Student Achievement In the Waldorf Curriculum | | |
|---|--|--|--|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments. |
| Students at Grade 6: | | | |
| <i>Text Types and Purposes</i> | | | |
| W 1. Write arguments to support claims with clear reasons and relevant evidence. | | Gr. 7 | Introduced in Gr. 6 |
| W 1a. Introduce claim(s) and organize the reasons and evidence clearly. | | Gr. 7 | Introduced in Gr. 6 |
| W 1b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. | | Gr. 7 | Introduced in Gr. 6 |
| W 1c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. | | Gr. 7 | Introduced in Gr. 6 |
| W 1 d. Establish and maintain a formal style. | | Gr. 7 | Introduced in Gr. 6 |
| W 1e. Provide a concluding statement or section that follows from the argument presented. | | Gr. 7 | Introduced in Gr. 6 |
| W 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | Y | | |
| W 2a. Introduce a topic or thesis statement ; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA | Y | | Topics, strategies, structural and formatting at Grade 6 Electronic graphics and formatting |

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| W 2a. (note continued) | | | introduced at Grade 7. |
| W 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | Y | | |
| W 2c. Use appropriate transitions to clarify the relationships among ideas and concepts. | Y | | |
| W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | Y | | |
| W 2e. Establish and maintain a formal style. | Y | | |
| W 2f. Provide a concluding statement or section that follows from the information or explanation presented W 2. | Y | | |
| W 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | Y | | |
| W 3a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | Y | | |
| W 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | Y | | |
| W 3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | Y | | |
| W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. | Y | | |
| W 3e. Provide a conclusion that follows from the narrated experiences or events. | Y | | |
| <i>Production and Distribution of Writing</i> | | | |
| W 4. Produce clear and coherent writing in which the | | | |

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| development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | Y | | |
| W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.) | Y | | |
| W 6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. | Y | | Developing capacities to use technology in grades 7 and 8. |
| Research to Build and Present Knowledge | | | |
| W 7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. | Y | | |
| W 8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. | Y | Gr. 7 | |
| W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | Y | | |
| W 9a. Apply <i>grade 6 Reading standards</i> to literature (e.g., “Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics”). | Y | | |
| W 9b. Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). | Y | | |

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| Range of Writing | | | |
| W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | Y | | |

Common Core Standards, Grade 6
English Language Arts: *Speaking and Listening*

| Common Core Standards Grade 6: ELA <i>Speaking and Listening</i> | Student Achievement In the Waldorf Curriculum | | |
|---|--|--|--|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments. |
| Students at Grade 6: | | | |
| <i>Comprehension and Collaboration</i> | | | |
| SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 6 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. | Y | | |
| SL 1a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | Y | | |
| SL 1b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. | Y | | |
| SL 1c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. | Y | | |
| SL 1d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. | Y | | |
| SL 2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. | Y | | Digital Introduced in Gr. 7 Remove |

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| SL 3. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. | | Gr. 7 | |
| Presentation of Knowledge and Ideas | | | |
| SL 4. Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. CA | Y | | |
| SL 4a. Plan and deliver an informative/explanatory presentation that: develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA | Y | | |
| SL 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. | Y | | Digital Introduced in Gr. 7 |
| SL 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) | Y | | |

Common Core Standards, Grade 6 English Language Arts: *Language*

| Common Core Standards, ELA Grade 6: <i>Language</i> | Student Achievement In the Waldorf Curriculum | | |
|---|--|--|------------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments. |
| Students at Grade 6: | | | |
| <i>Conventions of Standard English</i> | | | |
| L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Y | | |
| L1 a. Ensure that pronouns are in the proper case (subjective, objective, possessive). | Y | | |
| L 1b. Use all pronouns, including intensive pronouns (e.g., <i>myself, ourselves</i>) correctly . CA | Y | | |
| L 1c. Recognize and correct inappropriate shifts in pronoun number and person. | Y | | |
| L 1d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | Y | | |
| L 1e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. | Y | | |
| L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Y | | |
| L 2a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | Y | | |
| L 2b. Spell correctly. | Y | | |

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| Knowledge of Language | | | |
| L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | Y | | |
| L 3a. Vary sentence patterns for meaning, reader/ listener interest, and style. | Y | | |
| L 3b. Maintain consistency in style and tone. | Y | | |
| Vocabulary Acquisition and Use | | | |
| L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i> , choosing flexibly from a range of strategies. | Y | | |
| L 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. | Y | | |
| L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience, auditory, audible</i>). | Y | | |
| L 4c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. | Y | | Digital Introduced in Gr. 7 Remove |
| L 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | Y | | |
| L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | Y | | |
| L5 a. Interpret figures of speech (e.g., personification) in context. | Y | | |
| L 5b. Use the relationship between particular words (e.g., cause/effect, part/whole, | Y | | |

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| item/category) to better understand each of the words. | | | |
| L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>). | Y | | |
| L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | Y | | |

| Common Core Standards: Grade 6 Mathematics | Student Achievement In the Waldorf Curriculum | | |
|--|--|--------------------------------|-------------------------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Ratios and Proportional Relationships | | | |
| Students at Grade 6: | | | |
| <i>Understand ratio concepts and use ratio reasoning to solve problems.</i> | | | |
| <p>RPR 1. Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities.</p> <p><i>For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."</i></p> | Y | | |
| <p>RPR 2. Understand the concept of a unit rate a/b associated with a ratio $a:b$ with $b \neq 0$, and use rate language in the context of a ratio relationship.</p> <p><i>For example, "This recipe has a ratio of 3 cups of flour to 4 cups of sugar, so there is $3/4$ cup of flour for each cup of sugar." "We paid \$75 for 15 hamburgers, which is a rate of \$5 per hamburger."¹</i></p> | | Gr. 8 | Begins at Gr. 6 |
| <p>RPR 3. Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.</p> | Y | | Developed further in grades 7 and 8 |
| <p>RPR 3a. Make tables of equivalent ratios relating quantities with whole number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use</p> | | Gr. 8 | Begins at Gr.6 |

¹ Expectations for unit rates in this grade are limited to non-complex fractions.

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| tables to compare ratios. | | | |
| RPR 3b. Solve unit rate problems including those involving unit pricing and constant speed. <i>For example, if it took 7 hours to mow 4 lawns, then at that rate, how many lawns could be mowed in 35 hours? At what rate were lawns being mowed?</i> | Y | | |
| RPR 3c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. | Y | | |
| RPR 3d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities. | Y | | |

| Common Core Standards: Grade 6 Mathematics | Student Achievement In the Waldorf Curriculum | | |
|---|--|--------------------------------|--------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| The Number System | | | |
| Students at Grade 6: | | | |
| <i>Apply and extend previous understandings of multiplication and division to divide fractions by fractions.</i> | | | |
| NS 1. Interpret and compute quotients of fractions, and solve word problems involving division of fractions by fractions, e.g., by using visual fraction models and equations to represent the problem. <i>For example, create a story context for $(2/3) \div (3/4)$ and use a visual fraction model to show the quotient; use the relationship between multiplication and division to explain that $(2/3) \div (3/4) = 8/9$ because $3/4$ of $8/9$ is $2/3$. (In general,</i> | Y | | |

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| <i>(a/b) ÷ (c/d) = ad/bc.) How much chocolate will each person get if 3 people share 1/2 lb of chocolate equally? How many 3/4-cup servings are in 2/3 of a cup of yogurt? How wide is a rectangular strip of land with length 3/4 mi and area 1/2 square mi?</i> | | | |
| Compute fluently with multi-digit numbers and find common factors and multiples. | | | |
| NS 2. Fluently divide multi-digit numbers using the standard algorithm. | Y | | |
| NS 3. Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation. | Y | | |
| NS 4. Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. <i>For example, express 36 + 8 as 4 (9 + 2).</i> | Y | | |
| Apply and extend previous understandings of numbers to the system of rational numbers. | | | |
| NS 5. Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge); use positive and negative numbers to represent quantities in real-world contexts, explaining the meaning of 0 in each situation. | | Gr. 7 | Introduced at Gr. 6 |
| NS 6. Understand a rational number as a point on the number line. Extend number line diagrams and coordinate axes familiar from previous grades to represent points on the line and in the plane with negative number coordinates. | | Gr. 7 | |
| NS 6a. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of the opposite of a number is the number itself, | | Gr. 7 | |

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| <p>e.g., $-(-3) = 3$, and that 0 is its own opposite.</p> <p>NS 6b. Understand signs of numbers in ordered pairs as indicating locations in quadrants of the coordinate plane; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes.</p> <p>NS 6c. Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.</p> | | Gr. 7 | |
| <p>NS 7. Understand ordering and absolute value of rational numbers.</p> <p>NS 7a. Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. <i>For example, interpret $-3 > -7$ as a statement that -3 is located to the right of -7 on a number line oriented from left to right.</i></p> <p>NS 7b. Write, interpret, and explain statements of order for rational numbers in real-world contexts. <i>For example, write $-3^{\circ}\text{C} > -7^{\circ}\text{C}$ to express the fact that -3°C is warmer than -7°C.</i></p> <p>NS 7c. Understand the absolute value of a rational number as its distance from 0 on the number line; interpret absolute value as magnitude for a positive or negative quantity in a real-world situation. <i>For example, for an account balance of -30 dollars, write $-30 = 30$ to describe the size of the debt in dollars.</i></p> <p>NS 7d. Distinguish comparisons of absolute value from statements about order. <i>For example, recognize that an account balance less than -30 dollars represents a debt greater than 30 dollars.</i></p> | Y | Gr. 7 Gr. 7 Gr. 7 | Introduced at Gr. 6 Introduced at Gr. 6 Introduced at Gr. 6 |
| <p>NS 8. Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second</p> | | Gr. 7 | Introduced in Gr. 6 |

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| coordinate. | | | |
| Expressions and Equations | | | |
| <i>Apply and extend previous understandings of arithmetic to algebraic expressions.</i> | | | |
| EE 1. Write and evaluate numerical expressions involving whole-number exponents. | | Gr. 7 | |
| EE 2. Write, read, and evaluate expressions in which letters stand for numbers. EE 2a. Write expressions that record operations with numbers and with letters standing for numbers. <i>For example, express the calculation “Subtract y from 5” as $5 - y$.</i> EE 2b. Identify parts of an expression using mathematical terms (sum, term, product, factor, quotient, coefficient); view one or more parts of an expression as a single entity. <i>For example, describe the expression $2(8 + 7)$ as a product of two factors; view $(8 + 7)$ as both a single entity and a sum of two terms.</i> EE 2c. Evaluate expressions at specific values of their variables. Include expressions that arise from formulas used in real-world problems. Perform arithmetic operations, including those involving whole-number exponents, in the conventional order when there are no parentheses to specify a particular order (Order of Operations). <i>For example, use the formulas $V = s^3$ and $A = 6s^2$ to find the volume and surface area of a cube with sides of length $s = 1/2$.</i> | Gr. 7 Gr. 7 Gr. 7 | | |
| EE 3. Apply the properties of operations to generate equivalent expressions. <i>For example, apply the distributive property to the expression $3(2 + x)$ to produce the equivalent expression $6 + 3x$; apply the distributive property to the expression $24x + 18y$ to produce the equivalent expression $6(4x + 3y)$; apply properties of</i> | | Gr. 7 | |

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| <i>operations to $y + y + y$ to produce the equivalent expression $3y$.</i> | | | |
| EE 4. Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). <i>For example, the expressions $y + y + y$ and $3y$ are equivalent because they name the same number regardless of which number y stands for.</i> | | Gr. 7 | |
| <i>Reason about and solve one-variable equations and inequalities.</i> | | | |
| EE 5. Understand solving an equation or inequality as a process of answering a question: which values from a specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true. | | Gr. 7 | |
| EE 6. Use variables to represent numbers and write expressions when solving a real-world or mathematical problem; understand that a variable can represent an unknown number, or, depending on the purpose at hand, any number in a specified set. | | Gr. 7 | |
| EE 7. Solve real-world and mathematical problems by writing and solving equations of the form $x + p = q$ and $px = q$ for cases in which p , q and x are all nonnegative rational numbers. | | Gr. 7 | |
| EE 8. Write an inequality of the form $x > c$ or $x < c$ to represent a constraint or condition in a real-world or mathematical problem. Recognize that inequalities of the form $x > c$ or $x < c$ have infinitely many solutions; represent solutions of such inequalities on number line diagrams. | | Gr. 7 | |
| <i>Represent and analyze quantitative relationships between dependent and independent variables.</i> | | | |
| EE 9. Use variables to represent two quantities in a real-world problem that change in relationship to one another; write an equation to express one quantity, thought of as the dependent variable, in terms of the other quantity, thought of as the | | Gr. 8 | Introduced at Gr. 7 |

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| <p>independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables, and relate these to the equation.</p> <p><i>For example, in a problem involving motion at constant speed, list and graph ordered pairs of distances and times, and write the equation $d = 65t$ to represent the relationship between distance and time.</i></p> | | | |
| Geometry | | | |
| <i>Solve real-world and mathematical problems involving area, surface area, and volume.</i> | | | |
| G 1. Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems. | | Gr. 7 | Introduced in Gr. 6 |
| G 2. Find the volume of a right rectangular prism with fractional edge lengths by packing it with unit cubes of the appropriate unit fraction edge lengths, and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V = l w h$ and $V = b h$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems. | | Gr. 8 | |
| G 3. Draw polygons in the coordinate plane given coordinates for the vertices; use coordinates to find the length of a side joining points with the same first coordinate or the same second coordinate. Apply these techniques in the context of solving real-world and mathematical problems.. | | Gr. 8 | |
| G 4. Represent three-dimensional figures using nets made up of rectangles and triangles, and use the nets to find the surface area of these figures. Apply these techniques in the context of solving real-world and mathematical problems. | | Gr. 8 | |

| Common Core Standards Grade 6 Mathematics | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
|---|---------------------------------------|--|--------------------|
| Student Achievement In the Waldorf Curriculum | | | |
| Statistics and Probability | | | |
| Students at Grade 6: | | | |
| <i>Develop understanding of statistical variability.</i> | | | |
| SP 1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems. | Y | | |
| SP 2. Understand that a set of data collected to answer a statistical question has a distribution that can be described by its center, spread, and overall shape. | | Gr. 8 | |
| SP 3. Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number. | | Gr. 8 | |
| <i>Summarize and describe distributions</i> | | | |
| SP 4. Display numerical data in plots on a number line, including dot plots, histograms, and box plots. | | Gr. 8 | |
| SP 5. Summarize numerical data sets in relation to their context, such as by: SP 5a. Reporting the number of observations. SP 5b. Describing the nature of the attribute under investigation, including how it was measured and its units of measurement. | | Gr. 8 | |

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| <p>SP 5c. Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.</p> <p>SP 5d. Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.</p> | | <p>Gr. 8</p> | |
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Alliance for Public Waldorf Education
**Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program**

Grade Seven

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 7 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

The seventh grade can be a tremendously challenging and rewarding year for the children. The seventh grader stands on the brink of puberty. Not only are great physical changes taking place, but a major shift in cognitive development is also under way. The children are enthusiastic to express themselves and to assert their independence more strongly. Self-awareness and social relationships become a primary focus.

Historically, a similar period of change took place in Western civilization around the end of the fifteenth century. The study of the Renaissance, Reformation, and the Age of Exploration reflects what the children are experiencing within themselves. The children learn biographies of great figures who went against the traditional, prevailing views of their day in their own search for truth, freedom, and self-expression. Through studying the lives of Galileo, Martin Luther, Christopher Columbus, Elizabeth I, and others, the children find reassurance that in their struggle to become themselves they also can contribute to the world.

The Renaissance, which in Europe spans the years from 1400 to 1700, was the beginning of a whole new way of looking at the world. The transition from medieval to early modern thinking that this period exemplifies represents a change in consciousness from viewing the world as a symbolic representation of the spiritual world--to the empirical testing of the world through sense experiences. Exact measurement and factual accuracy and new conceptualizations of how the world works became central to thought and culture. Individualism found its expression in artistic and intellectual achievements. The European continent was overtaken by great intellectual and political upheavals, as the old world gave way to a striving to discover a new world both around and within themselves.

In the **language arts**, the child will continue to develop and strengthen listening, speaking, reading, and writing skills while studying biographical stories and written documents from the Age of Exploration, the Italian Renaissance, the Reformation, and the Scientific Revolution. Expository and creative writing skills will be further expanded.

The basic concepts of **algebra and plane geometry** are the predominant subjects of the **mathematics** curriculum in the seventh grade. The general application and transformation of formulae and equations in practical life situations form a central part of mathematical study. Conscious work with geometric proofs continues, building up through triangles and parallelograms to deductive proofs of the Pythagorean theorem using shear, reflection, and rotation.

In the **sciences**, work continues with **physics**. In **mechanics**, simple machines are introduced: the lever, inclined plane, wedge, wheel and axle, pulley and screw. The concepts of effort and resistance are presented, and in their calculation the child is reinforced in his/her understanding of ratio. Work in **optics, heat, electricity, and magnetism** is extended, with an emphasis on the practical application of these phenomena.

The detailed observation of nature now leads the students back to a study of the human being. The seventh grade curriculum includes **physiology** units on the circulatory, respiratory, and nervous systems. At this age the children are particularly able to look at issues of health and nutrition in an objective way. The class considers those factors that foster health or illness in the human being, including an exploration of how various substances can promote one or the other condition.

Work with **chemistry** also begins in the seventh grade, with students examining the phenomena of combustion, the water cycle, and the nature of acids and bases. They discover through observation the properties of various substances and the ways in which they interrelate. Accurately executed descriptions and drawings are an integral part of this unit. In **physics** the children study the laws of refraction, reflection, heat, and electricity.

In the **arts**, perspective drawing on the study of both history and mathematics. The child learns how the Renaissance artists used the principles of geometry to develop the laws of perspective, and practices the application of these laws in original drawings. **Music** instruction is continued at a more advanced level with recorder, choral singing, and instrumental ensemble.

Grade 7 Curriculum Components

- **Math:** Algebra; mathematical thinking/theory; geometry proofs; introduction to mathematical uses of technology (using technology to analyze and present mathematical information)
- **Language Arts:** Creative writing; grammatical mechanics; critical thinking through study of literature and informational texts
- **Science:** Physics: mechanics; physiology: circulatory, respiratory and nervous systems; helio-centric astronomy; introduction to chemistry
- **History & Social Studies:** End of Middle Ages; Age of exploration; the Renaissance; projects and oral reports
- **Geography:** Geography of North and South America
- **Handwork:** Hand sewing, embroidery
- **Woodworking:** Initiation and Precision: May include bowl, metal-working, tool-making
- **Foreign Language:** Continuing foreign language with reading and writing, grammatical study and language structure, and historical and cultural study

- **Visual & Performing Arts:** Continuing music and drama; visual arts may include art history; calligraphy; clay modeling; perspective drawing; principles of drawing (negative space, texture, etc.); painting; soapstone carving
- **Movement/Physical Education/Games:** team games and team building, trust building games, complex strategy

Common Core Standards Table, Grade 7 English Language Arts: *Reading Literature*

| Common Core Standards ELA Grade 7: <i>Reading Literature</i> | Student Achievement In the Waldorf Curriculum | | |
|---|--|---|------------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments. |
| Students at Grade 7: | | | |
| <i>Key Ideas and Details</i> | | | |
| RL 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Y | | |
| RL 2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. | Y | | |
| RL 3. Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). | Y | | |
| <i>Craft and Structure</i> | | | |
| RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. (See grade 7 Language standards 4–6 for additional expectations.) CA | Y | | |
| RL 5. Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. | Y | | |
| RL 6. Analyze how an author develops and contrasts the points of view of different characters or narrators in a text. | Y | | |
| <i>Integration of Knowledge and Ideas</i> | | | |
| RL 7. Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to | | Gr. 8 | |

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| each medium (e.g., lighting, sound, color, or camera focus and angles in a film). | | | |
| RL 8. (Not applicable to literature) | | | |
| RL 9. Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history. | Y | | |
| <i>Range of Reading and Level of Text Complexity</i> | | | |
| RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Y | | |

Common Core Standards, Grade 7
English Language Arts: *Reading Informational Text*

| Common Core Standards ELA Grade 7: <i>Reading Informational Texts</i> | Student Achievement In the Waldorf Curriculum | | |
|---|--|--|------------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments. |
| Students at Grade 7: | | | |
| Key Ideas and Details | | | |
| RI 1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. | Y | | |
| RI 2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text. | Y | | |
| RI 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). | Y | | |
| Craft and Structure | | | |
| RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (CA--See grade 7 Language standards 4–6 for additional expectations.) | Y | | |
| RI 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas. | | Gr. 8 | Introduced at Gr. 7 |
| RI 5a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents. CA | | Gr. 8 | Introduced in Gr. 7 |
| RI 6. Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others. | | Gr. 8 | Introduced in Gr. 7 |

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| <i>Integration of Knowledge and Ideas</i> | | | |
| RI 7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium’s portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words). | Y | | |
| RI 8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims. | | Gr. 8 | Introduced in Gr. 7 |
| RI 9. Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. | | Gr. 8 | Introduced in Gr. 7 |
| <i>Range of Reading and Level of Text Complexity</i> | | | |
| RI 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. | Y | | |

Common Core Standards, Grade 7 English Language Arts: *Writing*

| Common Core Standards Grade 7: ELA <i>Writing</i> | Student Achievement In the Waldorf Curriculum | | |
|---|--|--|------------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments. |
| Students at Grade 7: | | | |
| <i>Text Types and Purposes</i> | | | |
| W 1. Write <i>arguments</i> to support claims with clear reasons and relevant evidence. | Y | | |
| W 1a. Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically. CA | Y | | |
| W 1b. Support claim(s) or counterarguments with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. CA | Y | | |
| W 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. | Y | | |
| W 1 d. Establish and maintain a formal style. | Y | | |
| W 1e. Provide a concluding statement or section that follows from and supports the argument presented. | Y | | |
| W 2. Write <i>informative/explanatory texts</i> to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. | Y | | |
| W 2a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; | | Gr. 8 | Introduced in Gr. 7 |

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| include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA | | | |
| W 2b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. | Y | | |
| W 2c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. | Y | | |
| W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | Y | | |
| W 2e. Establish and maintain a formal style. | Y | | |
| W 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | Y | | |
| W 3. Write <i>narratives</i> to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | Y | | |
| W 3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | Y | | |
| W 3b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. | Y | | |
| W 3c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. | Y | | |
| W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. | Y | | |
| W 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | Y | | |

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| <i>Production and Distribution of Writing</i> | | | |
| W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | Y | | |
| W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.) | Y | | |
| W 6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. | | Gr. 8 | Initial use in Gr. 7, Expanding in Gr. 8 |
| <i>Research to Build and Present Knowledge</i> | | | |
| W 7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. | Y | | |
| W 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | | Gr. 8 | Introduced in Gr. 7 |
| W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | Y | | |
| W 9a. Apply <i>grade 7 Reading standards</i> to literature (e.g., “Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history”). | Y | | |
| W 9b. Apply <i>grade 7 Reading standards</i> to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and | Y | | |

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| the evidence is relevant and sufficient to support the claims”). | | | |
| Range of Writing | | | |
| W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | Y | | |

Common Core Standards, Grade 7
English Language Arts: *Speaking and Listening*

| Common Core Standards Grade 7: ELA <i>Speaking and Listening</i> | Student Achievement In the Waldorf Curriculum | | |
|---|--|--|--------------------------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments. |
| Students at Grade 7: | | | |
| <i>Comprehension and Collaboration</i> | | | |
| SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 7 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. | Y | | |
| SL 1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | Y | | |
| SL 1b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. | Y | | |
| SL 1c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed. | Y | | |
| SL 1d. Acknowledge new information expressed by others and, when warranted, modify their own views. | Y | | |
| SL 2. Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how | | Gr. 8 | Begins in Gr. 7, Expands in Gr. 8 |

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| the ideas clarify a topic, text, or issue under study. | | | |
| SL 3. Delineate a speaker’s argument and specific claims, and attitude toward the subject , evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence. CA | | Gr. 8 | Introduced in Gr. 7; Additional development in gr. 8 and beyond |
| <i>Presentation of Knowledge and Ideas</i> | | | |
| SL 4. Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA | Y | | |
| SL 4a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA | | Gr. 8 | Introduced in Gr. 7 |
| SL 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. | | Gr. 8 | Introduced in Gr. 7 |
| SL 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 for specific expectations.) | Y | | |

Common Core Standards, Grade 7 English Language Arts: *Language*

| Common Core Standards Grade 7 ELA: <i>Language</i> | Student Achievement In the Waldorf Curriculum | | |
|---|--|--|------------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments. |
| Students at Grade 7: | | | |
| <i>Conventions of Standard English</i> | | | |
| L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Y | | |
| L 1a. Explain the function of phrases and clauses in general and their function in specific sentences. | Y | | |
| L 1b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. | Y | | |
| L 1c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.* | Y | | |
| L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Y | | |
| L 2a. Use a comma to separate coordinate adjectives (e.g., <i>It was a fascinating, enjoyable movie</i> but not <i>He wore an old[,] green shirt</i>). | Y | | |
| L 2b. Spell correctly. | Y | | |
| <i>Knowledge of Language</i> | | | |
| L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | Y | | |

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| L 3a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | Y | | |
| Vocabulary Acquisition and Use | | | |
| L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 7 reading and content</i> , choosing flexibly from a range of strategies. | Y | | |
| L 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. | Y | | |
| L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>belligerent</i> , <i>bellicose</i> , <i>rebel</i>). | Y | | |
| L 4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA | Y | | |
| L 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | Y | | |
| L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | Y | | |
| L 5a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context. | Y | | |
| L 5b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words. | Y | | |

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| <p>L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>refined, respectful, polite, diplomatic, condescending</i>).</p> | <p>Y</p> | | |
| <p>L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>Y</p> | | |

| Common Core Standards: Grade 7 Mathematics | Student Achievement In the Waldorf Curriculum | | |
|---|---|---|--|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Ratios and Proportional Relationships | | | |
| Students at Grade 7: | | | |
| Analyze proportional relationships and use them to solve real-world and mathematical problems. | | | |
| <p>RPR 1. Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. <i>For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.</i></p> | Y | | |
| <p>RPR 2. Recognize and represent proportional relationships between quantities.</p> <p>RPR 2a. Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.</p> <p>RPR 2b. Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.</p> <p>RPR 2c. Represent proportional relationships by equations. <i>For example, if total cost t is proportional to the number n of items purchased at a constant price p, the relationship between the total cost and the number of items can be expressed as $t = pn$.</i></p> | | <p style="text-align: center;">Gr. 8</p> <p style="text-align: center;">Gr. 8</p> <p style="text-align: center;">Gr. 8</p> <p style="text-align: center;">Gr. 8</p> | <p>RPR 2, a, b, and c, Introduced at Grade 7</p> |

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| RPR 2d. Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate. | | Gr. 8 | |
| RPR 3. Use proportional relationships to solve multistep ratio and percent problems. <i>Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.</i> | | Gr. 8 | Introduced in Grade 6 |
| The Number System | | | |
| Students at Grade 7: | | | |
| <i>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</i> | | | |
| NS 1. Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram. | Y | | |
| NS 1a. Describe situations in which opposite quantities combine to make 0. <i>For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.</i> | Y | | |
| NS 1b. Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts. | Y | | |
| NS 1c. Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts. | Y | | |

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| NS 1d. Apply properties of operations as strategies to add and subtract rational numbers. | Y | | |
| <p>NS 2. Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</p> <p>NS 2a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.</p> <p>NS 2b. Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real world contexts.</p> <p>NS 2c. Apply properties of operations as strategies to multiply and divide rational numbers.</p> <p>NS 2d. Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.</p> | | <p>Gr. 8</p> <p>Gr. 8</p> <p>Gr. 8</p> <p>Gr. 8</p> <p>Gr. 8</p> | <p>Introduced in Gr. 7</p> |
| NS 3. Solve real-world and mathematical problems involving the four operations with rational numbers. | Y | | |

| Common Core Standards: Grade 7 Mathematics | Student Achievement In the Waldorf Curriculum | | |
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| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Expressions and Equations | | | |
| Students at Grade 7: | | | |
| <i>Use properties of operations to generate equivalent expressions.</i> | | | |
| EE 1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients. | | Gr. 8 | |
| EE 2. Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. <i>For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”</i> | | Gr. 8 | |
| <i>Solve real-life and mathematical problems using numerical and algebraic expressions and equations.</i> | | | |
| EE 3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. <i>For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about</i> | | Gr. 8 | Introduced in Grade 7 |

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| <i>9 inches from each edge; this estimate can be used as a check on the exact computation.</i> | | | |
| EE 4. Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. | | Gr. 8 | |
| EE 4a. Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. <i>For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</i> | Y | | Continues in Gr. 8 |
| EE 4b. Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. <i>For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</i> | | Gr. 8 | Introduced in Gr. 7 |
| Geometry | | | |
| <i>Draw, construct, and describe geometrical figures and describe the relationships between them.</i> | | | |
| G 1. Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale. | Y | | Continues in Gr. 8 |
| G 2. Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when | Y | | Not typically done with technology at grade 7 (See summary note at |

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| the conditions determine a unique triangle, more than one triangle, or no triangle. | | | the end of this Gr. 7 document.) |
| G 3. Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids. | | Gr. 8 | Introduced in Gr. 7 |
| <i>Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.</i> | | | |
| G 4. Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle. | Y | | |
| G 5. Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure. | Y | | |
| G 6. Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. | | Gr. 8 | Introduced in Gr. 7 |
| Statistics and Probability | | | |
| <i>Use random sampling to draw inferences about a population.</i> | | | |
| SP 1 Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences. | | Gr. 8 | Introduced in Gr. 7 |
| SP 2. Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. | | Gr. 8 | Introduced in Gr. 7 |

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| <p><i>For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.</i></p> | | | |
| <p>Draw informal comparative inferences about two populations.</p> | | | |
| <p>SP 3. Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.</p> <p><i>For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.</i></p> | | Gr. 8 | |
| <p>SP 4. Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations.</p> <p><i>For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.</i></p> | | Gr. 8 | |
| <p>Investigate chance processes and develop, use, and evaluate probability models..</p> | | | |
| <p>SP 5. Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around 1/2 indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.</p> | | Gr. 8 | |
| <p>SP 6. Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative</p> | | Gr. 8 | |

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| <p>frequency given the probability.</p> <p><i>For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.</i></p> | | | |
| <p>SP 7. Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> | | Gr. 8 | |
| <p>SP 7a. Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events.</p> <p><i>For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.</i></p> | | Gr. 8 | |
| <p>SP 7b. Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process.</p> <p><i>For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?</i></p> | | Gr. 8 | |
| <p>SP 8. Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>SP 8a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> | | Gr. 8 | |
| <p>SP 8b. Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., “rolling double sixes”), identify the outcomes in the sample space which compose the event.</p> | | Gr. 8 | |

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| <p>SP 8c. Design and use a simulation to generate frequencies for compound events.</p> <p><i>For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?</i></p> | | Gr. 8 | |
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Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Grade Eight

Common Core Standards Placement Tables

*Grade by Grade, Kindergarten through Grade 8,
Including the Outcomes, Standard by Standard,
of the Alliance Review Process*

Each Grade Level document includes:

- A Waldorf Curriculum Summary for the Grade
- Common Core Standards Tables for English Language Arts
- Common Core Standards Tables for Mathematics

Designed to be a Working Document for School and Teacher Use

Waldorf-Inspired Public School

Grade 8 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

Like Janus, the Roman god of doorways, the eighth grader is looking in two directions simultaneously. On the one hand, the eighth grade is the culmination of the student's experience. It is a time of reflection, of summing up, and all the bittersweet feelings associated with an ending. At the same time, the eighth grader's gaze is turned towards the future and a new beginning. He or she fears, yet yearns for, the immense changes anticipated there. The eighth grade curriculum must address both of these impulses. The focus of the former is concentrated in the daily practice classes, where review and consolidation of practical skills and capacities are emphasized. In addition, the children's capacity for logical thinking and independent judgment fully awakens at this time. The authority of the class teacher gives way to the individual student's search for truth.

In the language arts there is an increasing emphasis on nuances of style and grammar in the student's expository and creative writing. Students read and study modern literature and works from across the curriculum, and produce a class play.

The mathematics curriculum concentrates on the application of arithmetic operations in practical and scientific situations, Algebra studies continue, and the students are introduced to the binary system, which made possible the development of computers. They learn the principles of solid geometry, and actually construct the five platonic solids.

The forward-looking impulse is best addressed in the main lesson, and in particular, the history curriculum. Whereas the seventh grade took as its theme the intellectual and aesthetic flowering of the Renaissance, the eighth grade is fully present in modern times. Its aim is to bring the accumulated image of world civilization up to the present day. Nothing characterizes the modern period better than the great revolutions—the industrial, political, and scientific revolutions that pulled down the old monarchial orders, and, in turn, gave rise to the struggles for individual freedoms and human rights. All these have had far-reaching cultural consequences, and it is important that the students consciously realize and appreciate this as they themselves are carried into the turmoil of adolescence.

The science curriculum in the eighth grade encompasses physics, chemistry and anatomy. The teacher demonstrates how the discovery and application of scientific principles contributed directly to the development of our modern technological society. In physics, the study of acoustics, optics, heat and electro-magnetism is extended through hydraulics and aeromechanics. The organic chemistry block covers sugars, starches, proteins, and fats-- focusing on those processes by which organic substances are formed (e.g., photosynthesis) and transformed (as in digestion). Health, hygiene and nutrition are also addressed.

Choral singing expands in the eighth grade to three and four-part harmonies to take advantage of the range of voices found in the adolescent class. The recorder program expands to include alto and tenor recorders, and instrumental ensembles take on more challenging work.

At the end of eighth grade, the students have successfully achieved the balance and intellectual curiosity necessary to step out into the greater world offered by high school--where the creative and developmentally-appropriate grade school curriculum is met and transformed into an intellectually-stimulating, college preparatory education.

Grade 8 Curriculum Components

- **Mathematics:** Continue Algebra; geometry; practical, technological, and scientific applications of mathematics
- **Language Arts:** Composition: essays, research reports, short stories, poetry
- **Literature:** short stories, poetry, Shakespearean drama
- **Science:** Physics; organic chemistry; human anatomy (muscles, bones, ears, eyes)
- **History & Social Studies:** The Age of Revolutions; American History; The Twentieth Century; Liberation Movements throughout the World; research reports
- **Geography:** Asian Geography
- **Handwork:** Machine sewing
- **Woodworking:** Developing authority and mastery of skills: may include creating a bench, chair or stool, relief carving, a box, dug-out canoe, and/or a gift to the school;
- **Foreign Language:** Continuing foreign language instruction with review and consolidation, re-telling stories, acting out dramas and plays, music and poetry, modern culture
- **Visual & Performing Arts:** Drawing; clay modeling; painting; portraiture; choir; recorder; instrumental ensemble, Shakespearean drama
- **Movement/Physical Education/Games:** team games and team building, trust building games, complex strategy

Common Core Standards: Grade 8
English Language Arts: *Reading Literature*

| Common Core Standards, ELA Grade 8: <i>Reading Literature</i> | Student Achievement In the Waldorf Curriculum | | |
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| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments. |
| Students at Grade 8: | | | |
| <i>Key Ideas and Details</i> | | | |
| RL 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | Y | | |
| RL 2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text. | Y | | |
| RL 3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision. | Y | | |
| <i>Craft and Structure</i> | | | |
| RL 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA | Y | | |
| RL 5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style. | Y | | |
| RL 6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor. | Y | | |
| <i>Integration of Knowledge and Ideas</i> | | | |

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| RL 7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors. | Y | | Developed further throughout the high school years—and beyond |
| RL 8. (Not applicable to literature) | | | |
| RL 9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. | Y | | Development continues throughout the high school years—and beyond |
| <i>Range of Reading and Level of Text Complexity</i> | | | |
| RL 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently. | Y | | |

Common Core Standards, Grade 8

English Language Arts: *Reading Informational Text*

| Common Core Standards ELA Grade 8: <i>Reading Informational Texts</i> | Student Achievement In the Waldorf Curriculum | | |
|---|--|--|------------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments. |
| Students at Grade 8: | | | |
| Key Ideas and Details | | | |
| RI 1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. | Y | | |
| RI 2. Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text. | Y | | |
| RI 3. Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). | Y | | |
| Craft and Structure | | | |
| RI 4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA | Y | | |
| RI 5. Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept. | Y | | |
| RI 5a. Analyze the use of text features (e.g., graphics, headers, captions) in consumer materials. CA | Y | | |
| RI 6. Determine an author’s point of view or purpose in a text and analyze how the author acknowledges and | Y | | |

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| responds to conflicting evidence or viewpoints. | | | |
| <i>Integration of Knowledge and Ideas</i> | | | |
| RI 7. Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. | Y | | |
| RI 8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced. | Y | | |
| RI 9. Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation. | Y | | |
| <i>Range of Reading and Level of Text Complexity</i> | | | |
| RI 10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently. | Y | | |

Common Core Standards, Grade 8 English Language Arts: *Writing*

| Common Core Standards, ELA Grade 8: <i>Writing</i> | Student Achievement In the Waldorf Curriculum | | |
|--|--|--|------------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments. |
| Students at Grade 8: | | | |
| <i>Text Types and Purposes</i> | | | |
| W 1. Write arguments to support claims with clear reasons and relevant evidence. | Y | | |
| W 1a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. | Y | | |
| W 1b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | Y | | |
| W 1c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. | Y | | |
| W 1 d. Establish and maintain a formal style. | Y | | |
| W 1e. Provide a concluding statement or section that follows from and supports the argument presented. | Y | | |
| W 2. Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications) , to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA | Y | | |

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| W 2a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA | Y | | |
| W 2b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. | Y | | |
| W 2c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | Y | | |
| W 2d. Use precise language and domain-specific vocabulary to inform about or explain the topic. | Y | | |
| W 2e. Establish and maintain a formal style. | Y | | |
| W 2f. Provide a concluding statement or section that follows from and supports the information or explanation presented. | Y | | |
| W 3. Write <i>narratives</i> to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. | Y | | |
| W 3a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. | Y | | |
| W 3b. Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters. | Y | | |
| W 3c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events. | Y | | |
| W 3d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and | Y | | |

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| events. | | | |
| W 3e. Provide a conclusion that follows from and reflects on the narrated experiences or events. | Y | | |
| <i>Production and Distribution of Writing</i> | | | |
| W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) | Y | | |
| W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) | Y | | |
| W 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. | Y | | |
| <i>Research to Build and Present Knowledge</i> | | | |
| W 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | Y | | |
| W 8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. | Y | | |
| W 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. | Y | | |
| W 9a. Apply <i>grade 8 Reading standards</i> to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or | Y | | |

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| character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). | | | |
| W 9b. Apply <i>grade 8 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”). | Y | | |
| <i>Range of Writing</i> | | | |
| W 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | Y | | |

Common Core Standards, Grade 8
English Language Arts: *Speaking and Listening*

| Common Core Standards, ELA Grade 8: <i>Speaking and Listening</i> | Student Achievement In the Waldorf Curriculum | | |
|---|--|--|------------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments. |
| Students at Grade 8: | | | |
| <i>Comprehension and Collaboration</i> | | | |
| SL 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 8 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly. | Y | | |
| SL 1a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. | Y | | |
| SL 1b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. | Y | | |
| SL 1c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. | Y | | |
| SL 1d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. | Y | | |
| SL 2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation. | Y | | |

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| SL 3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. | Y | | |
| <i>Presentation of Knowledge and Ideas</i> | | | |
| SL 4. Present claims and findings (e.g., argument, narrative, response to literature presentations), emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. CA | Y | | |
| SL 4a. Plan and present a narrative that: establishes a context and point of view, presents a logical sequence, uses narrative techniques (e.g., dialogue, pacing, description, sensory language), uses a variety of transitions, and provides a conclusion that reflects the experience. CA | Y | | |
| SL 5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. | Y | | |
| SL 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 for specific expectations.) | Y | | |

Common Core Standards, Grade 8 English Language Arts: *Language*

| Common Core Standards, ELA Grade 8: <i>Language</i> | Student Achievement In the Waldorf Curriculum | | |
|--|--|--|------------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments. |
| Students at Grade 8: | | | |
| <i>Conventions of Standard English</i> | | | |
| L 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | Y | | |
| L 1a. Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences. | Y | | |
| L 1b. Form and use verbs in the active and passive voice. | Y | | |
| L 1c. Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. | Y | | |
| L 1d. Recognize and correct inappropriate shifts in verb voice and mood. | Y | | |
| L 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | Y | | |
| L 2a. Use punctuation (comma, ellipsis, dash) to indicate a pause or break. | Y | | |
| L 2b. Use an ellipsis to indicate an omission. | Y | | |
| L 2c. Spell correctly. | Y | | |
| <i>Knowledge of Language</i> | | | |
| L 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. | Y | | |

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|---|---|--|--|
| L 3a. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact). | Y | | |
| Vocabulary Acquisition and Use | | | |
| L 4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on <i>grade 8 reading and content</i> , choosing flexibly from a range of strategies. | Y | | |
| L 4a. Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. | Y | | |
| L 4b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>precede</i> , <i>recede</i> , <i>secede</i>). | Y | | |
| L 4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech or trace the etymology of words. CA | Y | | |
| L 4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). | Y | | |
| L 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. | Y | | |
| L 5a. Interpret figures of speech (e.g. verbal irony, puns) in context. | Y | | |
| L 5b. Use the relationship between particular words to better understand each of the words. | Y | | |

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| <p>L 5c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>bullheaded, willful, firm, persistent, resolute</i>).</p> | <p>Y</p> | | |
| <p>L 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>Y</p> | | |

| Common Core Standards: Grade 8 Mathematics | Student Achievement In the Waldorf Curriculum | | |
|--|--|--------------------------------|--------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| The Number System | | | |
| Students at Grade 8: | | | |
| <i>Know that there are numbers that are not rational, and approximate them by rational numbers.</i> | | | |
| NS 1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. | Y | | |
| NS 2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., π^2). <i>For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.</i> | Y | | |
| Expressions and Equations | | | |
| Students at Grade 8: | | | |
| <i>Work with radicals and integer exponents.</i> | | | |
| EE 1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. <i>For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.</i> | Y | | |

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| EE 2. Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational. | Y | | |
| EE 3. Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. <i>For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9, and determine that the world population is more than 20 times larger.</i> | Y | | |
| EE 4. Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology. | Y | | |
| <i>Understand the connections between proportional relationships, lines, and linear equations.</i> | | | |
| EE 5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. <i>For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.</i> | Y | | |
| EE 6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b . | Y | | |
| Analyze and solve linear equations and pairs of simultaneous linear equations. | | | |
| EE 7. Solve linear equations in one variable. | Y | | |

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| EE 7a. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). | Y | | |
| EE 7b. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. | Y | | |
| EE 8. Analyze and solve pairs of simultaneous linear equations. | Y | | |
| EE 8a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. | Y | | |
| EE 8b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. <i>For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.</i> | Y | | |
| EE 8c. Solve real-world and mathematical problems leading to two linear equations in two variables. <i>For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.</i> | Y | | |

| Common Core Standards: Grade 8 Mathematics | Student Achievement In the Waldorf Curriculum | | |
|---|--|--------------------------------|--------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments |
| Functions | | | |
| Students at Grade 8: | | | |
| <i>Define, evaluate, and compare functions.</i> | | | |
| F 1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. | Y | | |
| F 2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). <i>For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.</i> | Y | | |
| F 3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. <i>For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.</i> | Y | | |
| <i>Use functions to model relationships between quantities.</i> | | | |
| F 4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate | Y | | |

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| of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values. | | | |
| F 5. Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally. | Y | | |
| Geometry | | | |
| Students at Grade 8: | | | |
| <i>Understand congruence and similarity using physical models, transparencies, or geometry software.</i> | | | |
| G 1. Verify experimentally the properties of rotations, reflections, and translations: a. Lines are taken to lines, and line segments to line segments of the same length. b. Angles are taken to angles of the same measure. c. Parallel lines are taken to parallel lines. | Y | | |
| G 2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. | Y | | |
| G 3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. | Y | | |
| G 4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. | Y | | |

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| <p>G 5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles.</p> <p><i>For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.</i></p> | Y | | |
| Understand and apply the Pythagorean Theorem. | | | |
| G 6. Explain a proof of the Pythagorean Theorem and its converse. | Y | | |
| G 7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. | Y | | |
| G 8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system. | Y | | |
| Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres. | | | |
| G 9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems. | Y | | |
| Statistics and Probability | | | |
| Students at grade 8: | | | |
| Investigate patterns of association in bivariate data. | | | |
| <p>SP 1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.</p> | Y | | |

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| <p>SP 2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.</p> | <p>Y</p> | | |
| <p>SP 3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.</p> <p><i>For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.</i></p> | <p>Y</p> | | |
| <p>SP 4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.</p> <p><i>For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?</i></p> | <p>Y</p> | | |

Summary Notes and Comments

1, **All** of the Common Core Standards in Mathematics, Grades K-8, are included in the placements in the Tables for Student Achievement in Mathematics in the Waldorf Curriculum. None are missing, and it is anticipated that Waldorf graduates from K-8 Waldorf-Inspired Public Schools will be fully prepared for success in any high school mathematics curriculum aligned to the Common Core for Grades 9-12, including more advanced coursework.

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Common Core Standards:
Literacy in History/Social Studies, Science, and Technical Subjects:

Reading in History/Social Studies
Reading in Science and Technical Subjects
Writing in History/Social Studies, Science, and Technical Subjects

Grades Six through Eight

Common Core Standards Placement Tables

The Literacies are to be addressed regularly across the curriculum as appropriate throughout Grades Six, Seven, and Eight. Note that the Alliance recommends, based on its review, that all of these Common Core Standards are appropriate for and will be attained by students in the Waldorf-Inspired Public Schools by the completion of Grade Eight.

The Literacy Standards are specified in the pages that follow.

Designed to be a Working Document for School and Teacher Use

Alliance for Public Waldorf Education
Recommended Grade Level Placements of Common Core Standards
In a Waldorf-Inspired Public School Program

Common Core Standards: Grades 6-8
Literacy in History/Social Studies, Science, and Technical Subjects:

Reading in History/Social Studies

Reading in Science and Technical Subjects

Writing in History/Social Studies, Science, and Technical Subjects

The Common Core Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines.

Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

--From the Introduction to the *Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects*, California edition, March 2013, (p. iii).

Note: For this Alliance document, only the Literacy Standards for grades 6-8 are included in the Tables below. The Literacy Standards for Grade 9-12 are included in the full ELA Standards document (See the Resources page for the link to the full document.)

Common Core Standards: Grades 6-8
Literacy in History/Social Studies, Science, and Technical Subjects:
Reading in History/Social Studies

| Common Core Standards: Literacy in History/Social Studies, Science, and Technical Subjects <i>Grades 6-8: Reading in History/Social Studies</i> | Student Achievement In the Waldorf Curriculum | | |
|---|---|---|------------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments. |
| Students in Grades 6-8: | | | |
| Key Ideas and Details | | | |
| RHSS 1. Cite specific textual evidence to support analysis of primary and secondary sources. | Y | | |
| RHSS 2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. | Y | | |
| RHSS 3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). | Y | | |
| Craft and Structure | | | |
| RHSS 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. | Y | | |
| RHSS 5. Describe how a text presents information (e.g., sequentially, comparatively, causally). | Y | | |
| RHSS 6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). | Y | | |
| Integration of Knowledge and Ideas | | | |

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| RHSS 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. | Y | | Electronic media introduced In grades 7-8 |
| RHSS 8. Distinguish among fact, opinion, and reasoned judgment in a text. | Y | | |
| RHSS 9. Analyze the relationship between a primary and secondary source on the same topic. | Y | | |
| <i>Range of Reading and Level of Text Complexity</i> | | | |
| RHSS 10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently. | Y | | |

Common Core Standards, Grades 6-8
Literacy in History/Social Studies, Science, and Technical Subjects:
Reading in Science and Technical Subjects

| Common Core Standards: Literacy in History/Social Studies, Science, and Technical Subjects <i>Grades 6- 8: Reading in Science and Technical Subjects</i> | Student Achievement In the Waldorf Curriculum | | |
|---|---|--|------------------------|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments. |
| Students in Grades 6- 8: | | | |
| <i>Key Ideas and Details</i> | | | |
| RST 1. Cite specific textual evidence to support analysis of science and technical texts. | Y | | |
| RST 2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. | Y | | |
| RST 3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | Y | | |
| <i>Craft and Structure</i> | | | |
| RST 4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 6–8 texts and topics</i> . | Y | | |
| RST 5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic. | Y | | |
| RST 6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text. | Y | | |

| | | | |
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| <i>Integration of Knowledge and Ideas</i> | | | |
| RST 7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). | Y | | |
| RST 8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. | Y | | |
| RST 9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. | Y | | Use of electronic media begins in Grades 7 and 8. |
| <i>Range of Reading and Level of Text Complexity</i> | | | |
| RST 10. By the end of grade 8, read and comprehend science/technical texts in the grades 6–8 text complexity band independently and proficiently. | Y | | |

Common Core Standards, Grades 6-8
Literacy in History/Social Studies, Science, and Technical Subjects:
Writing

| Common Core Standards: Literacy in History/Social Studies, Science, and Technical Subjects Grades 6- 8: <i>Writing</i> | Student Achievement In the Waldorf Curriculum | | |
|--|---|--|---|
| Student Achievement In the Waldorf Curriculum | At Same Grade Level As CC | In WC At Different Grade Level | Notes and Comments. |
| Students in Grades 6-8: | | | |
| <i>Text Types and Purposes</i> | | | |
| W 1. Write arguments focused on <i>discipline-specific content</i> . a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented. | Y | | The “Y” (Yes) applies to all component parts of the standard (a.–e.). |

| | | | |
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| <p>W 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> | <p>Y</p> | | <p>The “Y” (Yes) applies to all component parts of the standard (a.-f.).</p> |
| <p>W 3. See Note, below. (Not applicable as a separate requirement.)</p> | <p>Y</p> | | |
| <p><i>Production and Distribution of Writing</i></p> | | | |
| <p>W 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> | <p>Y</p> | | |
| <p>W 5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> | <p>Y</p> | | |
| <p>W 6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> | <p>Y</p> | | <p>Use of electronic media begins in Grades 7 and 8.</p> |

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|---|---|--|---|
| Research to Build and Present Knowledge | | | |
| W 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. | Y | | |
| W 8. Gather relevant information from multiple print and digital sources (primary and secondary), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. CA | Y | | Use of electronic media begins in Grades 7 and 8. |
| W 9. Draw evidence from informational texts to support analysis reflection, and research. | Y | | |
| Range of Writing | | | |
| W 10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. | Y | | |

Note (W3): Students’ narrative skills continue to grow in these grades. The Literacy Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results. *(Note from the Common Core Literacy Standards)*

Common Core State Standards

College and Career Readiness (CCR) Anchor Standards

For English Language Arts

The grade-specific standards (in the Tables above) define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

*From the **Common Core State Standards**, as adopted by the California State Board of Education, August 2010 (pre-publication version, March 2013).*

College and Career Readiness Anchor Standards for Reading

The grade-specific standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

* Please see “Research to Build and Present Knowledge” in Writing and “Comprehension and Collaboration” in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

College and Career Readiness Anchor Standards for Writing

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Text Types and Purposes*

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary and or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

* These broad types of writing include many subgenres. See Appendix A for definitions of key writing types.

College and Career Readiness Anchor Standards for Speaking and Listening

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

College and Career Readiness Anchor Standards for Language

The K–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Northeast Woodland Discipline Procedures - DRAFT

Grounds for Suspension and Expulsion of Students:

A student may be suspended or expelled for prohibited misconduct if the act is related to a school activity or school attendance at the School or at a School sponsored event at any time including but not limited to:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off the school campus
- During, going to, or coming from a school-sponsored activity

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another, except in self-defense.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
- Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of, any controlled substance, alcoholic beverage, or intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Possessed or used tobacco or any products containing tobacco or nicotine products- including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, betel, and substances/equipment for vaporizing.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Committed or attempted to commit a sexual assault
- Committed sexual battery.
- Engaged in, or attempted to engage in hazing.
- Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat,

even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

- Committed sexual harassment.
- Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities.

Suspension Procedure:

Suspensions shall be initiated according to the following procedures:

- Informal Conference

Suspension shall be preceded, if possible, by an informal conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practicable, the teacher, supervisor or school employee who referred the student to the Principal.

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason, including, but not limited to incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

- Notice to Parents/Guardians:

At the time of the suspension, a School employee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension. This notice

shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

Suspension Time Limits/Recommendation for Expulsion:

Suspensions, when not including a recommendation for expulsion shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Principal, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Authority to Expel:

A student may be expelled either by the Northeast Woodland Charter School Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Panel will consist of at least three members. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

Expulsion Procedures:

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

The expulsion hearing will be presided over by the Board Chairman or the Chair of the Administrative Panel. In the event a Panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

- The date and place of the expulsion hearing
- A statement of the specific facts, charges and offenses upon which the proposed expulsion is based
- A copy of the School's disciplinary rules which relate to the alleged violation

- Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment
- The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or an advocate
- The right to inspect and obtain copies of all documents to be used at the hearing
- The opportunity to confront and question all witnesses who testify at the hearing
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses

Record of Hearing:

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

Presentation of Evidence:

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay, and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of a written recommendation to the school board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

Written Notice to Expel:

The Principal or designee following a decision of the Board of Trustees to expel shall send written notice of the decision to expel, including the Board, findings of fact, to the student or parent/guardian. This notice shall include the following:

- Notice of the specific offense committed by the student.
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the School.

The Principal or designee shall send written notice of the decision to expel to the Student's District of residence and the State Department of Education. This notice shall include the following:

The student's name

The specific expellable offense committed by the student.

Disciplinary Records

The School shall maintain records of all student suspensions and expulsions at the School. Such records shall be made available for the department of education's review upon request.

Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including but not limited to programs within the SAU or their school district of residence.

Rehabilitation Plans

Students who are expelled from the School shall be given a rehabilitation plan upon expulsion as developed by the School Board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the School for readmission.

Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the School Board following a meeting with the Principal and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Principal shall make a recommendation to the School Board following the meeting regarding his or her determination. The pupil's readmission is also contingent upon the School's capacity at the time the student seeks readmission or admission.



Northeast Woodland Charter School
Letters of Reference

Joe Lentini
Chairman, Conway School Board

Hon. Charles Greenhalgh
Circuit Judge, New Hampshire Judicial Branch

Hon. Harrison Kanzler MSc.
New Hampshire State Representative
Carrol County District 2

Nick Robbins
Director, Camp Mowglis

July 10, 2019

Dear NH Department of Education,

My name is Joe Lentini, I live in Conway New Hampshire, and I have a long history with Waldorf education. My oldest son, Dominic, attended an early childhood program at the White Mountain Waldorf school. Dominic was in the school's initial first grade and attended through eighth grade. My youngest son, Matteo, also went to early childhood through eighth grade at the White Mountain Waldorf school. I cannot overstate the benefits our children received because of a Waldorf education. The integration of traditional subjects such as math and science along with drawing, painting, movement, playing musical instruments and singing creates a thoroughly well-rounded education. This also engages both the right and left parts of the human brain which many studies indicate are important in a child's brain development. My wife, Ruth Hamilton, and I are totally thrilled with the education our children received. In addition, social responsibility, being part of a community and treating all people with respect was an integral part of their education. As the Waldorf only went through eighth grade both our sons went on to Kennett High School in Conway New Hampshire. Though nervous at first both of them found our local high school to be a positive experience and easily integrated into it. Dominic, again, my oldest son, went on to Connecticut College, which he graduated from last year with honors in international affairs and French. Matteo, my youngest has just completed his freshman year in college. My praise for the Waldorf school comes from a number of different points of view. One, as a parent who cares deeply about all children's education. Also, from my experiences as a current member of the Conway School Board, (in my seventh year on the board and the board chair starting my third year), I see public education through that lens. Again, my wife and I were pleased with the education our children received in our public schools yet I believe parents need to be aware, and have available to their families, different forms of education that meets their children's needs both academically and socially. For our family, Waldorf education fulfilled our needs, beyond our expectations.

Sincerely

Joe Lentini

NH Department of Education:

To whom it may concern:

I am writing to offer my recommendation and support for the establishment of the Northeast Woodlands Charter School ("NWCS") in Mount Washington Valley. I make this recommendation for three reasons:

First, NWCS will provide a Waldorf inspired curriculum. For over 30 years, Waldorf education has been available in the Mount Washington Valley. Throughout the educational community of the Valley, Waldorf is recognized for its ability to produce students with an inspired love of learning, trained in critical thinking and immersed in a broad curriculum. A charter school will make this educational option available to a wider community of families.

Second, the Waldorf approach to education instills subject and values based learning. As a Waldorf parent, I've observed how a Waldorf based curriculum instills purpose in the student and a sense of community and comradery in the class and school as wholes. Students learn not only on their own, but as a group, relying on both their teachers and each other for academic success. The holistic approach of a Waldorf inspired curriculum allows each child to approach learning from where they are, and elevate their skills using their own unique talents, as well as their connection to their classmates. Waldorf builds not only good students, but good citizens.

Finally, in my view, Waldorf leads to academic success. My daughter attended Waldorf school from preschool through eighth grade. She is presently a senior at Bard College studying environmental science. Among her classmates are college students, talented artists, young entrepreneurs and business owners. After matriculating to Kennett High School, she and many of her classmates became student leaders, academic standouts and top athletes. Ask any teacher at Kennett and they would tell you that they find the Waldorf students to be a delight to have in class. Look at any group at Kennett, band, sports, Keyclub, student government, and you'll find one if not several Waldorf students involved and probably leading.

Unfortunately, in the past, the opportunity for Waldorf education in Mt. Washington Valley was tuition based private education, and therefore, available only to those who could afford it. NWCS would make this path to educational success available to any family who wishes to have it.

Ultimately, establishing NWCS will benefit not only the children and families of Mt. Washington Valley, but the community as a whole.

Thank you for your consideration. I remain available to answer any questions you may have regarding my recommendation.

Hon. Charles L. Greenhalgh

To Whom it May Concern,

I write to you today in support of a public Waldorf Charter School in Conway, New Hampshire. For years we have had a private Waldorf school operating in our town, however the tuition model has become unsustainable given the economic climate of our small town. This school will not be able to stay open much longer and so a Waldorf Charter would allow the Waldorf model to continue in our community.

We have a small community with limited educational options outside of our local public schools. While our public schools are wonderful institutions, the reality of education is that it is not 'one size fits all' and as a result some students are not able to succeed under the model of education used in our public schools. In our community if this is the case they primarily must resort to a homeschool model. While this can be effective for some, it is not a reality for many families. As such their children must go underserved, either by remaining in the public model which does not suit their educational needs, or turning to a homeschooling model where they do not have the stability and structure of a brick and mortar school.

Having a public Waldorf charter school would allow students in our community to have access to a different educational and pedagogical model than that provided by our public schools. This would go a long way to ensuring that our students are receiving the best education they can. Further, having the school as a public charter would allow families of varying socio-economic backgrounds to have access to this opportunity as opposed to having to remain in the public schools or in homeschooling due to financial barriers. Our community cherishes its children, and this is one more service we can offer them help secure the futures they deserve.

Thank you for your time and consideration.

Regards,

A handwritten signature in blue ink, appearing to read 'H. Kanzler', with a long horizontal flourish extending to the right.

Hon. Harrison Kanzler MSc.
NH State Representative
Carroll County District 2



CAMP MOWGLIS

FOR BOYS
HEBRON, NEW HAMPSHIRE

9/12/2019

Dear NH Department of Education,

As a long-time educator and youth development professional, I specialize in the social and emotional development of children between the ages of 7 and 15. I cannot emphasize the importance of the hands-on arts, unplugged, nature-based learning being proposed by the Waldorf inspired Northeast Woodland Charter School.

My two older children both attended the White Mountain Waldorf School from the age of two and experienced a wonderful early childhood and elementary education there. As a parent, it warmed my heart to see their genuine love of learning develop during their time there; they literally ran to school every morning. Learning for them at the Waldorf school was a fun and completely unplugged from technology educational adventure.

In addition to being a long-time White Mountain Waldorf parent, I also served as the vice president of their board for the 2018/19 academic year, a post I stepped down from in August of 2019. For the current academic year, we have decided to move our children to our local public school. While they are very happy there, the amount of screen time and computer-based learning they are engaged in concerns me. I miss the emphasis on the arts, nature, free-play, and foreign language skills that made their Waldorf experience so inspirational and educational. I know that technology is important but I believe that their development away from tech is equally important - and currently at risk.

Therefore, I am deeply excited about the possibility of a Waldorf inspired charter school in the Mount Washington Valley. I know dozens of families who agree with me that offering this educational option will be a wonderful way to utilize our unique natural setting to truly inspire our children's learning and development.

Thank you for your time and consideration. Please feel free to reach me with any questions.

Best wishes,
Nick Robbins
Director
Camp Mowglis
(603) 744-8095
nickrobbins@mowglis.org

Feb. 11 is now a teacher workshop day and March 20 is a student day

School Administrative Unit No. 9 2019-20 School Calendar

August - 5T/2S days

| M | T | W | Th | F |
|----|----|----|----|----|
| 12 | 13 | 14 | 15 | 16 |
| 19 | 20 | 21 | 22 | 23 |
| TW | TW | TW | 29 | 30 |

September - 20T/20S days

| M | T | W | Th | F |
|----|----|----|----|----|
| X | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | | | | |

October - 22.5T/21S days

| M | T | W | Th | F |
|----|----|----|--------|----|
| | 1 | 2 | ER* TW | |
| 7 | 8 | 9 | 10 | 11 |
| X | 15 | 16 | 17 | 18 |
| 21 | 22 | 23 | 24 | 25 |
| 28 | 29 | 30 | 31 | |

November - 17T/17S days

| M | T | W | Th | F |
|----|----|----|----|----|
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| X | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| 25 | 26 | X | X | X |

December - 15T/15S days

| M | T | W | Th | F |
|----|----|----|----|----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| X | X | X | X | X |
| X | X | | | |

January - 21T/21S days

| M | T | W | Th | F |
|----|----|----|----|----|
| | | X | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | ER |
| X | 21 | 22 | 23 | 24 |
| 27 | 28 | 29 | 30 | 31 |

February - 15T/14S days

| M | T | W | Th | F |
|----|----|----|----|----|
| 3 | 4 | 5 | 6 | 7 |
| 10 | TW | 12 | 13 | 14 |
| X | X | X | X | X |
| 24 | 25 | 26 | 27 | 28 |

March - 22.5T/22S days

| M | T | W | Th | F |
|----|----|----|-----|----|
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | ER* | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

April - 18T/18S days

| M | T | W | Th | F |
|----|----|----|----|----|
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| X | X | X | X | |

May - 19T/19S days

| M | T | W | Th | F |
|----|----|----|----|----|
| | | | | X |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | ER |
| 18 | 19 | 20 | 21 | 22 |
| X | 26 | 27 | 28 | 29 |

June - 12T/11S days

| M | T | W | Th | F |
|-------|----|----|----|----|
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| ER TW | M | M | M | |
| M | M | 24 | 25 | 26 |
| 29 | 30 | | | |

- | | | | |
|----------------|-----------------------------------|----------------|---|
| Aug. 26-28 | Teacher Workshop (TW) | February 11 | Teacher Workshop (TW) |
| August 29 | 1st Day of School for Students | February 17-21 | February Vacation (X) |
| September 2 | Labor Day (X) | March 19 | Early Release for Students (ER) |
| October 3 | Early Release for Students (ER) | March 19 | * 3 Hour Evening Teacher Workshop |
| October 3 | * 3 Hour Evening Teacher Workshop | April 27-May 1 | Spring Vacation (X) |
| October 4 | Teacher Workshop (TW) | May 15 | Early Release for Students (ER) |
| October 14 | Columbus Day (X) | May 25 | Memorial Day (X) |
| November 11 | Veterans' Day (Observed) (X) | June 15 | Last Day of School for Students and Early Release |
| November 27-29 | Thanksgiving Recess (X) | June 16 | Teacher Workshop Day (TW) |
| Dec. 23-Jan 1 | Holiday Recess (X) | | Make-up Days (MU) |
| January 17 | Early Release for Students (ER) | | |
| January 20 | Martin Luther King Jr. Day (X) | | |

Northeast Woodland Charter School Curriculum and Instruction Guide

Kindergarten Program and Curriculum

Waldorf-Inspired Public School Kindergarten offers a joyful, nurturing setting that inspires the imagination through creative play, storytelling, puppetry, music, movement, and art. Emphasis is placed on the healthy development of the physical body through practical activities that include handwork, crafts, baking, cooking, gardening, sweeping, digging, nature walks, and plenty of time outdoors. Responsibility for self and others is encouraged through attention to sharing, caring, and taking care of our Kindergarten classroom and play yard. The rich foundations of written language and literacy are established with an emphasis on the oral traditions of storytelling, puppetry, and song. The foundations of mathematics are nurtured through rhythmic movement, music and the practical activities of cooking, sewing, gardening, and carpentry. Attention to, and care of, the natural world and its beauty lay a healthy foundation for more precise scientific explorations in the later years.

Waldorf-inspired schools recognize that the young child learns primarily through imitation and example. Great care is taken to provide an environment that brings nurturing guidance and cooperation into the child's world of imagination and fantasy. The week is rhythmically structured to include storytelling and puppetry, creative work and play, singing and creative movement, games and finger plays, crafts, art activities, and fairy tales.

Since the young child's response to the environment is imitation with openness and trust, the teacher's goal is to become a worthy role model in gesture, mood and speech. The teacher strives to create an environment, both inside and out, that is beautiful, orderly and calm, yet also stimulating. Natural materials and open-ended toys are selected to nourish the senses and support the children in developing their imagination, creativity, focus, flexibility, and their motivation to engage with the world and others.

The curriculum is play-based and nature-oriented in keeping with the awakening capacities of the young child below the age of seven. The curriculum includes indoor and outdoor free-play periods in which the children imaginatively and creatively self-direct their play. The play times are interspersed with circle time [language arts, movement, and music], artistic activities [which vary daily and include painting, drawing, and beeswax modeling], snack time and story time.

The Blessing of Time in the Waldorf-Inspired Kindergarten

In the initial Kindergarten year, if a two-year program is available, children are introduced to the rhythms and routines of the Waldorf-Inspired Kindergarten. With time, they learn to move through the transitions of the day with ease. They are introduced to a thoughtfully planned, rich array of activities. These, along with ample time for play, facilitate the development of age-appropriate physical, cognitive, emotional and social skills. During the second year, if available, the rhythms of Kindergarten already live deeply in the children. They are free to refine the qualities they began to develop in the first year. They are inspired by their new role as Kindergarten “veterans” to reach a higher level of mastery in all they do, demonstrate a greater degree of self-control, and provide assistance to others. By the end of this year, the children are well prepared to make the transition to first grade.

An Overview of the Waldorf Kindergarten

The Waldorf Kindergarten is typically a play-based, half day, one or two-year program. In the Kindergarten, the teachers gently lead the child across the bridge from home to school, laying a strong, healthy foundation for the academic program that begins in First Grade.

In a homelike environment, the Kindergarten program is rich in singing, seasonal activities, painting, puppetry and storytelling. Waldorf teachers believe it is profoundly important that the child have time to develop body, imagination and will in a secure setting. Free play with simple natural toys draws out the imagination.

Because the Kindergarten child lives so deeply in the environment around him and imitates all he sees, the teacher strives to create an environment that mirrors back to the child the Good and the Beautiful. The teacher cultivates a reverence for nature and for caring relationships and good habits, laying a solid foundation for lifelong learning, personal development, fruitful relationships with others and engagement with the world.

The Kindergarten program is based upon the simple, yet profound concepts of imitation, repetition, and creative play. Due to its unique two-year format, if available, the Waldorf-methods Kindergarten is appropriate for a mixed age group of children from early five-year old's to the pre-First Grade six-year old's. The Kindergarten child will gradually become accustomed to working within a group, listening to stories, interacting with the teacher, and following a daily routine, while at the same time being aided in his or her development as an individual through the encouragement of creative play, healthy movement indoors and out, practical life skills, and many artistic opportunities.

Here are some of the core activities of the Waldorf-methods Kindergarten and the significance of each in relations to the student's ongoing development:

Circle Time

Early in the Kindergarten day, the class is brought together to recite verses, sing songs, and play developmental games with the teacher. These are often connected with the season, a particular fairy tale, or are just part of the general lore of childhood. The children develop gross and fine motor skills during circle time where the story, or seasonal theme, will be worked into an imaginative, movement-based story, poem or song. Here the children move together, listening, reciting, keeping sequences, learning body geography, integrating reflexes and developing spatial awareness.

Repeating and remembering verses and songs with movement establishes a strong multi-sensory foundation for the more intense memory work to come in the grades. In circle, teachers establish the foundations of an oral approach to teaching reading and literacy and integrate those language-based activities with coordinated opportunities for healthy movement, spatial and body awareness, and social interaction.

Artistic Activities, Handwork, and Crafts

Wet-on-wet watercolor painting, beeswax modeling, crayon drawing, as well as forms of handwork such as finger knitting, braiding, sewing, and wood working, are done as a group activity, although each child is absorbed in his or her own work. *These activities encourage the child's natural sense of beauty, color, and form, as well as laying the groundwork for the artistic techniques that will be required for all the subjects to come in the Waldorf grades curriculum. They also aid significantly in the development of fine motor skills, sequencing, and spatial awareness.* Confidence is increased as they master these skills. As their confidence and self-control develop, the children also participate in simple woodworking, beading, candle dipping, weaving and other crafts.

Free Play

Free play is a self-directed activity. A child's self-directed play develops imagination, creativity, large and fine motor development, problem solving, social skills and verbal skills. Younger children participate in all of these activities as their stage of maturity allows. Some teacher guidance may be necessary in the early stages of "figuring out" how to play, share, take turns and other socializing skills. Cooperation becomes an honored skill. A wide variety of adaptable materials and spaces are available for the child's free play choices. Students can choose to play both individually and in freely formed and fluid play groups. In addition, during both indoor and outdoor free play times, adult-led small group activities are available including jump rope, gardening and a wide variety of crafts. The opportunity for free play plays a key and essential role in the curriculum as the child's nature changes from dreamy to focused and engaged over the span of their time in the Kindergarten, bringing them a sense of security, confidence and enthusiasm.

The ability to play creatively and use one's imagination in these early years becomes, over the course of grades one through eight, the ability to think creatively, imaginatively, actively, and effectively with increasing skill and conceptual precision, i.e.: solving complex problems in mathematics or drawing inferences accurately from scientific observations, or working together to solve a practical problem. Also, the extended focus on the task or play opportunity at hand, and the ability to create and follow an activity through to completion, are extremely important in later schooling and throughout life.

Practical Work

The children are involved in many aspects of the practical work involved in the smooth running of the Kindergarten. They set the table for snack, arrange the chairs in a circle on the rug for story time and move them back safely to the table for snack. They participate in food preparation and all take turns with the work of table cleaning, sweeping and dish washing. Outside, they help tend the garden and clean up play spaces.

When it is time to set up or clean, a child's observational powers and visual memory are developed. Organizational skills, sorting, staying on task and socially accomplishing a goal with others are all achieved. The younger child imitates the teacher and older children, developing habits of responsibility and a genuine feeling of self-worth. The older child is given more individualized and challenging tasks. They are able to follow multiple step directions and see a complex job through from start to finish without an adult overseeing their work. They model willingness and flexibility and helping others for younger children.

Gardening

This is a foundational piece to science and an ecological education. The children develop a connection to the earth and the seasons as they observe all of the changes in the garden and the weather. The children can observe the changing life of the garden, and best of all they get to eat what they have planted. They help to prepare the ground, plant the seeds and guide the younger children in caring for the plants. They learn to know which plants are ready to harvest, and how to help prepare the food. They develop reverence for the earth and the plants while tending them and noting the recurring life cycle of the garden as a whole and its inhabitants. This is an imaginative foundation for botany and ecology--providing images of natural processes, humanity's role in supporting them, and their blessings over time.

Music

Music is woven throughout the day and is often used for transitioning from one activity to the next. In addition to singing, the teacher and children often use simple instruments, such as chimes, harps, and wooden flutes. *Music lays the experiential foundation for the in-depth music curriculum that follows in the grades and for future studies in the arts, mathematics, and the sciences (number, rhythm, pitch, the study of sound and the qualities of materials).*

Mathematics

The daily Kindergarten routine introduces skills in mathematics in manifold ways, including counting and sorting, measuring, one to one correspondences in table setting etc., ordering from smallest to larger, finger plays, counting the children in the class, using number verses, sequential repetitive songs, jump rope verses, clapping games etc. The younger children are eager to participate in all of these activities as they imitate the involvement and skills of the older children.

Snack Time

Children help with all aspects of this shared mealtime, from preparing the food (*including natural whole grains, fresh vegetables and fruits, soups and homemade bread*), and ironing napkins, to cleaning the dishes and tables. Baking and cooking activities, like kneading dough, and stirring the cake batter, serve to integrate reflexes and hand-eye coordination in the younger child. The children are asked to sit and wait with quiet, good manners while everyone is served. This is essential for impulse control, social skills, self-care skills, and fine motor control. They learn community building skills and to care for others.

Outdoor Play

Similar to indoor creative play, the group is taken outdoors often to experience the natural world in all of its variety and its different seasons. *A child who has the experience of the yearly seasons can enter very deeply and comfortably into the later studies of plants and animals, the weather, geology, astronomy, and other natural sciences. Also, the opportunity for healthy movement offered in the outdoor setting is crucial to the healthy development of the young child.*

Story Time

The children are gathered together daily to hear the teacher tell a special story. The imaginative, vocabulary-rich story may be a fairy or folk tale from around the world, a nature tale, or a puppet show. Stories are repeated and worked with over an extended period of time so that the children may learn them well, and later act them out. Older children often assist in story time by playing the characters in the story or puppet show. The story will be acted out with feeling and the words will become even more alive in an appropriately modulated, expressive shared context. These scenarios often become the basis for creative play at other times in the Kindergarten day. The children learn to listen, remember and understand language in the rich context of story. These skills are fundamental to reading comprehension. Self-expression is enhanced through a rich contextualized understanding of new vocabulary.

The Waldorf Kindergarten and Academic Instruction

Directed academic instruction and activities are not emphasized in the Waldorf-methods Kindergarten; the emphasis lies on the foundation skills and experiences described above.

One key goal of the kindergarten program is to lay a strong foundation for the formal academic curriculum of the grades. Many preliminary academic skills are practiced daily. This material is not presented through formal academic lessons, but rather is embedded in the activities and rhythms of each day. The kindergarten program also allows children to fully develop their creativity, imagination, and self-confidence in preparation for the higher levels of cognitive thinking developed in the later grades.

For example, music, games and finger play develop rhythm and counting skills. The hands-on activities of gardening, cooking, nature walks, seasonal activities, etc., introduce science, math and geography skills, and concepts and vocabulary developed through classroom activities and stories. Multicultural stories give the child an introduction to social studies.

Social development and cooperative learning are also emphasized in kindergarten. In particular, acquiring the skills of concentration, courtesy, social habits, classroom habits and spatial awareness are important goals providing a strong foundation for future learning and for life.

Each day follows a regular and reassuring pattern and rhythm. Within the rhythm of each week, the children engage in these activities following a regular pattern: painting, baking, sewing, drawing, and beeswax modeling. Story, song, seasonal activities and celebrations carry us through the cycle of the natural year.

Indication Child is ready for kindergarten

- Ability for self-care in the form of bathroom independence and dressing for the outdoor play time
- Interest and growing ability to imitate teachers' gestures
- Growing ability to participate in purposeful work while accompanied by an adult Interest and growing ability to follow along orally in song and verse
- Growing ability to care for and develop proper use of artistic materials
- Growing ability to move body in space with increasing control and confidence Ability to play independently and a growing ability to play socially

Grade 1 Curriculum Summary

First Grade is a bridge between kindergarten and the grades. The child is now ready to begin to work imaginatively in new, more focused and explicit ways with the mind. The first-grade curriculum is designed to meet the children at their particular developmental level. First graders learn and live through imagination, feeling, and movement. Therefore, first grade academics foster and utilize these elements to support strong academics, cultivate a love of learning, and foster curiosity for the world around us.

An important task for the teacher is to create a rhythm for the child's school life as a foundation for the learning process. Towards this end the teacher designs a rhythm not only through the seasons and holidays, but also within each day and within each lesson of the day.

The year begins with the discovery that within all forms lie two basic elements: the straight and curved lines. The child finds these shapes in her/his own body, in the classroom and in the world beyond. The straight and curved lines are practiced through walking, drawing in the air and on a neighbor's back and, finally, on paper. These form drawings train motor skills awaken the child's powers of observation and provide a foundation for the introduction of the alphabet.

Fairy tales and stories from around the world form the basis of the First-Grade **language arts** curriculum. The students begin their exploration of the alphabet through vivid stories and images. Through practice visualizing and reviewing stories, students build strong comprehension skills even before formal reading has emerged.

Through the stories the child is introduced to each letter of the alphabet. In this way the child experiences the development of language in a very concrete yet imaginative way. Images arise from these stories, such as a mountain that takes the form of the letter M. The class composes short descriptive sentences to accompany each picture. The wording is then copied from the teacher's model. Through these activities the child learns word and sentence structure without conscious effort and has the joy of creating her/his own illustrated books for reading material. By associating abstract symbols with concrete images, students can better master the sound-to-symbol relationship. Through collaborative story writing, pictorial representations combining letters and story, exploration of word families and word patterns, and other literary explorations, students develop the skills and motivation to begin their journey as readers and writers.

In a similar imaginative way, within the **mathematics** curriculum the child first experiences the qualities of numbers before learning the four processes. What is the experience of "oneness"? "Wholeness"? What is there only one of in the world? "Me! You!". Stones, acorns and other natural and familiar objects are used to introduce counting. They develop number sense experientially through movement and hand-on activities in many forms, including stepping and clapping and the rhythmic, choral speaking of numbers. Only after considerable practical

experience in adding, subtracting, multiplying, and dividing are the written symbols for all four basic mathematical processes introduced. This approach leads to a deeper understanding of math concepts by engaging students creatively and imaginatively in their learning.

In **social studies**, the children learn to understand the rule-making processes in their classroom, school, and community. They learn how to be supportive, positive members of their community.

Science through gardening and nature study. Through weekly garden time and inquiry-based explorations of nature, students develop fundamental scientific skills of observation, curiosity, and reverence for the natural world.

Learning a **foreign language** is ideally suited to the imitative disposition of the young child, as s/he learns through hearing and speaking the language. These classes use language immersion, song, and movement to explore language in an exciting, expressive, and natural way.

The arts. Through frequent music, art, and handwork lessons and extensive integration of music and the visual arts throughout the curriculum, artistic development is emphasized as a key element of the student's imaginative interaction with the world and their personal growth.

The first grade enters the world of **music** through the pentatonic scale. In this scale all notes have a harmonious sound in any order they are played. The playing of the pentatonic flute develops finger coordination, concentration, and breath control. Songs are based on seasonal themes.

Painting in the first grade is intended to give the child an experience of working with color rather than attempting to create formed "pictures." The child's feelings for form are encouraged through beeswax modeling and crayon illustrations. In drawing, the child imitates the teacher's work, drawing whole shapes rather than filling in outlines.

Knitting is a fundamental first grade activity, as there exists a close relationship between finger movement, speech, and thinking. Some classes may choose to make scarves or knitted squares to be joined into a blanket.

Games and movement through circle and singing activities, jump rope, ball games, beanbags, rods, and the balance beam are an integral part of the curriculum as the child develops his/her motor integration and their confidence and joy in movement. There is a close connection between bodily movement, spatial integration, and brain development. Therefore, through daily Circle Time and regular Movement classes, students use music and movement to develop their bodies and minds.

Grade 1 Assessments

- Story recall from memory
 - Writing samples
 - Performance in drama
 - Choral speech work
 - Group reading
 - Main Lesson books
 - Mental arithmetic problems
 - Math work with manipulative objects
 - Group and individual counting
 - Number row memorization

Grade 2 Curriculum Summary

In second grade children, an awareness of opposites begins to unfold. If a circle of children with everyone facing the center is the metaphorical picture of togetherness in a healthy first grade, the image of the second grade is the circle with children becoming increasingly aware of what goes on around them.

In **language arts**, the fairy tales of first grade gradually give way to stories of heroes and saints from many cultures--people who strive to overcome inner and outer obstacles, who aspire to and accomplish the loftiest deeds. In contrast, the polarities within us are well depicted for second graders through animal fables. The second graders explore the landscape of personality traits: the good and the bad, the beautiful and the ugly. Traditional fables hold a rich source of wisdom about human nature and the world. There, human traits are exaggerated in the brave lion, the timorous mouse, the pokey turtle, the clever fox, and so on. The children can see themselves and their classmates through the antics of the animal kingdom and learn valuable lessons about life.

Nature stories from home surroundings, multi-cultural folk tales, and riddles are also included in the language arts. As in first grade, poetry continues to play an important role in the class, both orally recited and in writing. All-class recitation, tongue twisters and other speech exercises, and work on plays written in verse, lead to choral recitation by smaller groups. Students participate in individual retelling of stories told in class as well as the recounting of personal experiences. Students strive for clear speech at appropriate volume levels.

During the second grade much attention is given to the development of writing skills. The children's first reading experience comes through reading what they themselves have written in their main lesson books. This may be a short verse that helps them review a letter sound, or perhaps a simple retelling of one of the fables they have heard. In this way the children experience the way written language actually developed over the course of human history.

Lower case printing and cursive handwriting are presented in second grade if they have not already been introduced in first grade. The teacher leads the class in guided writing whenever possible, according to the children's growing ability to sound out and recognize words. Children also copy passages from the board and express their own thoughts and recollections in writing, all the while paying attention to well-formed and spaced script.

From the stories, songs, and verses studied during the year, introductory spelling and grammar lessons and games are imaginatively presented. In addition, the children participate in daily phonics work and expand their sight recognition of high-frequency words.

Mathematics. The imaginative, personifying quality that still lives strongly in the 7/8 year old is used to fully develop inspiring pictures of the operations involved in the four processes in arithmetic, using strong visual and narrative elements. The students are taught to differentiate between the processes and know when to use each one as well as to be able to work simple problems of each type in their heads and on paper.

The concepts and mechanics of written addition and subtraction are introduced through the use of manipulatives, imaginative pictures, and carrying and regrouping activities. In their written work in mathematics, orderliness is developed. The neat columnar writing of problems is stressed. Previous work is reviewed and practiced. The ability to write dictated and read written numbers 1-100 is firmly established before the students move on to place value. Counting by various multiples is mastered before moving on to written multiplication and division. In second grade, rhythmic counting is transformed into the times tables [2s, 3s, 4s, 5s, 10s]. Word problems will continue as students write simple algorithms. Students solve written, oral story, and mental math problems using math concepts.

Rhythmic and patterning work increase in sophistication, emphasizing the aesthetic and dynamic quality of the number line through arranging number families in various ways. Students are encouraged to consciously see order and beauty in number patterns. Visualizations of the counting patterns are introduced—employing string boards, grouping geometric forms in space, etc. Movement exercises can be built around number work, from group exercises to simple computation games, and can include moving in geometric forms.

All basic academic skills continue to develop at a rapid pace. Laying the ground for future science blocks, the students continue their experiential exploration of the world of nature through observation and stories.

As with the first grade, the entire curriculum is integrated to present the world as a whole, not as disjointed and disconnected pieces. In **the arts**, all students continue watercolor painting and their exploration of the moods of the colors, beeswax modeling and crayon drawing, as well as form drawing with vertical and horizontal midline mirror forms given for each child.

The handwork curriculum works on knitting and embroidery, leading to the creation later of their own hats, among various other projects. String games, hand-clapping games, and counting knitted rows also support this work.

Foreign language lessons continue to take inspiration from main lesson blocks of study. Students begin to speak individually and conversationally through games and activities that are filled with new descriptive language. Puppet shows from rich folk tales also continue.

Musical instruction continues as in first grade and includes singing as well as pentatonic recorder.

Games and movement classes focus on imaginative games encouraging teamwork, cooperation, problem solving, and individual successes, with opportunities to improve coordination and balance through obstacle courses and gymnastic activities. A **class play** tied to the curriculum is shared with class families, and local **field trips** deepen students' learning experiences.

Grade 2 Assessments

- Class or group observation
 - Group and individual reading
 - Story recall from memory
 - Singing and reciting in group or individually
 - Performance in drama [quality of expressions, speech and gestures]
 - Teacher observation of discussion in class
 - Quality of drawings
 - Completion and accuracy of writing
 - Independent writing
 - Care and neatness of book work
- Observation of rhythmic movement participation in class and playground

- Mental and written arithmetic problems
- LA and Math Quizzes
- Art works in portfolio,
- Main Lesson books

Grade 3 Curriculum Summary

As the children in the third grade enter their ninth year, they start to see the world differently. No longer are they content to be a part of life without doubts and questions. A nine-year old can feel him/herself growing up and separating from his/her parents and becoming part of the outer world. The child becomes more independent and begins to question all that was previously taken for granted. This can be a time of loneliness and insecurity for a child as well as a time of new self-confidence. The third-grade curriculum is designed to meet the child's new interests and concerns at this age.

The curriculum provides the student with the opportunity to learn about three essential, practical requirements for all of humankind—how we work with nature to provide ourselves with food, clothing, and shelter.

Farming and gardening lessons instruct the child in the importance of the natural systems that support our lives, in the use of farming tools and farming and gardening processes, and how food has been grown over the centuries. These lessons give the child an opportunity for direct involvement in growing his/her own food and begin to establish a foundation for their appreciation of our partnership with nature and an interest in fostering, protecting and preserving the world around them.

The provision of **clothing** is addressed in the textiles unit, usually beginning with the shearing of a sheep and culminating in a woven or knitted garment from that sheep's wool. The child is involved in every practical aspect of the making of the garment.

Many types of **shelter** are presented, modeled and discussed with the students, and some shelters are constructed by the children with the teacher's guidance. A lesson block on building a modern house teaches the critical importance of cooperation amongst architects, contractors, and construction workers as they meet the wide variety of human needs for shelter.

Mathematics. In third grade, the child begins to develop a basic awareness for practical applications of mathematics. Measurement of all types is covered: length, weight, and volume; money, and time. All of these measurement systems are put to use in practical activities by the children themselves. In the study of time, money, and measurement, the historical background of the methods, tools, and practices is taught imaginatively before modern methods are explained.

Mathematics and movement go hand in hand. Rhythm is an integral part of the approach to arithmetic and is a significant aid to memorization. For example, the times tables are practiced while jumping rope, tossing bean bags, or bouncing a ball. This increases the child's ability to memorize and retain the information.

Language Arts. The importance of words and the beauty of speech underlie the entire language arts curriculum. Through the daily telling of stories, the teacher creates in the child the capacity for inward picturing, setting the stage for conceptual thought. Reading, writing, the fundamentals of grammar, spelling, listening and speaking and penmanship are developed in an artistic manner which speaks to, empowers and inspires the whole child.

Stories from the Hebrew Bible serve as a metaphor for the children's inner experience at this age. From the wonder stimulated by the creation story to the challenges faced as Adam and Eve had to leave the Garden of Eden, the third-grade children see that they, too, must one day leave the parental nest and make their own way in the world. This need for the child of this age to experience providing for the basic necessities of life is met in the curriculum through the hands-on study of farming, gardening, food preparation, housebuilding, and making clothes.

An emphasis on the dramatic presentation of stories culminates in the production of the class play, which echoes a familiar theme from the year's curriculum.

Music is an important focus in the curriculum. The third-grade child is ready to experience the complexity and structure of the full diatonic scale. After two years playing the pentatonic flute, the third-grade child learns how to play a soprano recorder. This instrument will be used throughout the grades. The children are ready to assert their new independence by learning to sing separate parts in rounds, introducing them to harmony among individual parts and an awareness of rhythmic unity in variety.

In handwork, the third-grade child graduates from knitting to crochet, completing three or four useful articles for her/himself. Painting and modeling beeswax are weekly activities that sharpen the child's powers of observation and expression.

In the third grade the changing nine-year-old is given an opportunity to make new relationships: with nature through farming and gardening; with others through a class building project; and with themselves through drama, music, and art.

Grade 3 Assessments

- Dictations
- Spelling quizzes
- Writing, drawing and painting in Main Lesson Books [content, neatness, following directions, rough draft, etc.]
- Checklists for poetry, songs and retelling of stories
- Play performance
- Class review of the block; group discussion
- Read stories told in class [small group/peer tutoring]
- Block/unit tests
- Self-evaluation [what student feels he/she has learned]
- Observation in class
- Small group test review
- Observation during second exposure [continued activities in garden, science experiments]
- Checklists
- Recitations
- Mental math problem solving
- Quizzes/morning work
- Word problems
- Graph and chart reading
- Class projects
- Following recipes

Grade 4 Curriculum Summary

(The text that follows is adapted from the websites of member schools of the Alliance for Public Waldorf education and the San Francisco Waldorf School.)

Fourth graders are passing through the midst of the nine-year change. They still wish to revere, but, for them, that reverence must be justified. The children begin to form their own personality in response to their experience of the world, consciously choosing those qualities that will go into their characters.

The fourth-grade curriculum addresses a child in possession of greater certainty and confidence. At this grade level, the child is more assured of his/her own place in the world and is able to assert more individual needs and wants. The curriculum correspondingly evolves away from the unified approach of early childhood into the teaching of more specific subjects. The Main Lesson blocks are more varied in the fourth grade than they have been in the earlier grades, reflecting both the children's individuation as well as the intellectual breadth of which they are beginning to be capable.

The focus of the fourth-grade **language arts** curriculum is the myths and legends of the Norse people. These stories speak strongly to the children at this time. The gods of Asgard are portrayed as individuals with distinct, powerful personalities who encounter significant consequences for both their good and bad behavior. The vivid images evoked in these stories provide ample inspiration for the expanded creative and expository writing skills required of the child at this grade. The strong alliterations of their verses strengthen the fourth-grade child's clarity and dexterity of speech and reinforce his/her developing confidence.

In the realm of **mathematics**, the fourth-grade child begins the year with a firm foundation in working with whole numbers using the four processes. This year marks the appropriate time to introduce fractions, as the practice of breaking apart the whole into its constituent parts mirrors the child's own internal experience of the fracturing of his/her world. Concepts are first introduced through the manipulation of everyday objects, providing the child with an initial concrete experience of fractions before proceeding to their more abstract representations. The children learn to add, subtract, multiply, reduce and expand fractions, and to change improper fractions into mixed numbers.

History and geography become formal main lesson subjects in the fourth grade. The child's growing ability to regard with objectivity her/his environment is developed through the study of local geography. The child learns how to find the four points of the compass by observing sun and stars. They study and make maps of the classroom, the school, the neighborhood, the city, and state—with the curriculum adapted to the local geography and history of the area around their school. The goal of the **geography** curriculum is to engender an understanding of the

interrelatedness of human activity and the local physical conditions of the earth.

The fourth-grade **history** curriculum examines the historical development and diversity of human society locally and throughout the state. The biographies of men and women who played a part in creating our local culture reiterate one of the predominant themes of fourth grade, which is the importance of human deeds. ¶Taking California as an example, the child develops a sense for the world of the indigenous Californians, the Spanish explorers, the first missions, and the period of the Gold Rush.¶

The transformation from imagination to objectivity and detailed observation is manifest again in the study of nature that forms the **Human and Animal** main lesson block ¶**Zoology**¶. Animal study is introduced, growing out of a descriptive study of the human being and our place in nature. The child develops an understanding and appreciation of the animal kingdom as it reflects the environment to which each species has adapted. Through detailed study of the forms and habitats of animals, the children begin to get a feeling for the fascinating assortment of skills and qualities that the animals possess. At the same time, the children begin to see the unique and responsible position they hold as human beings upon the earth. This detailed study offers opportunities for the child to develop his/her comparative, conceptual, and observational skills, and it provides additional material for artistic, dramatic, and language arts activities.

In **music**, the fourth grade signals the introduction of another instrument, often the violin, in addition to continuing the recorder. In both **music** and **drama**, students are now ready to take individual parts in ongoing group performances. **Foreign language** instruction continues, as the child begins to write down poems, stories, and dialogues acquired orally in the earlier grades. **Handwork** focuses on cross-stitch, embroidery, and braiding.

Grade 4 Assessments

- Observation by teacher during the lesson and class discussion
- Writing assignments
- Tests and quizzes
- Worksheets
- Oral assessments
- Presentations in class
- Drama performance
- Group and individual reading
- Individual research project
- Art works in portfolio and Main Lesson books

Grade 5 Curriculum Summary

The fifth grader has grown more accustomed to being an individual; yet, like the third grader, s/he is about to leave another phase of childhood behind and cross the threshold into adolescence. The fifth graders often achieve a temporary balance in their development, exhibiting their potential for all that they are to become in their later lives. The curriculum not only continues to build on and integrate established foundations but introduces new elements to prepare the child for the next step forward.

In the **language arts** curriculum, the fifth-grade child journeys back to the dawn of western civilization in ancient India, Persia, Egypt and Greece. The teacher gives the children a sense of each cultural epoch so that they may begin to understand how human consciousness has evolved through time. Through the study of mythology, music, art and primary textual sources, the student experiences how these cultures viewed the world. In his/her written work, the student retells the epics of the Ramayana the Mahabharata, Gilgamesh, the Iliad and the Odyssey. S/he recites quotations from ancient texts, and in his/her dramatic work takes on the characters from the epics they have studied.

Ancient history in the fifth grade starts with the "childhood" of civilized humanity in ancient India, Persia, the great cultures of Mesopotamia—the Chaldeans, the Assyrians, and the Babylonians—and Egypt. The class then moves on to ancient Greece and the birth of modern civilization: the foundations of philosophy, science, history, drama and art were laid while Athens and Sparta fought for independence against the mighty Persian empire. The fifth-grade year ends with the story of Alexander the Great, who conquered the ancient peoples previously studied, unifying, for a short time, this variety of cultures—a forecast of the study of the Roman Empire in Grade 6.

The study of **geography** serves to complement the study of ancient cultures. While history leads the children deeper into themselves, geography takes them to the farthest reaches of the earth. The historical study of the ancient cultures includes an overview of the lands where these civilizations emerged. The teacher strives to give the children a sense for the great contrasts between different geographical regions, and geography awakens in the child a feeling of relatedness with fellow human beings living in all other parts of the world.

In addition, the geography of the North American continent is studied. The student develops an understanding for the major mountain ranges and river systems, and how these landforms influence the rest of the continent. The teacher strives to give the child a sense for the contrasts

between the different regions of North America in terms of topography, vegetation, animal life and human use of the land from ancient times to the present.

In **mathematics**, fractions and decimals continue to be the chief concern in the fifth grade. The student learns to move freely between these two numbering systems, and the use of percentage is introduced. The deep mathematical wisdom of ancient Egypt, as embodied in the Great Pyramid of Giza, offers a concrete introduction to geometry. The relationship between radius, diameter, circumference and area of a circle is explored, and pi is introduced.

The **science** curriculum for the fifth grade focuses on the plant kingdom. Beside the discovery of the physical characteristics of the earth, studied in geography at this grade, the fifth grader studies the plant life that grows upon its surface. They learn that the world of plants is made up of many different families, from the simple mushroom to the rose to the mighty oak tree; the scope of the lessons then expands to an investigation of how climate and geography affect plant growth. The children learn that there is order and structure in all that surround them in the natural world.

Grade 5 Assessment

- Weekly spelling tests and the occasional spelling bee
- Main Lesson Book
- Dictations
- Quizzes
- Independent writing on the presented material – weekly
- Independent research and projects
- Reading assessments
- Oral presentations
- Freehand map drawing
- Craft projects
- Bookwork
- Free rendering
- Creative writing related to subject
- Retelling a myth, legend or historic event
- Class Participation
- Math Sheet
- Mental arithmetic
- Oral math drills
- Independent bookwork
- Art work in portfolio and Main Lesson books

Grade 6 Curriculum Summary

The children entering the twelfth year in the sixth grade begins to experience an important change in their physical bodies. In earlier years, their movements were naturally graceful [generally speaking], but now a certain clumsiness often appears, as if the children don't know quite what to do with their bodies. On the inner level the child is entering strongly into a conscious awareness of the skeletal system. The child is more aware of gravity and weight; growth in the skeletal and muscular systems challenge the student's capacities for balance and coordination, they are seeking a conscious recovery of order and control over themselves.

Science. With this increased awareness of the physical body, this is the appropriate time to introduce the study of the physical body of the earth and its mechanical laws. **Mineralogy** and **Geology** form a major unit of study in the sixth grade, focusing on comparative studies of major geographic and geologic formations, and on the identification and classification of mineral components of rocks.

Physics is also introduced this year. During the course of study, the child learns to understand and appreciate the phenomena of sound, light, heat, electricity, and magnetism, while developing his/her observational and explanatory skills. It is at this stage that concepts based on the laws of mechanics are introduced. The introduction of the physical sciences at this age is also a response to the intellectual development of the sixth-grade child, which is characterized by greater powers of discernment and judgment and a new capacity to grasp cause and effect.

The study of **Astronomy** is introduced this year, concentrating on those bodies of the solar system that are directly observable by the naked eye. The effects of the Sun and the Moon on the cyclical phenomena we experience on Earth are explored through observation and simple experimentation. The five "visible" planets are studied, and the major constellations of the Northern Hemisphere are identified. The telling of the myths behind the names of the constellations provides rich material for the creative writing exercises in sixth grade.

Mathematics. These abilities are further developed in the **mathematics** curriculum, which focuses on the introduction of practical business operations that govern the flow of money and commodities. This, of course, requires the ability to manipulate all arithmetic operations with facility. Elementary algebraic manipulations will also be gradually introduced over the course of the year, so that the child will better assimilate the systematic introduction of Algebra when it is presented intensively in the seventh grade.

Geometry instruction in sixth grade introduces the use of the modern compass and straight edge to construct the circle and polygons resulting from its division. Basic proofs will be derived inductively through the construction of geometric forms; the child will learn to copy and bisect

angles as well as construct parallel and perpendicular lines; and the concept of pi will be developed pictorially and arithmetically. Whereas geometric shapes have in the prior grades been drawn freehand as artistic exercises, the sixth grader learns the mathematical properties of these forms and strives to construct them with great accuracy using ruler and compass.

The **History** curriculum that governs much of the sixth-grade **language arts** work takes as its theme Rome and medieval Christian Europe, and Moslem North Africa. The study of the Roman epoch begins with the mythical account of the travels of Aeneas and his founding of the city; it examines the evolution of Roman government, laws and rights through its successive rulers, the wars it waged, and its great achievements in technology and the arts; and it charts the events leading to its decline and the concomitant rise of Christianity and Islam.

The Roman epoch epitomizes in an historical sense what the children are experiencing in their bodies. Of all the ancient peoples the Romans most strongly dominated the physical world. Their cities, roads, aqueducts, the Roman army, and their conquest of the Western world - all these accomplishments match a feeling of ego-confidence and a consciousness of personal power that the sixth grader has: I can do anything! Yet equally important for the children is the example of how the excesses of the Roman period led to the eradication of other cultures, the fall of the Roman empire, and the Dark Ages.

The world enlarges for the sixth-grade child in the study of **Geography**. Following the consideration of basic physical configurations as part of the Geology unit, the study of specific geographic regions extends to Europe and Africa. The emphasis is on the interrelationship between the environment and traditional human cultures and ways of living.

English Language Arts. The law-abiding, rule-bound culture of Rome offers an instructive backdrop for the sixth-grade child in developing his/her English language skills. The Latin roots of common words and expressions are explored. Conventions of composition and research are elaborated upon this year, and the fundamentals of scientific writing are introduced to coincide with the science main lesson units. Formal grammar rules are also dealt with in greater detail. The beauty and order of calligraphy makes it another appropriate skill to be introduced in the sixth grade.

Grade 6 Assessments

- Observation by teacher during the Main Lesson, class discussion, and language arts and math practice classes
- Writing assignments
- Tests and quizzes
 - Drama performance
 - Class speech work
- Dictations
- Research project and presentation
- Independent reading
- Written math assignments and practice work
- Formation of a business: practical application of economics and business math themes
- Written and artistic expression in Main Lesson pages
- Map work
- Art works in portfolio, projects, and Main Lesson books

Grade 7 Curriculum Summary

The seventh grade can be a tremendously challenging and rewarding year for the children. The seventh grader stands on the brink of puberty. Not only are great physical changes taking place, but a major shift in cognitive development is also under way. The children are enthusiastic to express themselves and to assert their independence more strongly. Self-awareness and social relationships become a primary focus.

Historically, a similar period of change took place in Western civilization around the end of the fifteenth century. The study of the Renaissance, Reformation, and the Age of Exploration reflects what the children are experiencing within themselves. The children learn biographies of great figures who went against the traditional, prevailing views of their day in their own search for truth, freedom, and self-expression. Through studying the lives of Galileo, Martin Luther, Christopher Columbus, Elizabeth I, and others, the children find reassurance that in their struggle to become themselves they also can contribute to the world.

The Renaissance, which in Europe spans the years from 1400 to 1700, was the beginning of a whole new way of looking at the world. The transition from medieval to early modern thinking that this period exemplifies represents a change in consciousness from viewing the world as a symbolic representation of the spiritual world--to the empirical testing of the world through sense experiences. Exact measurement and factual accuracy and new conceptualizations of how the world works became central to thought and culture. Individualism found its expression in artistic and intellectual achievements. The European continent was overtaken by great

intellectual and political upheavals, as the old world gave way to a striving to discover a new world both around and within themselves

In the **language arts**, the child will continue to develop and strengthen listening, speaking, reading, and writing skills while studying biographical stories and written documents from the Age of Exploration, the Italian Renaissance, the Reformation, and the Scientific Revolution. Expository and creative writing skills will be further expanded.

The basic concepts of **algebra and plane geometry** are the predominant subjects of the **mathematics** curriculum in the seventh grade. The general application and transformation of formulae and equations in practical life situations form a central part of mathematical study. Conscious work with geometric proofs continues, building up through triangles and parallelograms to deductive proofs of the Pythagorean theorem using shear, reflection, and rotation.

In the **sciences**, work continues with **physics**. In **mechanics**, simple machines are introduced: the lever, inclined plane, wedge, wheel and axle, pulley and screw. The concepts of effort and resistance are presented, and in their calculation the child is reinforced in his/her understanding of ratio. Work in **optics, heat, electricity, and magnetism** is extended, with an emphasis on the practical application of these phenomena.

The detailed observation of nature now leads the students back to a study of the human being. The seventh-grade curriculum includes **physiology** units on the circulatory, respiratory, and nervous systems. At this age the children are particularly able to look at issues of health and nutrition in an objective way. The class considers those factors that foster health or illness in the human being, including an exploration of how various substances can promote one or the other condition.

Work with **chemistry** also begins in the seventh grade, with students examining the phenomena of combustion, the water cycle, and the nature of acids and bases. They discover through observation the properties of various substances and the ways in which they interrelate. Accurately executed descriptions and drawings are an integral part of this unit. In **physics** the children study the laws of refraction, reflection, heat, and electricity.

In the **arts**, perspective drawing on the study of both history and mathematics. The child learns how the Renaissance artists used the principles of geometry to develop the laws of perspective and practices the application of these laws in original drawings. **Music** instruction is continued at a more advanced level with recorder, choral singing, and instrumental ensemble.

Grade 7 Assessment

- Main Lesson books
- Papers

- Tests, quizzes, pop quizzes
- Worksheets
- Independent projects
- Research presentation
- Student demonstrations
- Illustrations
- Book work
- Individual work with student
- Class group activities related to the lesson
- Observation by teacher during the lesson, class discussion and hands-on activities
- Oral assessments

Grade 8 Curriculum Summary

Like Janus, the Roman god of doorways, the eighth grader is looking in two directions simultaneously. On the one hand, the eighth grade is the culmination of the student's experience. It is a time of reflection, of summing up, and all the bittersweet feelings associated with an ending. At the same time, the eighth grader's gaze is turned towards the future and a new beginning. He or she fears, yet yearns for, the immense changes anticipated there. The eighth-grade curriculum must address both of these impulses. The focus of the former is concentrated in the daily practice classes, where review and consolidation of practical skills and capacities are emphasized. In addition, the children's capacity for logical thinking and independent judgment fully awakens at this time. The authority of the class teacher gives way to the individual student's search for truth.

In the language arts there is an increasing emphasis on nuances of style and grammar in the student's expository and creative writing. Students read and study modern literature and works from across the curriculum and produce a class play.

The mathematics curriculum concentrates on the application of arithmetic operations in practical and scientific situations, Algebra studies continue, and the students are introduced to the binary system, which made possible the development of computers. They learn the principles of solid geometry, and actually construct the five platonic solids.

The forward-looking impulse is best addressed in the main lesson, and in particular, the history curriculum. Whereas the seventh grade took as its theme the intellectual and aesthetic flowering of the Renaissance, the eighth grade is fully present in modern times. Its aim is to bring the accumulated image of world civilization up to the present day. Nothing characterizes the modern period better than the great revolutions—the industrial, political, and scientific

revolutions that pulled down the old monarchical orders, and, in turn, gave rise to the struggles for individual freedoms and human rights. All these have had far-reaching cultural consequences, and it is important that the students consciously realize and appreciate this as they themselves are carried into the turmoil of adolescence.

The science curriculum in the eighth grade encompasses physics, chemistry and anatomy. The teacher demonstrates how the discovery and application of scientific principles contributed directly to the development of our modern technological society. In physics, the study of acoustics, optics, heat and electro-magnetism is extended through hydraulics and aeromechanics. The organic chemistry block covers sugars, starches, proteins, and fats--focusing on those processes by which organic substances are formed [e.g., photosynthesis] and transformed [as in digestion]. Health, hygiene and nutrition are also addressed.

Choral singing expands in the eighth grade to three and four-part harmonies to take advantage of the range of voices found in the adolescent class. The recorder program expands to include alto and tenor recorders, and instrumental ensembles take on more challenging work.

At the end of eighth grade, the students have successfully achieved the balance and intellectual curiosity necessary to step out into the greater world offered by high school--where the creative and developmentally appropriate grade school curriculum is met and transformed into an intellectually stimulating, college preparatory education.

Grade 8 Assessments

- Observation by teacher during the lesson, class discussion and hands-on activities
- Book work
- Editorial and essay writing, journals
- Performance in drama
- Math worksheets
- Class work – math word problems
- Homework
- Main Lesson books
- Interpretation of maps
- Identification of topographical, etc. particulars
- Tests & quizzes
- Projects
- Oral and written reports on the experiments
- Observation by teacher during experiments

- Observation by teacher of execution of artwork
- Art works in portfolio and Main Lesson books
- Written narratives on class presentation
- Creative writing based on historical facts
- Timelines with major events
- Researching and writing biographies

Northeast Woodland Chartered Public School

Projected 5 Year Budget

| | | Pre-operations | Year 1 2020-2021 | Year 2 2021-2022 | Year 3 2022-2023 | Year 4 2023-2024 | Year 5 2024-2025 | |
|---------------------------------------|---------------|---------------------------------------|---------------------|---------------------|---------------------|---------------------|---------------------|--------------|
| Grade Level | | | K-7 | K-8 | K-8 | K-8 | K-8 | |
| Projected Initial # Students | | | 130 | 180 | 220 | 225 | 225 | |
| # Classrooms to Start | | | 8 | 9 | 9 | 9 | 9 | |
| Teachers | | | 10 | 12 | 12 | 12 | 12 | |
| Aids | | | 1 | 1 | 1 | 1 | 1 | |
| Income | | | | | | | | |
| Program Revenues | | | | | | | | |
| Charges for Services | | | \$ 174,000 | \$ 219,000 | \$ 256,000 | \$ 260,000 | \$ 260,000 | |
| Operating Grants and Contributions | | | \$ 75,500 | \$ 75,500 | \$ 75,500 | \$ 75,500 | \$ 75,500 | |
| General Revenues | | | | | | | | |
| State of NH Funds | | | \$ 915,896 | \$ 1,275,296 | \$ 1,562,816 | \$ 1,598,756 | \$ 1,598,756 | |
| Federal Start up Funding | | \$ 1,500,000 | \$ - | | | | | |
| Unrestricted Grants and Contributions | | \$ 475,000 | \$ 200,000 | \$ 200,000 | \$ 200,000 | \$ 200,000 | \$ 200,000 | |
| Total Projected Revenues | | \$ 1,975,000 | \$ 1,365,396 | \$ 1,769,796 | \$ 2,094,316 | \$ 2,134,256 | \$ 2,134,256 | |
| Expenses | | | | | | | | |
| FUNC. | Object | Instructional Services | | | | | | |
| 1000 | 110 | Salaries - Teachers | \$ 50,526 | \$ 338,000 | \$ 426,500 | \$ 446,475 | \$ 466,294 | \$ 485,468 |
| | 110 | Salaries - Specialties Teachers | \$ 15,789 | \$ 121,000 | \$ 138,484 | \$ 144,659 | \$ 154,443 | \$ 164,342 |
| | 111 | Salaries - Teacher Aids | \$ - | \$ 30,000 | \$ 33,000 | \$ 34,400 | \$ 35,827 | \$ 37,282 |
| | 110 | Professional Services (Substitutes) | \$ - | \$ 10,000 | \$ 10,000 | \$ 10,000 | \$ 10,000 | \$ 10,000 |
| | 200 | Benefits - Instructional | \$ 19,765 | \$ 158,262 | \$ 175,170 | \$ 175,640 | \$ 176,173 | \$ 176,697 |
| 2410 | 200 | FICA- Instructional Payroll Taxes | \$ 5,073 | \$ 38,174 | \$ 46,511 | \$ 48,618 | \$ 50,992 | \$ 53,327 |
| | 260 | Workers Compensation | \$ 1,989 | \$ 14,670 | \$ 17,940 | \$ 18,766 | \$ 19,697 | \$ 20,613 |
| | 320 | Consultants for Curriculum | \$ 11,200 | \$ 4,000 | \$ 4,000 | \$ 4,000 | \$ 4,000 | \$ 4,000 |
| | 320 | Curriculum Development | \$ 14,625 | \$ - | \$ - | \$ - | \$ - | \$ - |
| | 322 | Professional Development | \$ 223,000 | \$ 56,000 | \$ 56,000 | \$ 56,000 | \$ 56,000 | \$ 56,000 |
| | 580 | Travel | \$ 1,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 |
| | 610 | Supplies, & Instructional Materials | \$ 43,750 | \$ 52,150 | \$ 57,150 | \$ 57,150 | \$ 57,150 | \$ 57,150 |
| | 641 | Reference Materials | \$ 9,500 | \$ - | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 1,000 |
| | 734 | Computer, Software & Liscences | \$ 30,000 | \$ - | \$ - | \$ 3,000 | \$ 3,000 | \$ 5,000 |
| | 733 | Furniture and Equipment | \$ 49,500 | \$ - | \$ 6,500 | \$ 6,500 | \$ 6,500 | \$ 6,500 |
| | | Subtotal | \$ 475,718 | \$ 824,256 | \$ 974,254 | \$ 1,008,208 | \$ 1,043,077 | \$ 1,079,378 |
| FUNC. | Object | Student Support Services | | | | | | |
| 2100 | 110 | Salary - Guidance Counselor | \$ 4,211 | \$ 41,000 | \$ 46,500 | \$ 48,275 | \$ 50,088 | \$ 55,441 |
| | 200 | Benefits - Student Support | \$ 1,280 | \$ 16,230 | \$ 16,395 | \$ 16,448 | \$ 16,503 | \$ 16,663 |
| 2410 | 200 | FICA - Student Supportl Payroll Taxes | \$ 322 | \$ 3,137 | \$ 3,557 | \$ 3,693 | \$ 3,832 | \$ 4,241 |
| | 260 | Workers Compensation | \$ 126 | \$ 1,230 | \$ 1,395 | \$ 1,448 | \$ 1,503 | \$ 1,663 |
| | | Subtotal | \$ 5,939 | \$ 61,597 | \$ 67,847 | \$ 69,865 | \$ 71,925 | \$ 78,009 |
| FUNC. | Object | Health Services | | | | | | |
| 2130 | 610 | Medical Supplies | \$ 1,500 | \$ 2,500 | \$ 2,500 | \$ 2,500 | \$ 2,500 | \$ 2,500 |
| | | Subtotal | \$ 1,500 | \$ 2,500 | \$ 2,500 | \$ 2,500 | \$ 2,500 | \$ 2,500 |
| FUNC. | Object | Library & Media Services | | | | | | |
| 2222 | 641 | Books | \$ 40,000 | \$ 10,000 | \$ 10,000 | \$ 10,000 | \$ 10,000 | \$ 10,000 |
| | | Subtotal | \$ 40,000 | \$ 10,000 | \$ 10,000 | \$ 10,000 | \$ 10,000 | \$ 10,000 |
| FUNC. | Object | Professional Contract Services | | | | | | |
| 2225 | 110 | Professional Services | \$ - | \$ 10,000 | \$ 10,000 | \$ 10,000 | \$ 10,000 | \$ 10,000 |
| | | Subtotal | \$ - | \$ 10,000 | \$ 10,000 | \$ 10,000 | \$ 10,000 | \$ 10,000 |

Northeast Woodland Chartered Public School
Projected 5 Year Budget

| FUNC. | Object | Administration | | | | | | |
|--|---------------|--|-----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| 2400 | 110 | Salaries - Administrative | \$ 88,737 | \$ 282,000 | \$ 307,000 | \$ 341,030 | \$ 357,706 | \$ 366,672 |
| | 200 | Benefits- Administrative | \$ 19,970 | \$ 83,460 | \$ 84,210 | \$ 85,231 | \$ 85,731 | \$ 86,000 |
| 2410 | 200 | FICA - Admnsitration Payroll Taxes | \$ 6,788 | \$ 21,573 | \$ 23,486 | \$ 26,089 | \$ 27,365 | \$ 28,050 |
| | 260 | Workers Compensation | \$ 2,662 | \$ 8,460 | \$ 9,210 | \$ 10,231 | \$ 10,731 | \$ 11,000 |
| | 330 | Other Official/Administrative Services | \$ 5,500 | \$ 6,500 | \$ 6,500 | \$ 6,500 | \$ 6,500 | \$ 6,500 |
| | 330 | Background Checks | \$ 875 | \$ 105 | \$ 105 | \$ 105 | \$ 105 | \$ 105 |
| | 534 | Postage | \$ 1,540 | \$ 4,500 | \$ 4,500 | \$ 4,500 | \$ 4,500 | \$ 4,500 |
| | 540 | Advertising | \$ 34,880 | \$ 45,000 | \$ 45,000 | \$ 45,000 | \$ 45,000 | \$ 45,000 |
| | 550 | Printing | \$ 2,500 | \$ 6,500 | \$ 6,500 | \$ 6,500 | \$ 6,500 | \$ 6,500 |
| | 550 | Copier Services | \$ 1,000 | \$ 3,000 | \$ 4,000 | \$ 6,000 | \$ 6,000 | \$ 6,000 |
| | 730 | Office Equipment, Furniture and Fixtures | \$ 12,500 | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 1,000 | \$ 1,000 |
| | 734 | Computer, Software & Liscences | \$ 30,000 | \$ - | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 |
| | 810 | Dues & Fees | \$ 3,750 | \$ 7,500 | \$ 7,500 | \$ 7,500 | \$ 7,500 | \$ 7,500 |
| | | Subtotal | \$ 210,702 | \$ 469,598 | \$ 501,011 | \$ 541,686 | \$ 560,638 | \$ 570,828 |
| FUNC. | Object | Operational & Maintenance | | | | | | |
| 2600 | 110 | Salaries - Janitorial | \$ - | \$ - | \$ 25,000 | \$ 45,500 | \$ 47,350 | \$ 49,241 |
| | 200 | Benefits-Janitorial | \$ - | \$ - | \$ 750 | \$ 16,365 | \$ 16,421 | \$ 16,477.22 |
| 2410 | 200 | FICA - Janitorial Payroll Taxes | \$ - | \$ - | \$ 1,913 | \$ 3,481 | \$ 3,622 | \$ 3,767 |
| | 260 | Workers Compensation | \$ - | \$ - | \$ 750 | \$ 1,365 | \$ 1,421 | \$ 1,477 |
| | 423 | Custodial Services & Plowing | \$ 6,000 | \$ 10,000 | \$ 10,000 | \$ 10,000 | \$ 10,000 | \$ 10,000 |
| | 440 | Facility Rental | \$ 47,400 | \$ 94,800 | \$ 94,800 | \$ 94,800 | \$ 94,800 | \$ 94,800 |
| | 450 | Building Repairs and Renovations | \$ 375,000 | \$ 15,000 | \$ 15,000 | \$ 15,000 | \$ 15,000 | \$ 15,000 |
| | 340 | Network Cabling & Set-up, Security | \$ 47,500 | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | Legal Fees - Specific to start up | \$ 10,000 | \$ - | \$ - | \$ - | \$ - | \$ - |
| | 520 | Property/Liability Insurance | \$ 5,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 | \$ 20,000 |
| | 530 | Phone & Internet | \$ 1,500 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 | \$ 3,000 |
| | 610 | Supplies, Building & Grounds | \$ 175,650 | \$ 34,000 | \$ 34,000 | \$ 34,000 | \$ 34,000 | \$ 34,000 |
| | 620 | Heat & Air Conditioning | \$ 4,500 | \$ 9,000 | \$ 9,000 | \$ 9,000 | \$ 9,000 | \$ 9,000 |
| | 622 | Electricity | \$ 11,500 | \$ 7,000 | \$ 7,000 | \$ 7,000 | \$ 7,000 | \$ 7,000 |
| | 700 | Permits - Building Repairs and Renovations | \$ 1,530 | \$ - | \$ - | \$ - | \$ - | \$ - |
| | 700 | Contingencies | \$ 15,000 | \$ 30,000 | \$ 30,000 | \$ 30,000 | \$ 30,000 | \$ 30,000 |
| | 739 | Other Equipment | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 | \$ 5,000 |
| | | Subtotal | \$ 705,580 | \$ 227,800 | \$ 256,213 | \$ 294,511 | \$ 296,613 | \$ 298,762 |
| FUNC. | Object | Transportation | | | | | | |
| 2700 | 110 | Salaries - Transportation | \$ - | \$ 50,000 | \$ 61,000 | \$ 64,680 | \$ 67,410 | \$ 70,193 |
| | 200 | Benefits - Transportation | \$ - | \$ 30,000 | \$ 31,830 | \$ 31,940 | \$ 32,022 | \$ 32,106 |
| | 200 | FICA - Transportation Payroll Taxes | \$ - | \$ 3,825 | \$ 4,667 | \$ 4,948 | \$ 5,157 | \$ 5,370 |
| | 260 | Workers Compensation | \$ - | \$ 1,500 | \$ 1,830 | \$ 1,940 | \$ 2,022 | \$ 2,106 |
| | | Buses | \$ 150,000 | \$ - | \$ - | \$ - | \$ - | \$ - |
| | | Repairs & Maintenance | \$ - | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 |
| | | Subtotal | \$ 150,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 | \$ 2,000 |
| | | | Pre-operations | Year 1 (2021) | Year 2 (2022) | Year 3 (2023) | Year 4 (2024) | Year 5 (2025) |
| Total Projected Revenue | | | \$ 1,975,000 | \$ 1,365,396 | \$ 1,769,796 | \$ 2,094,316 | \$ 2,134,256 | \$ 2,134,256 |
| Total Projected Expenses | | | \$ 1,589,439 | \$ 1,607,750 | \$ 1,823,824 | \$ 1,938,769 | \$ 1,996,753 | \$ 2,051,476 |
| Variance | | | \$ 385,561 | \$ (242,354) | \$ (54,028) | \$ 155,547 | \$ 137,503 | \$ 82,780 |
| Variance with balance applied from year prior | | | \$ - | \$ 143,207 | \$ 89,179 | \$ 244,726 | \$ 382,228 | \$ 465,008 |
| variance percentage | | | | 9% | 5% | 13% | 19% | 23% |



STUDENT DISCIPLINE RIGHTS AND PROCEDURES:

A GUIDE FOR ADVOCATES

SECOND EDITION

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DISCLAIMER

The information provided in this guide helps explain the laws affecting the rights of students in school discipline cases in New Jersey, but should not be construed as legal advice. This manual is provided for educational and informational purposes only, and contains general information that may not reflect current or complete legal developments. Readers are encouraged to seek appropriate legal advice from a licensed attorney on the particular facts and circumstances at issue for students undergoing school discipline.

TABLE OF CONTENTS

| | |
|--|----|
| INTRODUCTION | 7 |
| PART I: GENERAL EDUCATION LAWS AND PROCEDURES | 8 |
| SOURCES OF STUDENT DISCIPLINE LAW | 8 |
| CODE OF STUDENT CONDUCT | 9 |
| A SCHOOL’S DUTY TO PREVENT SUSPENSION AND EXPULSION | 10 |
| GROUND FOR SUSPENSION AND EXPULSION | 11 |
| DISTINCTIONS BETWEEN SUSPENSION AND EXPULSION | 14 |
| REQUIREMENTS FOR SUSPENSION OF 10 DAYS OR LESS | 15 |
| PROCEDURAL REQUIREMENTS FOR LONG-TERM SUSPENSION & EXPULSION .. | 17 |
| DISCIPLINE RULES FOR ASSAULT AGAINST SCHOOL PERSONNEL, ASSAULT WITH A WEAPON, GUN POSSESSION AT SCHOOL AND GUN CONVICTION | 21 |
| DISCIPLINE FOR BEHAVIOR OFF SCHOOL GROUNDS | 23 |
| REMOVAL FROM SCHOOL DUE TO SUSPECTED SUBSTANCE ABUSE | 24 |
| Local Board Discipline Policies..... | 24 |
| Removal from School and Medical Examination..... | 26 |
| SEARCH AND SEIZURE | 29 |
| Search Based on Reasonable Suspicion..... | 29 |
| Suspicionless Searches..... | 31 |
| REFERRAL TO LAW ENFORCEMENT | 32 |
| LOSS OF PRIVILEGES AND COMMUNITY SERVICE | 35 |
| WHAT TO DO AT A BOARD OF EDUCATION DISCIPLINE HEARING | 36 |

| | |
|---|-----------|
| DEFENSES TO STUDENT DISCIPLINE..... | 40 |
| The Constitutional Right to a Public Education..... | 41 |
| The Constitutional Right to Equal Protection of the Law..... | 44 |
| The Right to Non-Arbitrary School Board Action..... | 45 |
| The Right to Procedural Due Process..... | 46 |
| Defending Against Zero Tolerance..... | 46 |
| The Constitutional Right to Free Speech..... | 48 |
| ALTERNATIVE EDUCATION AND HOME INSTRUCTION DURING LONG-TERM SUSPENSION, EXPULSION AND REMOVAL..... | 50 |
| The Right to Alternative Education for Students Removed from School..... | 51 |
| Home Instruction..... | 54 |
| APPEALING A STUDENT DISCIPLINE DETERMINATION..... | 56 |
| Steps for Appeal..... | 58 |
| Relief Available in Appeal to Commissioner..... | 59 |
| Moving for Emergent Relief..... | 61 |
| Filing an Appeal with the Commissioner..... | 62 |
| GRADES AND ACADEMIC CREDIT..... | 64 |
| RECORDS..... | 64 |
| CORPORAL PUNISHMENT..... | 65 |
| LIABILITY FOR UNCONSTITUTIONAL ACTION..... | 66 |
| PART II: SPECIAL EDUCATION LAWS AND PROCEDURES..... | 66 |
| THE RIGHT TO POSITIVE BEHAVIORAL INTERVENTIONS AND STRATEGIES AND SPECIAL PROTECTIONS IN SCHOOL DISCIPLINE AND | |

| | |
|---|----|
| BEHAVIOR PROGRAMS..... | 68 |
| PRESCHOOL CHILDREN WITH DISABILITIES MAY NOT BE SUSPENDED..... | 68 |
| SCHOOL DISTRICTS' OBLIGATION TO USE POSITIVE STRATEGIES TO ADDRESS CHALLENGING BEHAVIORS..... | 69 |
| FUNCTIONAL BEHAVIORAL ASSESSMENT AND BEHAVIORAL INTERVENTION PLAN..... | 70 |
| CHANGES IN PLACEMENT IN RESPONSE TO CHALLENGING BEHAVIORS..... | 71 |
| SCHOOL DISTRICT AUTHORITY TO EXERCISE DISCRETION WHEN DISCIPLINING CHILDREN WITH DISABILITIES..... | 73 |
| NOTIFICATION OF SUSPENSIONS TO PARENTS AND CASE MANAGERS..... | 73 |
| SCHOOL DISCIPLINE MUST BE CONSISTENT WITH CHILDREN'S IEPS..... | 74 |
| PROCEDURES AND SERVICES FOR SHORT-TERM SUSPENSIONS..... | 74 |
| PROCEDURES AND SERVICES FOR LONG-TERM SUSPENSIONS..... | 75 |
| SCHOOL DISTRICT AUTHORITY TO IMPOSE 45-DAY INVOLUNTARY PLACEMENTS IN INTERIM ALTERNATIVE EDUCATIONAL SETTINGS..... | 78 |
| ADMINISTRATIVE LAW JUDGE AUTHORITY TO IMPOSE 45-DAY INVOLUNTARY PLACEMENTS IN INTERIM ALTERNATIVE EDUCATIONAL SETTINGS..... | 79 |
| PROCEDURES AND SERVICES FOR SHORT-TERM SUSPENSIONS THAT CONSTITUTE CHANGES IN PLACEMENT..... | 79 |
| PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION... | 80 |
| PARENTAL APPEALS OF MANIFESTATION DETERMINATIONS AND DISCIPLINARY CHANGES IN PLACEMENT..... | 81 |
| NO "STAY PUT" PENDING DISCIPLINARY APPEALS..... | 82 |
| THE RIGHTS OF CHILDREN IN OUT-OF-DISTRICT PLACEMENTS..... | 83 |
| CHALLENGING SCHOOL DISTRICT ACTION..... | 83 |
| Expedited Due Process Hearing..... | 84 |
| Requesting a Hearing..... | 85 |

| | |
|--|------------|
| Emergency Relief..... | 87 |
| The Right to Discover Evidence Prior to the Hearing..... | 89 |
| Burden of Proof..... | 90 |
| Due Process Hearing Relief..... | 90 |
| Student’s Placement During Due Process Proceeding..... | 93 |
| Specific Hearing Rights..... | 94 |
| APPENDIX A: Format of Petition of Appeal..... | 96 |
| APPENDIX B: Proof of Service..... | 100 |
| ENDNOTES | 101 |

INTRODUCTION

To be both fair and effective, student discipline law and policy must balance two separate rights of students: the constitutional right to a public education, and the right to a safe and orderly learning environment. Procedures and laws to protect students from arbitrary and wrongful discipline are necessary, as are procedures and laws to allow schools to discipline disruptive and dangerous students.

In 2003, at least partly in response to the reform efforts of the Education Law Center and other advocacy and policy organizations, the New Jersey Department of Education recognized that there were problems with state policy and law on student discipline and began the process of developing a new student discipline code.¹ The state regulations adopted in 2005 have gone a long way toward establishing fairer, more uniform discipline rules in New Jersey, setting forth due process requirements for removal from school and establishing limits on school district authority to expel students.

This manual is designed to help parents and advocates represent students in discipline cases. It sets forth the current state of New Jersey law and policy governing student discipline, and points out the areas in which reform is still needed. The manual is divided into two parts: Part I sets forth the law and procedures that apply to all students involved in a discipline case; Part II sets forth the additional laws and procedures that apply to students with disabilities who are, or may be, eligible for special education. Discipline of students with disabilities is governed by the general education laws and by the additional requirements of the federal and state special education laws.

PART I: GENERAL EDUCATION LAWS AND PROCEDURES

SOURCES OF STUDENT DISCIPLINE LAW

There are numerous sources of law governing student discipline, all of which are discussed throughout this manual. First and foremost, the New Jersey Constitution guarantees every child between the ages of five and 18 the right to a “thorough and efficient public education,”² a right obviously impacted by school suspension and expulsion. Second, state and federal statutes govern some aspects of student discipline, although, with the exception of the federal special education statute, these statutes are not comprehensive. For example, N.J.S.A. 18A:37-1, *et seq.*, grants New Jersey school administrators and school boards authority to suspend and expel students, but is very general in its terms, and only sets forth some of the grounds for student discipline.

Third, there are state regulations on student discipline. This manual incorporates the rules setting general standards for the exclusion of students from school for disciplinary reasons and the delivery of educational services to students who are excluded from school, as well as special rules governing the discipline of students with disabilities.

Fourth, numerous state and federal court decisions address student discipline, filling the gaps left by statutes and regulations and providing the primary source of law on some issues. Fifth, New Jersey commissioner of education and state board of education decisions establish law on student discipline in New Jersey.³

Finally, all school districts are required to have a code of student conduct to govern student behavior and discipline within the district.⁴ These rules should specify

prohibited behaviors and the consequences for violating school rules. In addition, the code should establish standards, policies and procedures for positive student development. School staff, students and parents must be given a copy of the code of conduct annually.⁵

CODE OF STUDENT CONDUCT

All school districts are required to implement a code of student conduct based upon parent, student and community input reflecting locally determined and accepted core ethical values. The board of education shall establish a process for the annual review and update of the code of conduct again taking into account parent, student and community involvement. This annual process must take into account the findings of annual reports of student conduct, including suspensions and expulsions, and incidences reported under the Electronic Violence and Vandalism Reporting System.⁶

The code of conduct shall achieve several purposes, including, but not limited to: (1) preventing problem behaviors, (2) establishing parameters for the intervention and remediation of student problem behaviors and (3) establishing parameters for school responses to violations of the code of conduct.⁷ The code of conduct shall include a description of comprehensive behavioral supports that promote positive student development and must take into account the students' abilities to fulfill the behavioral expectations established by the school district.⁸

The code of conduct shall include a description of the school responses to violations of school rules that, at a minimum, shall be graded according to the severity of

the offenses, the developmental ages of the student offenders and the students' histories of inappropriate behaviors.⁹ There shall be a list of actions the school district may take. The code of student conduct must also describe the school district's policies and procedures related to intimidation, harassment and bullying.¹⁰

The chief school administrator of each school district is required to report annually on the implementation of the code of student conduct, both to the district board of education at a public meeting, and to the New Jersey Department of Education in the format prescribed by the Commissioner.¹¹ The report to the district board must address the effectiveness of the code.

A SCHOOL'S DUTY TO PREVENT SUSPENSION AND EXPULSION

Inappropriate student behavior and violation of school rules can have many causes, including an undetected disability, lack of challenging class work, peer conflicts, bullying, emotional problems and a stressful home or community environment. In most instances, corrective remedial measures and intervention strategies, such as parent conferences, school-based counseling, peer mediation, conflict resolution, referral to appropriate social services, and positive behavioral supports (which may include a behavior modification plan) could help correct inappropriate behavior before suspension and expulsion become an issue. In addition, schools should provide professional development opportunities for teachers to learn skills and strategies to manage the classroom and reduce inappropriate behaviors and conflict. Because the right to a public education is grounded in the state constitution, corrective intervention and prevention

strategies should be every school district's first responses to a violation of school rules. See discussion of defenses to school discipline on pp. 40-48 of this manual.

Under state regulation, all schools must have a comprehensive system for the planning and delivery of intervention and referral services for all students who are experiencing learning, behavior or health difficulties in school.¹² Schools are required to use a multi-disciplinary team approach consisting of the student's parents and various school professionals – for example, teachers, school social worker, guidance counselor, school psychologist, school administrator - to identify students with learning, behavioral or health needs; gather relevant information; develop action plans which provide for appropriate school and community interventions and referrals to community resources; set goals and outcomes for students; assess achievement of goals and outcomes under the action plan at least annually; and modify each plan, as appropriate, to achieve goals and outcomes.¹³ School staff are also required to make a referral for a special education evaluation when they reasonably believe a student's continued inappropriate behavior may stem from a disability.¹⁴ Further, appropriate school personnel must refer a student for evaluation and substance abuse treatment when they suspect the student's abuse of substances poses a threat to his or her health and well-being.¹⁵ Substance abuse evaluation and referral are discussed in more detail on pp. 24-26 of this manual.

If a school disregards its duty to intervene and provide services to a student who is experiencing behavioral problems in schools, the student may challenge the school's decision to impose suspension or expulsion on the ground that the school failed in its

affirmative duty to prevent exclusion of the student through the provision of appropriate services and referrals. See discussion of defenses to student discipline on pp. 40-48 of this manual.

GROUNDINGS FOR SUSPENSION AND EXPULSION

Under New Jersey statute,¹⁶ a student may be suspended or expelled for “good cause,” which includes, but is not limited to, any of the following conduct:

- continued and willful disobedience
- open defiance of authority
- stealing
- damaging school property
- occupying or causing others to occupy the school building without permission
- causing other students to skip school
- possessing, using or being under the influence of illegal drugs or alcohol in the school building or on school grounds
- harassment, intimidation, or bullying¹⁷
- trying to injure or injuring another student, a teacher, someone who works for the school, or a school board member
- conviction or adjudication of delinquency for possession of a gun, or committing a crime while armed with a gun, on school property, on a school bus, or at a school function
- knowingly possessing a gun while on school property, on a school bus, or at a school

function

The statutory list of grounds for suspension and expulsion fails to provide sufficient notice of the types of conduct that could lead to removal from school, primarily because it is not intended to cover the entire range of behaviors that constitute “good cause” for removal. Students are often suspended or expelled for reasons not listed in the statute, and have been disciplined for conduct that occurred off school grounds if he or she poses a threat of harm to him or herself, to others in the school, or to school property.¹⁸ Additionally, the commissioner of education has held that a school board may impose discipline for conduct that occurred at a prior school, although the board must first enroll the student, hold a hearing and make its own determination regarding an appropriate form of discipline.¹⁹ The commissioner has in the past upheld expulsion/suspension for reasons not contained in a district’s student code of conduct, finding that any act may subject a pupil to punishment where the act is detrimental to good order and to the best interest of the school or where it adversely affects school discipline.”²⁰ Basic principles of due process, as well as provisions of the state discipline code, however, would require, at a minimum, notice of offenses that could lead to exclusion from school.²¹

Moreover, case law and the state discipline code have imposed significant limitations on a school district’s authority to expel students. Expulsion cannot be imposed unless a school district has fully complied with procedural due process requirements and has already provided alternative education to a student who has then committed another

expellable offense. See discussion of Procedural Requirements for Long-Term Suspension and Expulsion and Alternative Education at pp. 17-21 and 50-54 of this manual.

DISTINCTIONS BETWEEN SUSPENSION AND EXPULSION

Different rights and procedural safeguards have been developed by the courts to protect a student's right to due process of law under the 14th Amendment to the United States Constitution. These rights and procedures, discussed fully in the following sections of this manual, vary depending on whether the removal from school is a short-term suspension, a long-term suspension or an expulsion. A short-term suspension is removal of a student from his or her regular education program for up to 10 days, but not the cessation of educational services. A suspension of more than 10 days is known as a long-term suspension. An expulsion occurs when a student's educational services are discontinued altogether, either permanently or for a specified long-term period, such as one year.²²

Short- or long-term suspension may be imposed in-school or out-of-school. In-school suspension involves removing the student from his or her regular school program and placing him or her with a supervising adult in a room in the school building. Most districts provide instruction to students during in-school suspension, in which case the adult supervising the suspension must be a certified teacher.²³ The commissioner of education has ruled that a student placed on in-school suspension must be provided with all of the procedural protections normally granted in out-of-school suspension cases,

since both involve the temporary deprivation of a pupil's right to attend the regular school program.²⁴

NOTE: A student has all of the rights and procedural protections discussed in this manual whenever a school acts to exclude him or her from school, regardless of whether the school refers to its action as a suspension or expulsion. For example, a school administrator may verbally advise a student to leave school and not return until a certain condition is met, such as obtaining a psychological evaluation, or to return only if accompanied by a parent for a meeting regarding the student's behavior. In these situations, and in any case in which the school prohibits the student's attendance, the student's right to an education is impacted and the procedural protections discussed in the following sections of this manual must be provided to the student.

REQUIREMENTS FOR SUSPENSION OF 10 DAYS OR LESS

A principal or his or her designee has the authority to impose a short-term suspension.²⁵ The Due Process Clause of the 14th Amendment to the U.S. Constitution has been interpreted to require the provision of the following procedural protections to a student facing short-term suspension:

- 1) Oral or written notice of what the student is accused of doing and the factual basis for the accusation.
- 2) An explanation of the evidence on which the charges are based, if the student denies the charges.
- 3) An informal hearing or meeting with the superintendent, principal, or other

school administrator before the student is removed from school, during which time the student has the opportunity to explain the student's side of the story and request leniency in punishment.²⁶

The informal hearing must take place even when a school staff member has witnessed the student's action and may immediately follow the notice to the student of the accusation. In exceptional cases where a student's presence in school poses a continuing danger or ongoing threat, the student may be immediately removed from school and provided the necessary notice and hearing as soon after as practicable.²⁷

New Jersey's regulations impose additional requirements, both procedural and substantive, that apply to short-term suspensions. First, the regulations specifically require that a student's parents receive oral or written notification of the student's removal from his or her educational program prior to the end of the school day in which the school has decided to suspend the student.²⁸ This notice must include an explanation of the specific charges, the facts on which the charges are based, the provisions of code the student is accused of violating, the student's due process rights, and the terms and conditions of the suspension.

Second, the regulations mandate the provision of academic instruction, either in school or out of school, within five school days of the suspension.²⁹ The services provided must address the Core Curriculum Content Standards.

Third, the regulations authorize school districts to deny participation in extracurricular activities, school functions, sports or graduation exercises as disciplinary

sanctions, provided such measures are designed to maintain the order and integrity of the school environment.³⁰

PROCEDURAL REQUIREMENTS FOR LONG-TERM SUSPENSION AND EXPULSION

Only a board of education - not a principal, superintendent or other school district employee - may impose a long-term suspension or expulsion.³¹ The board must hold a formal hearing on the proposed discipline, accept testimony and evidence and render a decision that may be appealed to the commissioner of education. Educational services that are comparable to the services provided in public schools for students of similar grades and attainments must be provided within five school days of the suspension, and must continue pending a final determination on any necessary appeal.³² State statute and case law interpreting the Due Process Clause of the 14th Amendment to the U.S. Constitution have established procedural protections for students facing long-term suspension or expulsion. As currently codified in state regulations, the following procedural protections are required:

- 1) Prior to removal from school, all of the procedural protections provided to a student facing short-term suspension (notice, information concerning the charges against the student, an opportunity to meet with a school administrator to explain his or her side of the story). However, if a student causes a serious disruption to the school or presents a danger to him or herself, or other people or property, he or she may be removed

immediately, and the notice and informal hearing may be provided immediately following removal.³³

- 2) Immediate notification to the student's parents of the student's removal from school and appropriate supervision of the student while waiting for the student's parents to remove him or her during the school day.³⁴
- 3) Within two school days of the suspension, written notice to the parents that includes the specific charges, the facts on which the charges are based and the student's due process rights. This written notice must also include a statement – which ELC believes may be subject to legal challenge – that “further engagement by the student in conduct warranting expulsion... shall amount to a knowing and voluntary waiver of the student's right to a free public education, in the event that a decision to expel the student is made by the district board of education.”³⁵ It is ELC's understanding that while the State Board has required the provision of alternative education to students who are expelled from school, see discussion of Alternative Education at pp. 50-54 of this manual, the Department is seeking to limit that right and to allow the automatic expulsion of any student who commits a second expellable offense.
- 4) A formal hearing to be held before the local board of education within 30 calendar days of suspension. This 30-day time frame for a formal hearing, set by regulation, and for certain offenses by statute, may be subject to

challenge as inadequate due process protection.³⁶

- 5) Before the hearing, in addition to the required written notice of the specific charges, the board of education must provide:
 - no later than five days prior to the formal hearing, a list of the witnesses who will appear against the student at the hearing as well as a statement or affidavit containing the facts to which the witnesses will testify;³⁷
 - information on the student's right to bring an attorney to the hearing and on legal resources available in the community.³⁸
 - a manifestation determination for a student with a disability.³⁹
- 6) At the hearing, the student must be given the opportunity to:
 - defend him or herself by explaining his or her side of the story;
 - present witnesses to testify on his or her behalf;
 - present signed statements by witnesses on his or her behalf;
 - face and question the witnesses for the school district, whenever there is a question of fact.⁴⁰
- 7) If the determination of facts or recommendations is delegated by the local school board to a committee of the board, a school administrator or an impartial hearing officer, then the school board as a whole must receive and consider a detailed written report of the hearing before taking any final action against the student.⁴¹

- 8) The decision of the board must, at a minimum, be based on the preponderance of competent and credible evidence.⁴² This means that non-hearsay evidence must establish that it is more likely than not that the student committed the offense charged.
- 9) Within five school days after the close of the hearing, the student's parents must receive a written statement of the board's decision that includes⁴³:
 - the charges considered;
 - a summary of all the evidence considered;
 - factual findings and legal determinations regarding each charge;
 - identification of the educational services that will be provided to the student;
 - the terms and conditions of the suspension;
 - the right to appeal.

In accordance with case law, discipline hearings are held at a session closed to the public in order to protect the privacy of the pupil and his or her family. However, the board of education must take its final vote on the discipline action in public, discussing the case using only the pupil's initials to avoid violation of the student's privacy rights.⁴⁴

NOTE: A student who has not received all due process protections described above, and who has not received alternative education cannot legally be expelled from school.⁴⁵ The current regulations would permit the expulsion of a student who has received all due process protections, who received alternative education in response to a

first expellable offense, and who then commits a second expellable offense. ELC's position is that the expulsion of a student is unconstitutional unless the school district can prove that a complete deprivation of educational services is the narrowest means available to achieve school safety and order. See discussion of the constitutional right to a public education on p. 41 of this manual.

DISCIPLINE RULES FOR ASSAULT AGAINST SCHOOL PERSONNEL, ASSAULT WITH A WEAPON, GUN POSSESSION AT SCHOOL AND GUN CONVICTION

Under New Jersey statutes, additional procedures and rules apply to three distinct student offenses: (1) assault against school personnel or a school board member;⁴⁶ (2) assault with a weapon against school personnel, a school board member or another student;⁴⁷ (3) possession of a firearm at school, on a school bus, or at a school function, or conviction or adjudication of delinquency for an offense involving a firearm at school, on a school bus, or at a school function.⁴⁸ A student accused of one of these three offenses is first entitled to all of the procedural protections discussed in the preceding section of this manual required for all students facing long-term suspension and expulsion, such as notice and a formal hearing. In addition, for any of these offenses:

- 1) The school must immediately suspend the student from school until the school board holds a formal hearing.⁴⁹ Under state statute, the school does not have the option of allowing the student to remain in school until the hearing.
- 2) One Year Removal For Guns: Under the Zero Tolerance for Guns Act,⁵⁰ a

board of education is required to order a one-year removal from school for any student who is found to have possessed a firearm at school, on a school bus or at a school function, or who has been convicted, or adjudicated delinquent, of a firearm offense while at school, on a school bus, or at a school function.⁵¹ However, the school district's chief administrator is authorized to exercise his or her discretion to shorten this time period, depending upon the facts of the case.⁵² The board of education is required to place the student in an alternative education program, discussed in this manual at p. 51, during the period of removal. Aside from case-by-case exceptions, the Zero Tolerance for Guns Act clearly requires, at a minimum, the student's one-year removal from school with the provision of alternative education, and does not prohibit expulsion. However, any attempt to permanently terminate all educational services to a student who commits a firearm offense must be undertaken in accordance with current state law, which greatly limits, if not eliminates, the authority of school boards to do so. See discussion of permanent expulsion and alternative education on pp. 50-54 of this manual.

- 3) Return to The Regular Education Program Following Suspension/Removal: For a student who committed an assault (without a weapon) against school personnel or a school board member, the board of education determines the length of suspension and the student's readiness to return to school.⁵³ For a

student who committed an assault with a weapon or a firearms offense, the district's chief administrator, not the school board, makes the determination of whether the student is ready to return to the regular education program, or should instead remain in an alternative program or receive home instruction or other out-of-school instruction.⁵⁴ Under state regulation, the chief administrator makes this determination based on consideration of the following factors: the nature and severity of the offense; the board of education's removal decision; the results of any relevant testing, assessment or evaluation of the student; and the recommendation of the principal or other director of the alternative school or home or other instruction program in which the student participated during the period of removal.⁵⁵

DISCIPLINE FOR BEHAVIOR OFF SCHOOL GROUNDS

Schools can prohibit conduct off school grounds only if it is "reasonably necessary for the physical or emotional safety, security, and well-being" of that student, other students, staff or school grounds *and* the conduct "materially and substantially interferes with the requirements of appropriate discipline in the operation of the school."⁵⁶ To impose consequences on a student, there must be a nexus between the conduct and the orderly operation of the school.⁵⁷ A consequence for conduct off school grounds means "any result that follows from a student's violation of the code of conduct," including suspension from extracurricular activities or a mandatory conference with the student and her parents.⁵⁸

The New Jersey Superior Court, Appellate Division, has invalidated a school board policy that sought to control student conduct at all times and places (commonly known as a 24/7 policy) without requiring a connection between the alleged violation and school order or safety.⁵⁹ This means, for example, that a school board cannot use an arrest made off school grounds to prohibit a student's participation in extracurricular activities, or to suspend a student, without showing how the student's conduct "materially and substantially interferes" with the discipline necessary to operate the school.

Due process rights related to discipline of behavior off school grounds are the same as other disciplinary actions. For a discussion of discipline resulting from speech that occurs off school grounds see pp. 48-50 of this manual.

REMOVAL FROM SCHOOL DUE TO SUSPECTED SUBSTANCE ABUSE

Local Board Discipline Policies

Local boards of education are required to have comprehensive policies and procedures for evaluation, intervention, prevention, referral to treatment and continuity of care for students whose use of alcohol or other drugs has affected their school performance, or who, while at school, possess, consume or are suspected of being under the influence of alcohol, controlled dangerous substances, intoxicating chemicals (*e.g.*, glue), improperly used over-the-counter or prescription medications, and anabolic steroids.⁶⁰ The local board is required to seek public input in the annual review of its substance abuse policies and procedures and to annually disseminate them to school staff, students, and parents.⁶¹ State regulations require that these policies and procedures

include the discipline of students who use or possess alcohol or other intoxicating substances at school or at a school function.⁶² These policies and procedures must contain due process requirements and provide sanctions graded according to the severity of the offense, nature of the student's problem and the student's needs.⁶³

Overall, the state statute and regulations relating to substance abuse are aimed at prevention and intervention services to support and help a student with a substance abuse problem. For example, the "continuity of care" requirement mandates that local boards have policies and procedures to ensure that a student in a treatment program receives an educational program, and that a student returning to school from such a program receives supportive services.⁶⁴ Additionally, for a student referred for a medical examination because of suspected substance abuse in school or at a school function (discussed in detail below), the school's substance awareness coordinator, or other professional staff trained in the assessment of substance abuse, is required to perform an alcohol and drug assessment. The purpose of this assessment is to determine the student's need for educational programs, supportive services and treatment beyond the services provided in the regular school program.⁶⁵ Further, if at any time a trained substance abuse professional finds that a student's use of alcohol or other substances poses a danger to his or her health and well-being, the professional must initiate a referral for substance abuse treatment.⁶⁶ In accordance with federal regulation, school districts must protect the confidentiality of students' alcohol and drug abuse records and information provided by an elementary or secondary school student in a drug or alcohol counseling program

indicating the substance abuse of a person in the student's household.⁶⁷

Removal from School and Medical Examination

State law mandates the removal and medical examination of a student suspected of being currently under the influence of alcohol, controlled dangerous substances, any intoxicating chemicals (*e.g.* glue), or improperly used over-the-counter or prescription medications, while at school or a school function. Whenever a member of the school staff suspects that a student may be under the influence of one of these substances, he or she must immediately report his or her suspicion to the school principal, or the principal's designee, and the school nurse, school physician, or substance awareness counselor, and complete a substance abuse incident report.⁶⁸ The principal or principal's designee, in turn, must notify the student's parents and the chief school administrator, and arrange for the immediate examination of the student to determine whether he or she is under the influence and to provide appropriate health care.⁶⁹ The examination may be conducted by the school physician or a doctor selected by the student's parents. If the school physician or student's doctor is not immediately available, the student must be taken to the nearest hospital emergency room, accompanied by a member of the school staff, and the student's parents, if available.⁷⁰ If the student is examined by a doctor chosen by his or her parents, the parents are responsible for the cost of the examination; if the student is examined by the district's school physician or at the emergency room, the board of education assumes the cost.⁷¹

The mandatory medical examination, which may include urine or blood tests for

drugs and alcohol, do not require the student's consent if conducted upon reasonable suspicion that the student is intoxicated.⁷² Federal courts that reviewed two such cases in New Jersey found that the blood and urine tests—when conducted properly by medical staff—did not violate the students' constitutional rights.⁷³ The next section will further discuss drug testing and search and seizure regulations.

Within 24 hours of the examination, the physician is required to issue a written report of his or her findings to the parent of the student, the principal, and the district's chief school administrator.⁷⁴ If a written report of the examination is not issued within 24 hours, the student must be returned to school until the school receives a positive diagnosis of alcohol or other drug use.⁷⁵ If the written report finds that alcohol or drug use do not interfere with the student's mental and physical ability to perform in school, the student must be immediately returned to school.⁷⁶ If there is a positive diagnosis of alcohol or other substance use that interferes with the student's mental or physical ability to perform in school, the student must be removed from school until the parents, principal and chief school administrator obtain a written report from a physician certifying that substance abuse no longer interferes with the student's ability to perform in school.⁷⁷ The written report must be prepared by a physician who has examined the pupil to diagnose whether alcohol or other drug use interfere with school performance.⁷⁸

Students may encounter problems if removed from school for suspected substance abuse. First, some students may experience delay in returning to school because their doctor does not feel qualified to certify whether substance abuse interferes with the

student's physical and mental ability to perform in school. Additionally, because the law does not specify whether the school district or parents bear the cost of the second, follow-up examination and report certifying the student's fitness to return to school, a student may experience delay returning to school if the school district refuses to pay and the parents cannot afford the follow-up examination. A student who cannot afford a follow-up examination and report can argue that the follow-up procedures should follow the requirements set forth in the law for the initial examination: the district pays when it chooses the physician and the parents pay when they choose the physician.⁷⁹ Finally, because the law does not impose a time frame by which the school district must obtain the follow-up examination and report, a student may experience delays in returning to school. Parents can either insist that the school district act immediately to obtain the follow-up report, or obtain the report at their own expense.

In cases involving suspected use of anabolic steroids, districts are required to arrange for a medical examination of the student by a doctor of the parents' choice, or, if that doctor is not available, by the school physician.⁸⁰ Unlike suspected abuse of alcohol and other intoxicating substances, schools are not permitted to arrange an examination at a hospital emergency room or to remove the student from school. The school's substance awareness coordinator or other trained professional is required to assess the extent of the student's involvement with anabolic steroids and to refer the student for treatment in cases where the student's health and well-being are endangered.⁸¹

Parents should be aware that under state law, refusal or failure to cooperate with

either a medical examination based on suspected substance abuse or a referral for treatment for substance abuse may subject them to criminal prosecution under the compulsory education and child neglect laws.⁸²

SEARCH AND SEIZURE

The issue of searching students for illegal contraband - drugs, alcohol and weapons - or evidence of a breach of the law or school rules, involves a balancing of a school's duty to maintain a safe and orderly learning environment and a student's right to privacy. The law governing student search and seizure is complex and constantly evolving. The following is a summary of the general principles.

Search Based on Reasonable Suspicion

In *New Jersey v. T.L.O.*,⁸³ the U.S. Supreme Court ruled that the Fourth Amendment prohibition against unreasonable searches and seizures applies in public schools. The Court devised a two-part test for evaluating the legality of a student search. First, was the search justified at its inception? Second, was the search conducted in an appropriate manner, that is, was the actual search reasonable in its scope, duration, and intensity? A search is constitutionally justified at its inception if school officials have reasonable grounds - based on all of the circumstances - for suspecting the search will reveal evidence that the student has violated, or is violating, either the law or school rules. Reasonable suspicion is a subjective measure that is based on specific facts; it requires less evidence than the probable cause standard used by police, but more than a mere hunch or unsubstantiated rumor.

A search by school officials will be reasonable in its scope and intensity when it is reasonably related to the objectives of the search, and is not excessively intrusive in light of the age and gender of the student and the nature of the suspected infraction. In *Safford Unified Sch. Dist. #1 v. Redding*,⁸⁴ the U.S. Supreme Court held that the search of a thirteen-year-old girl's underwear for pain relief pills was unreasonable without evidence that the pills were dangerous or that they were being carried in the girl's underwear, despite the principal's reasonable suspicion that the girl was distributing the pills to students. Nonetheless, this search would clearly violate New Jersey statute, which expressly prohibits any teaching staff, principal or other educational personnel from conducting a strip search or body cavity search of a pupil under any circumstance.⁸⁵

Under the Supreme Court's ruling in *New Jersey v. T.L.O.*, school officials are granted greater latitude than police when conducting a search and seizure. Upon reasonable suspicion that a student has violated, or is violating, the law or school rules, school officials may search, among other items, a student's outer clothing, purse, backpack, locker, or a vehicle parked on school grounds.⁸⁶ When police and other law enforcement authorities, including those regularly stationed in a school, are involved in a search and seizure, the higher standard - probable cause to conduct a search - will apply.

A school official may always ask for permission to conduct a search, even if the official does not have reasonable grounds to believe that the search would reveal evidence of an offense or infraction. The law is not settled on whether a student below the age of majority can properly give informed consent to a search. A strong argument

exists that school officials must obtain consent from the student's parent. If a parent consents to the search – that is, if he or she provides clear and unequivocal consent and knowingly and voluntarily waives constitutional rights⁸⁷ – the student cannot later challenge the search on the basis of lack of reasonable grounds to conduct the search. Additionally, because a student has the right to refuse to consent to a search, his or her refusal to give permission to a search should not be considered evidence of guilt or reasonable grounds to conduct a search.

Local boards of education are required to have policies and procedures to address situations in which staff have reasonable suspicion that a student unlawfully possesses controlled dangerous substances, drug paraphernalia, alcoholic beverages, firearms or other deadly weapons.⁸⁸ These policies and procedures must contain specific procedures for, and responsibilities of, staff in initiating and conducting searches and seizures of pupils and their property.⁸⁹ Additionally, local boards must have policies and procedures to ensure cooperation between school staff and law enforcement authorities in all matters relating to the possession, distribution and disposition of unlawful drugs and weapons, including specific procedures for summoning appropriate law enforcement authorities onto school property to conduct law enforcement investigations, searches, seizures, and arrests.⁹⁰

Suspicionless Searches

In contrast to searches of specific individuals or locations, general or suspicionless searches are targeted against an identifiable group of students, such as student athletes, or

are planned events designed to respond to serious security and discipline problems, and to discourage students from bringing or keeping dangerous weapons, drugs, alcohol, and other prohibited items on school grounds. These suspicionless programs are sometimes referred to as sweep, dragnet or blanket searches. The U.S. Supreme Court has upheld under the federal Constitution one school district's policy of random drug testing of all high school student athletes⁹¹ and another school district's policy mandating drug testing of all students involved in extra-curricular activities.⁹² In both cases, the Court found the policies were necessary based on the school district's evidence that other measures had failed to address rampant drug use among students. The New Jersey Supreme Court has upheld on state constitutional grounds a school district policy requiring all students who participate in extracurricular activities or hold a campus parking permit to consent to random, suspicionless drug testing.⁹³ A lower New Jersey court upheld a school policy requiring all students participating in a voluntary field trip to submit to suspicionless searches of their hand luggage before boarding a school bus.⁹⁴

The legal issues concerning the appropriate use of drug testing and other searches of students are not settled, and are beyond the scope of this manual. A parent encountering a problem with a school search may want to contact the New Jersey office of the American Civil Liberties Union (ACLU), located in Newark, at (973) 642-2086.

REFERRAL TO LAW ENFORCEMENT

Boards of education must have specific procedures for summoning law enforcement on to school property for the purpose of conducting an investigation,

searches, seizures and arrests.⁹⁵ Under state regulation, the chief school administrator, not the principal or any other school staff, is required to summon the county prosecutor or other law enforcement official designated by the county prosecutor, in the following specifically defined circumstances:

1. School staff has reason to believe a student has unlawfully possessed or in any way been involved in the distribution of a controlled dangerous substance, including anabolic steroids, or drug paraphernalia, on or within 1,000 feet of school property.⁹⁶
2. School staff has reason to believe that a firearm or other deadly weapon has been brought onto school property, or that a student or other person is in unlawful possession of a firearm or other deadly weapon, whether on or off school property, or that any student or other person has committed an offense with or while in possession of a firearm, whether or not such offense was committed on school property or during school hours.⁹⁷ In other words, any time school staff learns, in the course of their employment, of unlawful possession of a gun or other deadly weapon by any person, or commission of a crime with a firearm by any person, the chief school administrator is required to notify law enforcement.
3. School staff has reason to believe that a student has threatened, is planning, or otherwise intends to cause death, serious bodily injury, or significant bodily injury to another person “*under circumstances in which a*

reasonable person would believe that the student genuinely intends at some time in the future to commit the violent act or carry out the threat.”⁹⁸ Note that under state regulation, before summoning law enforcement, school staff must have a reasonable belief that the student actually intends to cause at least significant harm to another person.

4. School staff has reason to believe that a crime involving sexual penetration or criminal sexual conduct has been committed on school property, or by or against a student during school operating hours or during a school-related function or activity.⁹⁹
5. School staff has reason to believe that a bias-related act, formerly known as a hate crime, involving an act of violence has been or is about to be committed against a student, or there is otherwise reason to believe that a life has been or will be threatened.¹⁰⁰ In such a case, the chief school administrator must notify both the local police department and the bias investigation officer of the county prosecutor’s office. A bias crime is defined as an act "predicated upon prejudices, including race, color, ethnicity, national origin, ancestry, religion, gender, sexual orientation, gender identity or expression, mental, physical or sensory disability...."¹⁰¹

State regulation also requires school districts to establish a memorandum of understanding with law enforcement authorities defining the rights and obligations of students, school staff, and law enforcement officials regarding police activities on school

property or at school functions.¹⁰² Based on the most recent version of that memorandum, in addition to the above requirements, school officials must also report the following to law enforcement authorities:

- Signs of gang activity or recruitment on school grounds.¹⁰³
- Suspected “Bias” crimes and “Bias-Related” acts, even if not violent or criminal in nature.¹⁰⁴
- Hazing incidents that involve a criminal offense.¹⁰⁵
- Harassment, intimidation or bullying incidents that involve a criminal offense or invoke another mandatory reporting provision (e.g. for drugs, weapons, violence, or sexual offenses).¹⁰⁶

As part of the current climate of zero tolerance for students, many schools call in the police to respond to non-criminal and non-dangerous student behavior. In recent years, one New Jersey school called the police, and the police, in turn, arrested two eight-year-old students for playing a game of cops and robbers at recess with paper guns. In another district in the state, police, responding to a school complaint, conducted a midnight arrest of a middle school student for shooting a classmate with a rubber band while saying, “I’m going to shoot you.” Boards of education are required to have specific procedures for summoning law enforcement onto school property, and parents and students can influence board policy and procedures by getting involved in the board’s process for establishing these procedures.

LOSS OF PRIVILEGES AND COMMUNITY SERVICE

Student discipline sometimes involves loss of a student privilege, such as participation in an extracurricular activity or a graduation ceremony. Many school boards have a separate code of conduct for student athletes that specifically conditions participation in a school sport on compliance with all school and district rules and regulations. Since a student does not have a right under state law, to participate in extracurricular activities, or even to attend a graduation ceremony, the Due Process Clause of the 14th Amendment does not apply, and schools are not required to provide any procedural protections when imposing a loss of privilege that does not directly impact a student's education. A student does have the right to appeal to the commissioner of education a school board decision to revoke a privilege. Appeal procedures are discussed on pp. 56-62 of this manual. However, the commissioner of education has consistently upheld revocation of a privilege as a form of student discipline, provided the board of education has not acted arbitrarily or unreasonably.¹⁰⁷

The commissioner of education has also upheld a board of education decision requiring a student to perform community service as a part of student discipline.¹⁰⁸

WHAT TO DO AT A BOARD OF EDUCATION DISCIPLINE HEARING

A parent, family friend, lay advocate or lawyer may act as an advocate for a student at a board of education discipline hearing. There are three general goals to be accomplished, either separately or in combination, for the student at the hearing:

- establishing the student's innocence;
- challenging the board's authority to impose discipline if it has failed to follow

proper procedures or to exhaust alternatives to removal from school;

- requesting lenient or alternative discipline instead of long-term suspension or expulsion.

The board may find that the student did not commit the offense, in which case the suspension or expulsion proceeding should be dismissed. If, on the other hand, the board finds that the student did commit the offense, it may do one of the following:

- find that the offense does not warrant removal from school and reinstate the student to the general education program (except in cases involving a gun offense, where the law mandates a one-year removal from school, as discussed on p. 21 of this manual);
- continue the suspension for a specific period of time;
- remove the student from the general education program; or
- expel the student from an alternative education program.

NOTE: The state board of education has held that a board of education must provide alternative education to a student following expulsion, but the current state regulations permit the discontinuance of all educational services once a student has been provided alternative education and a second expellable offense is committed.¹⁰⁹ See discussion of alternative education on pp. 50-54 of this manual.

Regarding the student's first objective at a hearing - establishing his or her innocence – the school district bears the burden of proving by a preponderance of evidence that the student committed the offense; the student does not bear the burden of

establishing his or her innocence.¹¹⁰ Accordingly, the district must present witnesses and evidence against the student, and cannot call the student as a witness against him or herself. The board of education cannot base its decision on hearsay evidence – that is, testimony based on what the witness was told by someone else, rather than what he or she saw or knows first hand. Also, the witness must appear in person before the board to present his or her testimony; the board cannot simply rely on a witness’s written statement, unless there are “compelling circumstances” excusing the witness’s attendance.¹¹¹ If the board hears only hearsay evidence, the student should ask that the discipline complaint be dismissed.

The student, or his or her representative, has the right to question the district’s witnesses in an effort to establish the student’s innocence.¹¹² The student also has the right to put on his or her own witnesses and evidence to counter or contradict the board’s evidence. A parent must decide whether his or her child will testify at the hearing. If the student was arrested for the same incident involved in the disciplinary proceeding, it may not be in his or her interest to testify. Statements made at the discipline hearing can be used against the student in the criminal case. If the student has an attorney in the criminal case, he or she should be consulted before the student testifies at the board of education hearing.

If the student was not arrested, a parent must still decide whether the student’s testimony will help or hurt. If the student is innocent and can clearly explain what happened, it might help to have him or her explain the incident. On the other hand, if the

student is charged with something he or she did do, is confused about the facts, or simply is unable to clearly explain the incident, his or her testimony could hurt the case. The student must tell the truth when he or she testifies, and will have to admit guilt. Having the student testify could make it easier for the school to prove its case.

There is no New Jersey case that has decided whether a public school student's failure to testify at a suspension or expulsion hearing can be used against her. The Fifth Amendment protects individuals from having their silence used against them in any criminal proceeding, and may be asserted in non-criminal proceedings when a witness' testimony might implicate her in a crime.¹¹³ Generally, in non-criminal proceedings an "adverse inference" can be drawn from an individual's silence.¹¹⁴ Some states have specified that an "adverse inference" can be drawn from a student's silence at a disciplinary hearing if there is additional evidence of guilt.¹¹⁵ An adverse inference means that the student's silence may be "one factor pointing towards a guilty finding."¹¹⁶ Until a New Jersey court decides otherwise, if a student does not testify at the disciplinary hearing, he or she can make the argument that the Fifth Amendment applies to disciplinary hearings and that silence should not be used against the student.

The second objective at a hearing may be to show that the school or board of education committed procedural errors that entitle the student to a dismissal of the complaint. For example, if the principal did not hold a preliminary hearing (meeting with the student and student's parent) at the time of, or immediately following, the suspension, and the student was not given the opportunity to explain his or her side of the story, the

student can urge that the complaint be dismissed due to the school's violation of his or her due process rights. See discussion of procedural defenses on p. 46 of this manual.

The third objective at the hearing may be to show that the form of discipline proposed by school administrators is inappropriate for the particular student, or too harsh in relation to the offense. For example, the student may be able to show that he or she is generally a good student with no other history of disciplinary violations; he or she did not intend to cause harm, danger or disruption; or he or she is willing to participate in programs or services to remedy the inappropriate behavior – for example, substance abuse counseling or a behavioral intervention plan or, in the event of a student who committed a dangerous offense, an alternative school program. If the student shows that the proposed discipline is either inappropriate or too harsh, and the board ignores this showing and imposes the discipline, the student will have strong legal arguments on appeal that the board violated his or her constitutional right to a public education, or that the board's action was arbitrary, capricious and unreasonable. See discussion of substantive defenses in the following section of this manual.

DEFENSES TO STUDENT DISCIPLINE

School discipline cases historically have been analyzed under a standard that is deferential to school boards - whether the board's action was arbitrary, capricious or unreasonable. A constitutional standard of review, however, is more advantageous to students than an arbitrary and capricious standard of review, because it places a more stringent burden of proof on the board of education. Moreover, constitutional challenges

to long-term suspension and expulsion are more appropriate since exclusion from school clearly impacts the constitutional right to a public education.

Constitutional challenges may be raised against the local board of education and the commissioner of education and state board of education when there is an appeal from a local board decision. The education clause, by its very language, guarantees a state system of public education. The state may delegate the operation of schools to local school districts, but districts act as an instrumentality of the state in fulfilling the state's obligation for assuring a thorough and efficient system of public education.¹¹⁷ The fact that the state has delegated authority to local districts does not relieve it from its constitutional mandate to assure a thorough and efficient education for all students.¹¹⁸ The state may, therefore, be held responsible for constitutional violations at the district level. See discussion on p. 66 of this manual. At the same time, local boards of education, as participants in a state system of public education, share responsibility with the state for assuring a thorough and efficient education to children within its district,¹¹⁹ and are equally accountable for constitutional claims.

The commissioner of education routinely declines to decide constitutional claims in student discipline cases, and New Jersey courts have yet to decide a discipline case on state constitutional grounds. The state board of education, however, has ruled that an expelled student is entitled to an alternative education program under the state constitution. See discussion of alternative education on pp. 51-54 of this manual. State constitutional arguments can be raised by advocates in every long-term suspension and

expulsion case.

The Constitutional Right to a Public Education

The education clause of the New Jersey Constitution guarantees every child age five to 18 the right to a “thorough and efficient” public education. In interpreting this clause, the New Jersey Supreme Court has designated education a fundamental right.¹²⁰ Long-term suspension and expulsion obviously implicate this fundamental right. Under a test developed by the Supreme Court, whenever a governmental entity - in the case of student discipline, a school district or board of education - acts to restrict or infringe upon a fundamental right, that entity bears the burden of proving: (1) on a balancing of the governmental and private interests, infringement on the right is necessitated by a substantial governmental interest; and (2) the governmental entity has utilized the narrowest means available to achieve its interest.¹²¹ Applying this test in the context of student discipline, there can be no dispute that school safety and order – the governmental interests at stake - are substantial interests comparable to a student’s right to a public education. The more difficult question, and the analysis that could lead to invalidation of the discipline action, is the second prong of the test – whether long-term suspension or expulsion is the narrowest means available to achieve school safety and order.

Unless the student’s conduct is patently dangerous to others or exceedingly disruptive to the learning environment – that is, conduct that clearly impedes school safety and order - the school board will be unable to meet its burden of proving that

excluding the student from school is the narrowest means available. Further, in most cases involving long-term suspension and expulsion, there are methods available to help the student correct inappropriate behavior, short of removal from school. School officials bear the burden of showing that they first assessed the student's individual needs – through psychological, academic and other assessments - and provided programs, services and referrals to address those needs. In other words, if the school district could have helped the student correct inappropriate behavior with intervention and prevention services, but instead resorted to long-term suspension and expulsion, it cannot meet its burden of showing that it used the narrowest means available to achieve its interests. The long-term suspension or expulsion should, therefore, be invalidated. Similarly, in the rare case of a student who is too dangerous or disruptive to be educated in the general school program, use of the narrowest means available would require the student's placement in an alternative education program, rather than expulsion without educational services.

A second constitutional argument concerning equal educational opportunity is available under the education clause. In the school funding context, the New Jersey Supreme Court invalidated the state's reliance on local property taxes to fund public schools, finding that the disparity in educational quality between poor urban districts and wealthier suburban districts caused inequality in educational opportunity in violation of the education clause.¹²² In the area of student discipline, there remains inequality in how students are treated, with educational rights varying from district to district throughout the state, because the state has not gone far enough to establish uniform standards and

laws governing suspension and expulsion. Some districts employ discipline policies that emphasize intervention, prevention and engagement of students in school, while others, despite state regulations that promote intervention and remediation of problem behaviors, automatically resort to suspension and expulsion. Similarly, some districts have a policy that requires placement of suspended students in an alternative education program, while others rely on out-of-school services. A student facing long-term suspension or expulsion, particularly in a district that does not employ alternative strategies and programs for addressing student discipline, or does not place students in an alternative education program, could argue that the unequal treatment of students throughout the state violates the education clause.

The Constitutional Right to Equal Protection of the Law

Equal protection of laws is another fundamental guarantee of the New Jersey Constitution.¹²³ In analyzing equal protection claims, New Jersey courts have applied a balancing test that looks to the nature of the affected right, the extent to which the governmental restriction intrudes upon it, and the public need for the restriction.¹²⁴ When an important personal right - such as public education - is affected, the government entity must show not only that there is an “appropriate governmental interest suitably furthered by the differential treatment,”¹²⁵ but also that there is “a real and substantial relationship between the classification and the governmental purpose which it purportedly serves.”¹²⁶

There are classifications that could give rise to an equal protection challenge in a discipline case against both the board of education, as an instrumentality of the state, and

the state itself: (1) those students who reside in districts that routinely impose long-term suspension and expulsion in response to disciplinary infractions, as compared to students who reside in districts that employ alternative methods of discipline that emphasize engagement of students in the educational process and prevention and intervention; and (2) those students who reside in districts that offer alternative education programs to students removed from the general school program, as compared to those students who reside in districts that offer out-of-school services only to any student removed from the general school program. The board of education and the state in these examples may be unable to meet their burden of showing: (1) an appropriate governmental interest suitably furthered by the differential treatment; and (2) a “real and substantial relationship” between expulsion or long-term suspension and the governmental purpose of safe and orderly schools. See discussion on a similar burden of proof under the education clause of the state Constitution in the proceeding section of this manual.

The Right to Non-arbitrary School Board Action

A board of education's decision in a discipline case must be reversed on appeal if it was arbitrary, capricious or unreasonable.¹²⁷ Arbitrary and capricious action of administrative bodies means willful and unreasoning action, without consideration of and disregard for circumstances.¹²⁸ Under this standard, the student bears the burden of proving by a preponderance of evidence that the board of education's action was arbitrary and capricious.¹²⁹ The fact that the board may have acted within its statutory authority in ordering the discipline does not shield it from a finding that its decision was arbitrary and

capricious.¹³⁰

Applying an arbitrary and capricious standard of review, the commissioner of education has recognized that “[t]ermination of a pupil’s right to attend the public schools of a district is a drastic and desperate remedy which should be employed only when no other course is possible.”¹³¹ To avoid a finding of arbitrary and capricious action, a board’s decision should be grounded on “competent advice” from “its staff of educators, from its school physician and school nurse, from its psychologist, psychiatrist, and school social worker, from its counsel, and from other appropriate sources.”¹³² Moreover, expulsion should be used “as a negative and defeatist kind of last-ditch expedient resorted to only after and based upon competent professional evaluation and recommendation.”¹³³

The Right to Procedural Due Process

The failure of school officials and a board of education to comply with due process protections, discussed in this manual at pp. 40-48, may provide a defense to a suspension/expulsion decision. The commissioner of education has held that denial of due process protections is grounds for reversal of the suspension or expulsion decision of a board of education, *and for the student’s immediate reinstatement to school.*¹³⁴

Defending Against Zero Tolerance

Zero tolerance school discipline policies are intended to send a strong message that certain behaviors will not be tolerated by punishing all offenses severely, regardless of the individual student’s intent, facts or circumstances. Suspension and expulsion under zero tolerance may be subject to challenge under either a constitutional or an arbitrary

and capricious standard of review. Under the education clause, student discipline must be narrowly tailored to achieve school safety and order, as discussed on p. 8 of this manual, and under the equal protection clause, discipline must bear a “real and substantial” relationship to school safety and order, as discussed on p. 44 of this manual. There is an emerging consensus among education policy and school violence experts that zero tolerance policies are not effective in promoting school safety and order.¹³⁵ A student facing suspension or expulsion under a zero tolerance policy may be able to argue, therefore, that the school district cannot meet its burden of proving that the removal is either “narrowly tailored” or “substantially related” to school safety and order.

A student can also argue that zero tolerance is incompatible with the standard established by the commissioner of education under an arbitrary and capricious standard of review, discussed on p. 46 of this manual. A student can argue that this standard, which allows the use of long-term suspension and expulsion only as a last resort and only after an assessment by, and the recommendation of, the school district’s professional staff, is contrary to zero tolerance’s approach of punishing all offenses alike, regardless of individual circumstances.

Finally, discipline imposed in accordance with a zero tolerance policy can be challenged as inconsistent with state regulatory requirements. New Jersey’s regulations mandate that school district discipline must, at a minimum, be “graded according to the severity of the offenses, consider the developmental ages of the student offenders and students’ histories of inappropriate behaviors.”¹³⁶ In other words, districts in this state are

required to consider a student's individual circumstances in determining disciplinary action and cannot impose a blanket punishment, without consideration of those circumstances.

The Constitutional Right to Free Speech

When school discipline is imposed based on student speech or other student expression of an idea, such as wearing a T-shirt or armband, students may be able to defend against such discipline by asserting their constitutional right to freedom of speech. The First Amendment of the United States Constitution protects conduct intended to express an idea.¹³⁷ Children do not lose their First Amendment right to freedom of speech when they enter the school building.¹³⁸ However, the U.S. Supreme Court has recognized the need to control student expression in schools, consistently with the U.S. Constitution.¹³⁹ The younger the child, the more authority the school has to control student speech.¹⁴⁰ Limited categories of speech that are not protected by the First Amendment at all include fighting words, threats, obscenity, and imminent incitement to lawlessness.¹⁴¹

The general standard for when a school can prohibit speech is if the school reasonably believes that the student behavior will cause a "substantial disruption of or material interference with school activities."¹⁴² The belief that such a disruption or interference will occur must be "specific and significant," as opposed to a "remote apprehension of disturbance."¹⁴³ There are three exceptions to this standard that allow a school to prohibit speech when there is no substantial disruption or material interference.

The first exception applies to the regulation of “lewd,” “vulgar,” “indecent,” and “plainly offensive” speech that occurs in the school building.¹⁴⁴ The second exception allows a school to control speech “in school-sponsored expressive activities,” for example, the school newspaper, if the restriction is “reasonably related to legitimate pedagogical concerns.”¹⁴⁵ The third exception is that a school may restrict speech at school events if the speech is “reasonably viewed as promoting illegal drug use.”¹⁴⁶ When one of these exceptions applies, or if there is no specific and significant reason to believe that student expression will substantially disrupt or materially interfere with school activities, then a student can argue that imposing discipline violates his or her constitutional right to free speech.

School harassment policies that restrict speech must be consistent with the First Amendment and the general standard for a school’s ability to prohibit speech.¹⁴⁷ However, a school has some latitude to determine what type of student behavior will cause a substantial disruption or material interference given the specific circumstances of the school environment at that time.¹⁴⁸ For example, where a school has experienced problematic race relations between students it may prohibit materials considered to be “racially divisive.”¹⁴⁹ A school’s harassment policy is considered unconstitutionally overbroad if it restricts speech that intends to cause a disruption in situations when the school does not reasonably believe it will cause a disruption.¹⁵⁰ A policy restricting speech that creates a “hostile environment” without requiring a “threshold showing of severity or pervasiveness” is also unconstitutionally overbroad.¹⁵¹ Schools have a

“compelling interest in promoting an educational environment that is safe and conducive to learning.”¹⁵² To achieve this, schools have the capacity to proscribe harassment, intimidation and bullying consistently with these standards.¹⁵³ The Third Circuit Court of Appeals governing New Jersey has noted that “there is no constitutional right to be a bully.”¹⁵⁴

Speech that occurs on the internet, off school grounds and outside school hours, is subject to restriction only if there is a “sufficient nexus” between the student behavior and a substantial disruption of or material interference with school activities.¹⁵⁵ Such a nexus was not found to exist in two Third Circuit cases where students, outside of school, created fake internet profiles of their school principals on social networking websites.¹⁵⁶ In those cases, the court ruled that the student could not be punished for off-campus speech because no connection to a substantial disruption of the school environment could be shown.

ALTERNATIVE EDUCATION AND HOME INSTRUCTION DURING LONG-TERM SUSPENSION, EXPULSION AND REMOVAL

Alternative education programs are non-traditional schools that address the individual learning styles and behavioral and social needs of students who are disruptive, disaffected or at risk of school failure, or who have been removed from the general school program for disciplinary reasons.¹⁵⁷ Alternative schools are required to follow New Jersey’s educational standards – the Core Curriculum Content Standards – and to develop for every student a goal-oriented, individualized program that addresses the

student's learning, behavioral and social needs.¹⁵⁸

The Right to Alternative Education for Students Removed from School

The right to alternative education is now established in New Jersey law. In 2002, the state board of education ruled, in a case titled *P.H., et al., v. Board of Educ. of Borough of Bergenfield*,¹⁵⁹ that the state constitution requires a board of education to provide a student an education in an alternative program following expulsion from school. Prior to the ruling in *P.H.*, in *State ex rel. G.S.*,¹⁶⁰ a court in a juvenile proceeding ruled that the state constitution obligated the state, in particular the Department of Education and the Division of Youth and Family Services, to provide an alternative education program to a student who had been expelled by his local board of education. Additionally, the State's 31 poor urban school districts, known as the *Abbott* districts, have been required by the New Jersey Supreme Court's ruling in *Abbott v. Burke*¹⁶¹ to provide alternative education programs for middle and high school students who are too disruptive or disaffected to function in the regular school environment. Since 2005, all school districts in the state have been required by regulation to offer appropriate educational services to all students removed from general education, either through placement in an approved alternative education program or through provision of home instruction or other out-of-school instruction.

Even with the state board's ruling in *P.H., et al., v. Board of Educ. of Borough of Bergenfield*, which was made in the context of an individual student's appeal of permanent expulsion without further educational services, securing a placement in an

alternative school will continue to be a problem for students who have been removed from school on disciplinary grounds. School boards, many of which face financial constraints, may choose to ignore the state board ruling and continue to suspend and expel students without further educational services. Moreover, because the state does not fund or support alternative programs, the statewide supply of such programs is inadequate to meet the needs of all students who require alternative placements. Some county education commissions and local districts operate alternative programs, yet there are not enough programs. Even for districts that want to place an expelled or suspended student in an alternative program, or for students who successfully appeal the termination of educational services to the commissioner, finding an appropriate alternative program is a challenge.

Students who face expulsion and long-term suspension without educational services should appeal their school board decision to the commissioner of education, using the procedures described in this manual at p. 56. The appeal should cite the state board's decision in *P.H., et al., v. Board of Educ. of Borough of Bergenfield*, and raise claims under the state constitution. See discussion of state constitutional challenges to student discipline on pp. 40-50 of this manual. The appeal should also challenge denial of alternative education under an arbitrary and capricious standard of review, since the commissioner of education has employed this standard on occasion to order alternative education for expelled and suspended students.¹⁶²

When faced with an expulsion or long-term suspension without further educational

services, it is important to bear in mind that moving a student from the general school program to an alternative school should be a last resort when other interventions have failed to correct problem behavior. As discussed on p. 10 of this manual, schools have an affirmative duty to provide programs and services to address a student's inappropriate behavior before they consider suspension and expulsion. Moreover, research shows that grouping students with antisocial behaviors in a segregated setting increases the risk of delinquent behavior for these students.¹⁶³ Accordingly, long-term suspension and expulsion, and placement in an alternative school should be considered only in the rare case where the student's behavior is either dangerous to others or so disruptive that it cannot be addressed in the general school program. Unless the student's behavior falls into one of these two categories, the focus of the appeal to the commissioner of education should be on challenging the school board's expulsion or suspension decision, and the request for alternative education should be raised only as an alternative position.

Placement in an alternative education program is explicitly required by state statute and regulation for students who are removed from school for one year for (1) assault with a weapon against school personnel or another student; and (2) possession of a gun on school property, on a school bus, or at a school function, or conviction or adjudication of delinquency for a crime involving a gun on school property, on a school bus, or at a school function.¹⁶⁴ The statutory requirement for mandatory one-year removal for these offenses is discussed on p. 21 of this manual. For such students, if placement in an alternative education program is not available, the student must be provided with

home instruction or another suitable program until a placement becomes available.¹⁶⁵

Home Instruction

While requiring the provision of educational services within five school days of a suspension, the state regulations permit school districts to meet this requirement through home instruction that is comparable to the educational services “provided in the public schools for students of similar grades and attainments.”¹⁶⁶ Under Department of Education regulations, home instruction for students removed from school for disciplinary reasons need be at least 10 hours per week on three separate days of the week of 1:1 instruction, with at least an additional 10 hours per week of additional “guided learning experiences” (that is, structured tasks assigned to be performed without the teacher present).¹⁶⁷ Alternatively, districts may provide home instruction in small groups whose student to teacher ratio does not exceed 10:1. When small group instruction is provided, it must consist of at least 20 hours per week of “direct instruction that may include guided learning experiences” on no fewer than three separate days.¹⁶⁸ The regulations are not explicit about the proportion of direct instruction to guided learning experiences for small groups, but, logically, the direct instruction should exceed the 10 hours of direct instruction required for 1:1 instruction. The law governing home instruction requires that a parent or other adult (age 21 or older) designated by the parent be present during all periods of instruction,¹⁶⁹ making the provision of home instruction very difficult for students with working parents.

Every student who is placed on home instruction for more than 30 days must have

an Individualized Program Plan (IPP) developed, in consultation with the student's parent and a multidisciplinary team of professionals, that addresses both educational and behavioral goals for the student, recommends placement in an appropriate educational program, and includes supports for transition back to the general education setting. Unlike an alternative education program, home instruction itself does not provide the supervision and support offered in a school setting and, in practice, often does not address a student's behavioral problems. In addition, students receiving home instruction are not usually provided with art, music, computer lab, physical education and other valuable courses that are required under New Jersey's educational standards – the Core Curriculum Content Standards. All students removed from school for disciplinary reasons, including those placed on home instruction, are entitled to an education that meets these standards.¹⁷⁰

Each school district is required to maintain a summary record, provided annually to the county superintendent of schools, that documents the number of students, categorized by age, grade, and gender, who are receiving home or other out-of-school instruction because they could not be placed in the setting recommended as most appropriate by the student's IPP.¹⁷¹ The record must include the number of weeks on home instruction and the reasons for the delay in placement in a school program.

A student placed on home instruction following long-term suspension or expulsion can argue that home instruction does not provide a thorough and efficient education, as guaranteed under the state constitution, because it (1) does not incorporate the full

requirements of the Core Curriculum Content Standards, and (2) fails to address the student's social and emotional needs, as required by state regulation. See discussion on p. 23 of this manual of school's duty to address social and emotional problems that interfere with a student's ability to perform in school. A student can appeal a school board's decision to the commissioner of education for an order directing placement in an alternative education program.

APPEALING A STUDENT DISCIPLINE DETERMINATION

A student has the right to appeal to the commissioner of education and court the discipline decision of a school administrator or board of education. A student may appeal if the discipline violated the right to a public education or other rights granted under state and federal law and the state and federal constitutions. Additionally, a student may appeal if the discipline constituted arbitrary and capricious school board action. The various legal defenses to student discipline are discussed in this manual at pp. 40-50. **NOTE:** Until 2008, the New Jersey State Board of Education reviewed all decisions of the commissioner before an appeal could be filed in court, but that extra level of administrative review was eliminated by a change in state law.

The commissioner of education has jurisdiction over all school law controversies and disputes.¹⁷² Accordingly, a party to a discipline case must exhaust administrative remedies before bringing a case to court. This means that in all discipline cases, the party must file an appeal with the commissioner and obtain an administrative ruling before filing a complaint in court. If the student is not challenging the imposition of discipline

and seeks solely to vindicate a federal constitutional right that was violated in the course of the discipline - such as the right to free speech or to be free from an unreasonable search - it may be appropriate to file a complaint against school officials directly in court. However, if the student is contesting the discipline itself, the proper recourse is an administrative appeal to the commissioner, even if the student's case includes constitutional claims.¹⁷³

Department of Education regulations do not require acceleration and speedy decision-making for suspension and expulsion cases. While students are entitled to receive educational services pending the outcome of their appeal,¹⁷⁴ they can be excluded from school for months or longer while appeals are decided. An unfavorable decision of a local school board is first appealed to the commissioner of education.¹⁷⁵ The commissioner's decision is the final agency decision that, if unfavorable, may be appealed to the Superior Court of New Jersey, Appellate Division.^{176,177}

Unfortunately, the Department of Education's regulations do not recognize that the constitutional right to a public education is at stake in student discipline cases, and that prompt agency decision-making is needed to protect this right. Discipline cases follow the general rules for resolution of an administrative complaint – transmittal of the complaint to the Office of Administrative Law (OAL) for a fact-finding hearing, a recommended decision by an administrative law judge (ALJ) within 45 days of the OAL hearing and any subsequent date set by the ALJ for submission of legal briefs, and a final decision by the administrative agency within 45 days of the initial decision. The general

administrative rules do not specify a time frame for the scheduling and conclusion of a hearing. A student may move for acceleration of the hearing under the general administrative rules,¹⁷⁸ but these rules only shorten the process by a month or two; they do not result in a prompt decision for a child who has been excluded from school. A student may also move for emergent relief, seeking an interim ruling pending a final agency decision,¹⁷⁹ but the commissioner rarely, if ever, grants a student reinstatement to school as an emergent remedy pending a full hearing on the appeal. See discussion of emergent relief on p. 61 of this manual.

Steps for Appeal

A principal's decision to suspend a student for 10 days or less, or to impose a loss of privilege, may be appealed to the district superintendent and then the board of education, in accordance with local school board procedures. A board of education's decision upholding a short-term suspension or loss of privilege, or imposing a long-term suspension or expulsion, may be appealed to the commissioner of education. Unless a board of education has established a procedure to review such decisions, a superintendent's decision regarding a student's readiness to return to the regular education program following removal for a gun offense, discussed in this manual at p. 21, may be appealed directly to the commissioner of education.¹⁸⁰

A decision by the commissioner is a final agency decision that may be appealed to the New Jersey Superior Court, Appellate Division within 45 days of the commissioner's decision.¹⁸¹

Relief Available in Appeal to Commissioner

Typically, an appeal of a school board discipline decision will seek an order overturning or modifying that decision. For example, if a parent alleges that permanent expulsion without educational services violates the student's constitutional right to an education, or that the expulsion was imposed without constitutional due process protections, the petition of appeal may seek an order setting aside the expulsion and reinstating the student to school. On the other hand, if the parent agrees that the student's conduct was so disruptive or dangerous that it warranted removal from the general school program, the petition of appeal may seek an order requiring the school board to place the student in an appropriate alternative education program.

The petition may seek other types of prospective relief as well, including an order requiring the school to develop an action plan to address the student's behavioral problems, as required by state regulation.¹⁸² See discussion on p. 68 of this manual concerning the Department of Education regulation mandating the provision of intervention and referral services for students experiencing behavioral problems in school. Additionally, the petition may seek compensatory education for the period of time the student was improperly denied educational services. For example, if the student was wrongfully suspended for a period of three months, he or she has the right to the equivalent of three months of educational services. Compensatory education is particularly important when the student faces loss of credit and grade retention due to wrongful suspension or expulsion.

A party to an appeal to the commissioner may not receive all of the relief to which he or she is entitled, and may need to preserve some claims for later court action. The commissioner has jurisdiction over all controversies and disputes arising under the school laws,¹⁸³ including authority to decide constitutional claims, at least in the first instance.¹⁸⁴ The commissioner does not, however, have authority to award full relief for violation of federal constitutional rights¹⁸⁵ – namely, damages and attorney’s fees under the Civil Rights Act.¹⁸⁶ In other words, a party is required to bring all school law claims before the commissioner. Yet, if the claims include federal civil rights violations, the party will not receive all of the relief to which he or she would be entitled if the case had been brought in court. For example, the commissioner may set aside a long-term suspension upon a finding that the school board failed to provide minimum due process protections as required under the 14th Amendment to the U.S. Constitution, but may not award the prevailing party damages or attorney’s fees to which he or she may be entitled under the Civil Rights Act. To comply with the requirement that the commissioner decide all school controversies, while at the same time preserving all possible claims and remedies, a party must note in the petition to the commissioner the presence of the additional claims or relief to which he or she is entitled. By noting the claims, a party preserves them for a subsequent court action.¹⁸⁷

NOTE: A student with a disability may have additional claims for relief under the special education laws. Special education rights and procedures are discussed in Part II of this manual.

Moving for Emergent Relief

Because the administrative rules do not provide for speedy decision-making by the commissioner, a student may want to file a motion for emergent relief with the petition of appeal to the commissioner. A motion for emergent relief is a mechanism by which a party may obtain an interim or temporary remedy until a full factual hearing is held and a final decision is entered. A motion for emergent relief must be filed with a legal brief or letter memorandum that sets forth the factual and legal basis for a temporary remedy. In particular, the student must demonstrate that he or she meets the following legal standard:

1. He or she will suffer irreparable harm if the requested relief is not granted;
2. The legal right underlying his or her claim is settled;
3. He or she has a likelihood of prevailing on the merits of the underlying claim; and
4. When the equities and interests of the parties are balanced, he or she will suffer greater harm than the school board will suffer if the requested relief is not granted.¹⁸⁸

Applying this standard, the commissioner is unlikely to order a student's reinstatement to school or to stay an expulsion decision on an emergent basis, unless the facts clearly indicate that the school board's decision was wrong. Examples of the type of emergent relief the commissioner may be more likely to grant include a request that the school board provide the student with minimum due process protections, such as a hearing before the board, if the board ordered expulsion without following basic procedural requirements, or a request that the school board provide an alternative education program pending a final decision, if the board expelled the student without

further educational services. In *P.H. v. Board of Education of the Borough of Bergenfield*,¹⁸⁹ an appeal of a commissioner decision upholding a permanent expulsion without further educational services, the state board of education entered emergent relief requiring the board of education to provide an alternative education program to the student pending its final decision in the expulsion case. In ordering emergent relief, the state board found “... it obvious that a child ... suffers irreparable harm when he is deprived of an education for even a brief period of time.” The state board in *P.H.* ordered that the school board immediately assess the student’s alternative education needs, identify an effective alternative program that meets the state’s educational standards (the Core Curriculum Content Standards) and assume all costs, including transportation costs, for the student’s placement in the program until it entered a final decision in the case. The state board’s final decision in *P.H.*, upholding a student’s constitutional right to an alternative education program following expulsion from the general school program, is discussed in this manual at p. 51.

Filing an Appeal with the Commissioner

An appeal to the Commissioner of Education must be filed within 90 days of the school board’s action.¹⁹⁰ In accordance with Department of Education regulations,¹⁹¹ filing an appeal requires:

(1) Preparing a document known as a “petition.” A sample petition is set forth in Appendix A on p. 96 of this manual. A petition must include the name and address of the person filing the appeal (known as the petitioner), and the fact that the petition is being

filed “on behalf of” a student. A petition must include the name and address of the “respondent.” The respondent in a discipline case would be the board of education imposing the discipline and, in the event the student decides to raise constitutional challenges against the state, the commissioner of education. See discussion of constitutional defenses to student discipline on p. 40 of this manual. A petition must also contain a statement of the specific allegations and essential facts supporting those allegations, which explain why the petitioner is disputing the school board's determination. This statement must be verified by oath. If possible, the petitioner should also identify the section of the law under which the petition is brought. For example, if the petition relates to discipline for an alleged assault on a teacher, the petition must cite the relevant statute, N.J.S.A. 18A:37-2.1.

(2) Serving the petition on the respondent board of education. Once the petition is prepared, the petitioner must make copies for the board, the commissioner, and him or herself. The board must receive a copy of the petition. To confirm proper service of the petition, the petitioner is required to file a “proof of service” with the petition. A sample proof of service is set forth in Appendix B on p. 100 of this manual. After serving a copy of the petition on the local board of education, the original and two copies of the petition and proof of service must be filed with the commissioner at the following address:

State Commissioner of Education
c/o Director of Controversies and Disputes
New Jersey Department of Education
P.O. Box 500
Trenton, NJ 08625-0500

If possible, a copy of the papers should also be sent by facsimile transmission to the controversies and disputes office at fax number (609) 292-4333. That office can be reached by telephone at (609) 292-5705 regarding questions about filing.

The local board of education will have 20 days from the date of service to respond to the petition. Once the board's answer is served on the petitioner and filed with the commissioner, the case will be scheduled for a hearing before an administrative law judge (ALJ). The ALJ makes an initial decision within 45 days of the hearing and any subsequent date he or she sets for the submission of legal briefs. The commissioner reviews the initial decision and must render a final decision within 45 days.

GRADES AND ACADEMIC CREDIT

Teachers may not lower grades or marks as punishment for absences due to suspension.¹⁹² A student must be given the opportunity to make up the work missed due to suspension, and teachers must grade the make-up work as if it had been completed on time.¹⁹³ Additionally, absences due to suspension cannot be included in the computation to determine compliance with school attendance policy.¹⁹⁴

RECORDS

School districts are not required to record an incident of suspension or expulsion in a student's records, although they are permitted to keep such a record.¹⁹⁵ If a district maintains a record of disciplinary action taken against a student, it must provide the record to any school to which the student transfers.¹⁹⁶ Conversely, schools must request a

new student's discipline record from his or her prior school.¹⁹⁷ Schools are not allowed to deny enrollment to a student based on a disciplinary infraction at a prior school. The school board must admit the student and conduct a hearing in accordance with due process requirements to determine an appropriate discipline for the conduct at the prior school.¹⁹⁸ The school board may, however, admit the student and impose an interim suspension pending the hearing.¹⁹⁹

If a student believes he or she has been unjustly or incorrectly disciplined, or that the record of the discipline is inaccurate, he or she may have the reference to the incident expunged from his or her school records, or modified.²⁰⁰ To appeal a school record, the parent of a student must write a letter of appeal to the district's superintendent, setting forth the issues and requested action. The superintendent must respond to the letter within 10 days. If the parent or adult pupil is not satisfied with the superintendent's response, he or she may appeal to either the board of education or the commissioner of education within 10 days. The decision of the board of education may be appealed to the commissioner in accordance with the procedure and form described in this manual at pp. 56-62.

Regardless of the outcome of a student's appeal of discipline records, he or she has the right to place a statement in his or her record commenting upon the record and setting forth any reason for disagreement with the action of the school district or board of education.

CORPORAL PUNISHMENT

Under New Jersey law, school staff may not use physical force to discipline a student unless it is reasonable and necessary to prevent physical injury to others, to obtain possession of weapons or other dangerous objects, to defend oneself, or to protect persons or property.²⁰¹

LIABILITY FOR UNCONSTITUTIONAL ACTION

School authorities may be liable for money damages in a suit brought by a student under the federal Civil Rights Act.²⁰² If a school board member or school official knew, or reasonably should have known, that the imposition of discipline violated the student's constitutional rights, such as due process or free speech, or if he or she acted with malicious intent to cause deprivation of such rights, he or she may be held liable for damages.²⁰³ The requirement that a party first exhaust administrative remedies with the commissioner of education before filing a court action is discussed on p. 59 of this manual.

PART II: SPECIAL EDUCATION LAWS AND PROCEDURES

Part II of this manual explains the special procedures and services available to students with disabilities involved in discipline matters. These rights are provided under the Individuals with Disabilities Education Act (IDEA),²⁰⁴ the federal law governing special education. IDEA has extensive substantive and procedural requirements for the full range of issues that arise in special education, including identification, program development and placement. For a detailed discussion of special education law and procedures, see the Education Law Center's manual titled *The Right to Special Education*

in New Jersey: A Guide for Advocates.

IDEA recognizes that the behavior of students with disabilities is sometimes the result of their disabilities, and that schools often exclude children simply because they have a behavior disorder. IDEA aims to keep children with disabilities in school to the maximum extent possible, and offers great protections in the area of discipline. The law also recognizes that it is in the interest of society to continue to educate children with disabilities, even after expulsion or long-term suspension. For this reason, IDEA grants a child with a disability the right to a free appropriate public education (FAPE) and educational services, even after expulsion and suspension.²⁰⁵

The rules on special education discipline are very complex. Unfortunately, this complexity sometimes leads school districts to discipline children without following the rules. It is, therefore, very important that parents and advocates learn and understand these rules, and demand their school district's full compliance. These rules apply to all situations in which a school district bars a child from attending school or participating in his or her current education program due to an alleged violation of school rules or behavioral problems, even if the school does not call the action a "suspension" or "expulsion."

It is also important to keep in mind that children with disabilities are entitled to all of the procedural due process protections that every child must receive when facing a short- or long-term removal from school, as explained in Part I of this manual.

THE RIGHT TO POSITIVE BEHAVIORAL INTERVENTIONS AND STRATEGIES AND SPECIAL PROTECTIONS IN SCHOOL DISCIPLINE AND BEHAVIOR PROGRAMS

Children who are eligible for special education services are entitled to special procedures related to student behavior and school discipline. As discussed below, services and procedures required under IDEA are designed to ensure that (1) challenging behaviors are addressed through positive behavioral interventions, (2) children are not improperly disciplined for conduct related to their disabilities, and (3) children with disabilities receive FAPE even if properly excluded from school for disciplinary reasons.

School districts must also comply with general due process procedures and standards that apply to all children who engage in misconduct.²⁰⁶ These general education due process procedures and standards are set forth in New Jersey's Student Conduct regulations.²⁰⁷ The regulations set forth basic requirements applicable to all children subject to discipline, as well as some additional protections for children with disabilities which exceed those available under federal law. At a minimum, due process requires in all cases of a long-term suspension - a suspension of more than ten consecutive school days - prior written notice and a full hearing before the school district board of education in which the student may contest the facts that led to the suspension and challenge the recommended disciplinary action.²⁰⁸ The due process protections available to all children in the context of student discipline are discussed in detail in Part I of this manual.

PRESCHOOL CHILDREN WITH DISABILITIES MAY NOT BE SUSPENDED

Children with disabilities in preschool may never be suspended or expelled from

school.²⁰⁹

SCHOOL DISTRICTS' OBLIGATION TO USE POSITIVE STRATEGIES TO ADDRESS CHALLENGING BEHAVIORS

Under IDEA, each child with a disability must have a written plan, called an Individualized Education Program (“IEP”), that has been developed by a team consisting of the child’s parent, teachers, and other professionals, and that sets forth the special education programs and related services the child will receive.²¹⁰ Whenever the behavior of a child with a disability interferes with the learning of the child or others, the child’s IEP team must consider for inclusion in the child’s IEP “positive behavioral interventions and supports” and “other strategies” (which are often described in a “behavioral intervention plan”) to address that behavior.²¹¹ A child with a disability must be re-evaluated whenever the child’s functional performance, including behavior, warrants a reevaluation.²¹² Any evaluation of the child must assess all areas of suspected disability, including social and emotional status, and identify all special education and related service needs, even if not commonly linked to the category under which the child is classified.²¹³ Such evaluations should assist the IEP team in determining what services or accommodations are necessary to enable the child to be educated with his or her non-disabled peers,²¹⁴ and, where appropriate, must include a “functional behavioral assessment.”²¹⁵ Evaluation reports must appraise the child’s current functioning, analyze the instructional implications of that appraisal and include a statement regarding the relationship between the child’s behavior and academic functioning.²¹⁶

In addition to positive strategies and interventions, the IEP should include any modifications to the Code of Student Conduct which are necessary for the student.²¹⁷

FUNCTIONAL BEHAVIORAL ASSESSMENT AND BEHAVIORAL INTERVENTION PLAN

The purpose of a “functional behavioral assessment” (FBA) is to understand the causes of a child’s challenging behavior in order to assist the IEP team in developing “positive behavioral interventions and supports” to address that behavior. The first step in understanding the behavior is to objectively and accurately describe the behavior and the social and environmental context in which it occurs. This description must be based on a systematic collection of information from observations and interviews. For example, if the concern is aggressive behavior, it will be important to know what form the behavior takes, when and where the behavior occurs and whether any environmental factors typically precede the behavior. Once there is an accurate description of the behavior and the context in which it occurs, a hypothesis or understanding of the causes and function of the behavior for the child can be developed. The hypothesis statement should include a description of the specific setting, event, and the “triggers” that precede the behavior, an operational and measurable definition of the behavior, and the function of the behavior. An example of a behavior’s function is a child using an inappropriate behavior to communicate frustration.

The FBA is generally conducted in a collaborative fashion, bringing together input from the child and a variety of individuals who work and interact with the child. It uses a

child-centered approach based on the understanding that behavior serves a particular function for each child and that effective interventions must be tailored to address the function played by the behavior, within the context in which the individual child lives and learns and in light of the child's unique strengths and needs. An FBA should be conducted by a professional who can demonstrate (e.g., through a specialized degree or credential) experience, knowledge and skill in positive behavior support, which includes training in applied behavior analysis.

Once the FBA is complete, the IEP team will develop a "behavioral intervention plan" (BIP) for the child, which will include positive strategies to address the behavior. The BIP can include a variety of program accommodations, modifications, supports and services to improve the child's behavior. The BIP should be designed to accomplish four outcomes: (a) improve environmental conditions to prevent problem behaviors; (b) teach the student new skills to enable the student to achieve the same function in a socially appropriate manner; (c) reinforce desired behaviors, including newly-taught replacement skills; and (d) use strategies to defuse problem behavior effectively and in ways that preserves the student's dignity. For example, for a child who runs out of class to avoid frustration, a plan might use a combination of strategies to reduce or eliminate environmental factors that cause frustration and help the child to learn or use different behaviors to communicate when frustrated.

CHANGES IN PLACEMENT IN RESPONSE TO CHALLENGING BEHAVIORS

If school district officials believe that a child's program or placement is not

appropriate because of behavioral or discipline problems, their first response should be to work with the IEP team, including the parents, to review, and if appropriate, revise the child's program or placement, to ensure that it meets the needs of the child without disrupting the learning environment for other children. If the child's parent does not agree to the program or placement changes proposed by the school district, he or she can contest the changes through mediation or due process. As in all other situations where there is a dispute between the school district and parent, there can be no change in the classification, IEP, or placement of the child during the pendency of mediation or due process, provided the parental request for mediation or due process is made in writing within 15 calendar days of the school district's written notice of a proposed action. This is referred to as the child's right to "stay put" during the pendency of a dispute. The child's placement may change during the pendency of mediation or due process only if the parent and school district agree to a change, or an ALJ orders a change.

Often, school districts will circumvent the special education and general education due process rights of children with disabilities who engage in challenging behavior or violate a school district's code of student conduct by coercing a parent to consent to a change of placement to home instruction. Schools will tell a parent that if the parent does not consent to home instruction, the child will be "expelled" from school for an indefinite or extensive period of time. However, parents should know that, in no case, under IDEA, can a school district discontinue educational services to a child with a disability for more than ten school days in a given school year.²¹⁸ Moreover, under State Student Conduct

regulations, whenever a child with a disability is suspended from school for more than five consecutive school days, the child must be provided educational services that afford the child FAPE and are consistent with the child's IEP.²¹⁹ In addition, whenever a child with a disability is suspended for more than ten consecutive school days, educational services must be provided in an "interim alternative educational setting."²²⁰

Consequently, a parent should never feel the need to consent to placement of a child on home instruction for fear that challenging the student's suspension or expulsion from school might lead to the complete discontinuation of educational services to the child.

SCHOOL DISTRICT AUTHORITY TO EXERCISE DISCRETION WHEN DISCIPLINING CHILDREN WITH DISABILITIES

School district officials always retain the authority to consider on a case-by-case basis any unique circumstances when determining whether or not it is appropriate to impose a disciplinary action or order a change of placement for a child with a disability who has violated a school district code of conduct.²²¹ This is true for any disciplinary action being considered, even if school district officials claim they do not have discretion under so called "zero tolerance" policies, including those mandated by State law.²²²

NOTIFICATION OF SUSPENSIONS TO PARENTS AND CASE MANAGERS

On the date on which a decision to suspend a child is made, the school district must notify the parents of the decision, and of all IDEA procedural safeguards, by providing the parents with a copy of *Parental Rights in Special Education (PRISE)*.²²³ In addition, at the time the child is being removed, the school principal is required to

provide a written statement of the reasons for the suspension to the child's parents and case manager.²²⁴

SCHOOL DISCIPLINE MUST BE CONSISTENT WITH THE CHILDREN'S IEPS

A school district's code of student conduct must be implemented in accordance with a child's IEP.²²⁵ Consequently, it is very important for the IEP of a child with behavioral problems to address the behavior through positive behavioral interventions and set forth to what extent the child might require an accommodation in the school district's general code of student conduct. For example, for some children, suspension from school without services even for one or two days might never be appropriate.

PROCEDURES AND SERVICES FOR SHORT-TERM SUSPENSIONS

Unless otherwise specified in a child's IEP, school district officials may suspend a child with a disability for up to ten consecutive school days, just as they would suspend a nondisabled child, under general standards and procedures applicable to short-term suspensions, without following special discipline procedures that apply to longer suspensions, so long as the suspension does not constitute a "change in placement"²²⁶ (see discussion of change in placement below).

In New Jersey, all children, including children with disabilities, are entitled to receive educational services within five school days of any suspension.²²⁷ These educational services must include academic instruction that addresses New Jersey's Core Curriculum Content Standards, and, for a child with a disability, the services must be

provided in a manner consistent with the child's IEP.²²⁸ The services may be provided through an "alternative education program" or "home or out-of-school instruction" which meet, respectively, criteria set forth in N.J.A.C. 6A:16-9.2 and 10.2, both of which provisions are set forth in Appendix I of this Manual.²²⁹

A school district may not ever deprive a child with a disability of educational services for more than a total of ten school days in a given year.²³⁰ If a school district subjects a child to a short-term suspension which results in the suspension of the child for a total of more than ten days in a given year, but is not a "change in placement" (see discussion below regarding "change in placement"), the school district must provide the child with educational services to the extent needed for the child to receive FAPE, but such services may be provided in another setting.²³¹ The extent of services required during any such suspension may be determined by school district officials in consultation with at least one of the child's teachers and case manager,²³² although school districts should be encouraged to involve parents in such decisions.

PROCEDURES AND SERVICES FOR LONG-TERM SUSPENSIONS

A school district may impose a long-term suspension of more than ten school days on a child with a disability under the same standards and procedures which apply to non-disabled children, so long as (1) the child's IEP does not provide otherwise, and (2) the child's conduct is determined not to be a "manifestation" of the child's disability.²³³ During any period of suspension of five days or more, the school district must provide educational services to the child with a disability which enable the child to receive FAPE

consistent with the child's IEP, although in an alternative educational setting.²³⁴ Such services may be provided through an "alternative education program" or "home or out-of-school instruction" which meet, respectively, criteria set forth in N.J.A.C 6A:16-9.2 and 10.2, both of which provisions are set forth in Appendix A of this Manual, as long as the requirements of the child's IEP are also met.²³⁵

A meeting must be convened within ten school days of any decision to suspend a child for more than ten days because of a violation of a school district's code of student conduct to determine if the child's conduct was a manifestation of the child's disability.²³⁶ The child's conduct must be determined to be a manifestation of the child's disability if (1) it was "caused by, or had a direct and substantial relationship to" the child's disability, or (2) it was "the direct result of the [school district]'s failure to implement the IEP."²³⁷ If the child's conduct is determined to be a manifestation of the child's disability, the IEP team must immediately return the child to the placement from which he was suspended, unless (1) "special circumstances" (discussed below) exist which justify the child's immediate placement in an "interim alternative educational setting," or (2) after development of a new, or review of the old, "behavioral intervention plan," the parent and the school district agree to a change of placement.²³⁸

The determination of whether a child's conduct was a manifestation of the child's disability must be made by a representative of the school district, the parent and "relevant" members of the IEP team, as determined by the parent and school district.²³⁹ In making this determination, this group must review and consider all relevant information

in the child's file, including the child's IEP, any teacher observations and relevant information provided by the parents.²⁴⁰

Whenever a child is suspended for more than ten consecutive school days, the child must receive, as appropriate, a functional behavioral assessment, and behavioral intervention services and modifications, that are designed to address the behavioral violation so that it does not happen again.²⁴¹ Moreover, whenever a child's behavior is determined to be a manifestation of the child's disability, the child's IEP team **must** ensure that a functional behavioral assessment is conducted and the IEP must develop a behavioral intervention plan, unless a functional behavioral assessment had already been completed and a behavioral intervention plan had been developed before the behavior that resulted in the suspension occurred, in which case the IEP team must review the child's behavioral intervention plan, and modify it as necessary to address the behavior.²⁴²

If it is determined that a child's behavior was not a manifestation of the child's disability, the child may be suspended for more than ten consecutive school days, provided (1) the child is afforded the same protections that apply to all children, and (2) the child continues to receive, in an interim alternative educational setting, educational services which enable the child to receive FAPE and are consistent with the child's IEP.²⁴³

SCHOOL DISTRICT AUTHORITY TO IMPOSE 45-DAY INVOLUNTARY PLACEMENTS IN INTERIM ALTERNATIVE EDUCATIONAL SETTINGS

School district officials may, without regard to whether the behavior was a manifestation of the child's disability, place a child with a disability for not more than 45 calendar days in an interim alternative educational setting if the child, while at school, on school premises, or at a school function: (1) carries or possesses a weapon; (2) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance; or (3) inflicts serious bodily injury upon another person.²⁴⁴ A school district's authority to remove a child whose conduct is a manifestation of the child's disability for more than ten consecutive school days without following general IEP procedures is strictly limited to the three special circumstances specified above, which are limited by specific definitions of the terms "dangerous weapon," "serious bodily injury," "controlled substance" and "illegal drug" under federal law.²⁴⁵ The definitions for these terms are set forth in Appendix J of ELC's special education manual.

As with any suspension or removal for more than ten consecutive days, when a child is removed to a 45-day interim educational setting due to weapons, drugs or serious bodily injury, the child is entitled to a full hearing before the school district, at which time he or she can contest the facts that led to the removal.²⁴⁶ While the school district does not have authority to review the school district's compliance with the special education laws (those issues are appealed through the due process procedures), the school district must conduct a hearing and determine (1) whether the child did in fact commit the

alleged offense; and (2) whether the proposed expulsion or long-term suspension is allowed under, and in accordance with, written school district policy. For further discussion of a child's due process protections, see p. 84 of this manual.

ADMINISTRATIVE LAW JUDGE AUTHORITY TO IMPOSE 45-DAY INVOLUNTARY PLACEMENTS IN INTERIM ALTERNATIVE EDUCATIONAL SETTINGS

Upon the request of a school district, an Administrative Law Judge ("ALJ") may order a change in placement of a child with a disability to an interim alternative educational setting for not more than 45 calendar days if the ALJ determines that maintaining the current placement of the child is "substantially likely to result in injury to the child or others."²⁴⁷

PROCEDURES AND SERVICES FOR SHORT-TERM SUSPENSIONS THAT CONSTITUTE CHANGES IN PLACEMENT

A child removed from school for disciplinary reasons is subject to a disciplinary **"change in placement"** if the child is suspended for more than ten consecutive days, or if the child is subject to a series of suspensions that constitute a "pattern" because: (1) the series of suspensions total more than ten school days in a school year, (2) the child's behavior is substantially similar to the child's behavior in previous incidents that resulted in the series of suspensions, and (3) additional factors are relevant such as the length of each suspension, the total amount of time the child has been suspended, and the proximity of the suspensions to one another.²⁴⁸

Within ten days of any decision to impose a short-term suspension which

constitutes a change in placement, the school district must conduct a manifestation determination in the same manner as if the child had been suspended for more than ten days.²⁴⁹ If the child's conduct is determined to be a manifestation of the child's disability, the same protections that apply to a child recommended for a long-term suspension would apply to the child.²⁵⁰ If the child's conduct is not a manifestation of the child's disability, the short-term suspension can be imposed against the child as any other short-term suspension, except, as discussed above, the child cannot be denied educational services.²⁵¹ The determination of whether a short-term suspension constitutes a pattern of removal and therefore a change in placement is made on a case-by-case basis by the school district, but that determination is subject to review through due process and judicial proceedings.²⁵²

All long-term suspensions are considered a change in placement and are subject to the protections discussed above.

PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION SERVICES

A child is entitled to all of the discipline procedural protections discussed in this manual, even if he or she is not classified as eligible for special education, if the school district knew or should have known that the child has a disability.²⁵³ A school district is deemed to have knowledge that a child is a child with a disability if, **before** the behavior that precipitated the disciplinary action occurred, (1) the parent expressed concern in writing to school district supervisory or administrative personnel, or a teacher of the

child, that the child is in need of special education and related services, (2) the parent of the child requested a special education evaluation of the child, or (3) the teacher of the child, or other personnel of the school district, expressed specific concerns directly to the director of special education or to other supervisory personnel about a pattern of behavior demonstrated by the child.²⁵⁴ A child is also to be considered as “potentially a student with a disability,” and provided all the special education discipline protections, if it has been determined that an evaluation of the child is warranted.²⁵⁵

A school district is **not** considered to have knowledge that a child has a disability if (1) the parent of the child has not allowed the child to be evaluated for eligibility for special education services, (2) the parent has refused special education services, or, (3) the child was evaluated and it was determined that the child was not a child with a disability.²⁵⁶

If it is determined that an evaluation is warranted after a child is subject to disciplinary action, the evaluation must be conducted on an expedited basis.²⁵⁷ If it is determined that the child is a child with a disability, the child is entitled to all the IDEA services and procedural protections available to children with disabilities subject to discipline.²⁵⁸

PARENTAL APPEALS OF MANIFESTATION DETERMINATIONS AND DISCIPLINARY CHANGES IN PLACEMENT

A parent may request an expedited due process hearing to challenge a school district’s manifestation determination or any disciplinary change in placement, including

a school district's unilateral decision to place a child in a 45-day interim alternative educational setting, placement of a child during any suspension that constitutes a change in placement, determination of whether a suspension constitutes a pattern of exclusion, and determination of whether a school district should be deemed to have knowledge that a child is a child with a disability or whether a child should be treated as "potentially a student with a disability."²⁵⁹ An expedited hearing of a manifestation determination or disciplinary change in placement must be completed within 20 **school days** of when the request for the hearing is filed,²⁶⁰ and the ALJ must issue a decision within ten **school days** after the hearing is completed, **without exception or extensions.**²⁶¹

Unless the parents and the school district agree in writing to waive the resolution meeting required whenever a due process hearing is requested, a resolution meeting must occur within seven days of receiving notice of the due process complaint,²⁶² and the due process hearing may then proceed, unless the matter has been resolved to the satisfaction of both parties within 15 **days** of receipt of the due process complaint.²⁶³ Before an expedited hearing, the parties must complete the exchange of relevant records and information at least two **business days** before the hearing.²⁶⁴

NO "STAY PUT" PENDING DISCIPLINARY APPEALS

Pending the appeal of a manifestation determination or disciplinary change in placement, the child must remain in the interim alternative educational setting unless the period of removal expires before the appeal is decided.²⁶⁵ In other words, "stay put," which is described in ELC's special education manual at p. 72, is not available while

appeals of manifestation determinations or disciplinary changes in placement are pending.

THE RIGHTS OF CHILDREN IN OUT-OF-DISTRICT PLACEMENTS

A child with a disability placed by a school district in an out-of-district placement is entitled to all of the discipline procedural protections granted to children in public schools.²⁶⁶ Whenever a child is subject to a short-term removal, discussed in this manual at p. 74, the principal of the out-of-district school must send written notice, including the reasons for the removal, to the child's case manager.²⁶⁷ In the case of a disciplinary "change of placement," discussed in this manual at p. 71, or long-term removal, discussed in this manual at p. 75, the out-of-district school may not take disciplinary action alone, but may only pursue a disciplinary change of placement in conjunction with the child's school district, and all of the procedural requirements of IDEA and New Jersey's Student Conduct regulations must be met.²⁶⁸ An out-of-district school may not unilaterally terminate a child's placement.²⁶⁹

CHALLENGING SCHOOL DISTRICT ACTION

Under IDEA and state law, the parent of a child with a disability has the right to resolve a dispute with a school district through an impartial third person. A parent can bring a complaint over any issue relating to identification, evaluation, classification, educational placement, or the provision of FAPE.²⁷⁰ These rights are called due process or procedural rights.²⁷¹ With regard to student discipline in particular, a parent has the right to challenge an interim educational program, a manifestation determination, a

decision by the school district that a removal is not part of a pattern of exclusion, a unilateral long-term removal for which the district did not obtain an ALJ order, or any noncompliance with the discipline procedures of IDEA.

IDEA provides for three types of complaint resolution: mediation; an administrative due process hearing, which can be expedited in discipline cases and can include a request for emergency relief; and complaint investigation. The New Jersey Department of Education has developed a form for requesting each type of complaint. These forms are located at Appendices N, O, and P of ELC's special education manual, and on the Department's website. Most student discipline disputes are resolved through expedited due process proceedings, where speedy relief may be obtained, rather than through mediation and complaint investigation. For this reason, the following section of this manual will focus on administrative due process hearings. A full discussion of IDEA's extensive procedural rights, including mediation and complaint investigation procedures, can be found in the Education Law Center's manual titled *The Right to Special Education in New Jersey: A Guide for Advocates*.

Expedited Due Process Hearing

A due process hearing is a formal, trial-like hearing before an ALJ at the New Jersey Office of Administrative Law (OAL). The ALJ in a due process hearing listens to and accepts evidence and legal arguments from both the parent and the school district, and issues a decision that is final and binding on both parties.²⁷² The decision must be implemented without delay, even if one of the parties files an appeal of the decision.²⁷³

The New Jersey Department of Education has the authority to enforce a due process hearing decision.²⁷⁴ The parent and the school district each have the right to appeal an adverse decision to either the New Jersey Superior Court or federal district court.²⁷⁵

Due process hearings in student discipline disputes are expedited.²⁷⁶ This means that the resolution period is shorter and the timeframes for conducting a hearing and issuing a decision are faster than those in other special education disputes.²⁷⁷ The resolution meeting, or if requested by both parties, mediation, must be scheduled within seven **calendar** days and completed within 15 **calendar** days of receipt of a request for an expedited hearing.²⁷⁸ The parties must complete the exchange of relevant records and information at least two **business** days before the hearing.²⁷⁹ The hearing must be conducted and completed within 20 **school** days of receipt of the request for an expedited hearing, and the ALJ must issue a final written decision within ten **school** days of the completion of the hearing, without exceptions or extensions.²⁸⁰ Note, as discussed in this manual at p. 87, a parent could file for an emergent relief hearing in such instances, but emergent relief hearings require parents to bear the heavier burden of showing that the child suffered “irreparable harm,” and it is not clear that such hearings will be scheduled and concluded any faster than the expedited hearings discussed in this Section.

Requesting a Hearing

A parent may request an expedited due process hearing to contest any school board action relating to discipline. A board of education must request an expedited due process hearing when it seeks to remove a child from school on the ground that he or she

is substantially likely to cause injury to him or herself or others.²⁸¹ A due process hearing is requested by writing to:

Director, Office of Special Education Programs
New Jersey Department of Education
P.O. Box 500
Trenton, New Jersey 08625-0500²⁸²

The request, also known as a “petition,” must include the student’s name, address, and date of birth; the name of the school the student attends; a description of the problem at issue, including relevant facts; a proposed resolution of the problem; and the relief sought.²⁸³ The due process petition must note that a copy of the request has been sent to the other party (the school board).²⁸⁴ The Department of Education’s form for requesting a due process hearing is located at Appendix N of ELC’s special education manual.

A request for a due process hearing must be filed within two years of the date the parent knew or should have known about the alleged action or failure to act complained of in the due process petition.²⁸⁵ The two-year limit may be extended, however, if the school district specifically misrepresented to the parent that the problem complained of was resolved or the school district withheld information that it was required to provide the parent.²⁸⁶

For information on the pre-hearing procedures for responding to a due process hearing request, the filing of a sufficiency petition, the scheduling of a resolution meeting, and the transmittal to the Office of Administrative Law, please see Education Law Center’s manual titled *The Right to Special Education in New Jersey: A Guide for*

Advocates.

Emergency Relief

Emergency relief is available when a student needs a speedy resolution of a dispute in order to avoid some serious harm.²⁸⁷ Emergency relief may be requested as part of an expedited due process hearing by completing the Department of Education's request for emergency relief form, located in Appendix O of ELC's special education manual. If the parent has already requested due process and the case has been transmitted to the OAL, he or she may request emergency relief through a written application to OAL.²⁸⁸ A parent's request for emergency relief must be supported by an affidavit or notarized statement setting forth the basis for the request.²⁸⁹ The parent must provide a copy of the request to the other party (the school board), and the request for emergency relief must note that a copy was sent.²⁹⁰

To prevail in an application for emergency relief, a parent must prove: (1) the child will suffer irreparable harm if the relief is not granted; (2) the legal right underlying the child's claim is settled; (3) the child has a likelihood of prevailing on the merits of the underlying claim; and (4) when the equities and interests of the parties are balanced, the child will suffer greater harm than the school board will suffer if the requested relief is not granted.²⁹¹ The most common way for a parent to demonstrate irreparable harm to the child is by showing that there has been an interruption or termination of educational services to the student.

NOTE: If the board of education acts unilaterally to remove a student from school

in violation of his or her right to stay-put, the student is not required to satisfy the criteria for emergency relief. Rather, the student should file a motion for emergency enforcement of the right to stay-put. This right, discussed on p. 72 of ELC's special education manual, prohibits school officials from unilaterally changing a student's placement during the pendency of a dispute. The right to stay-put is violated if school officials fail to provide notice of a change in placement and an opportunity to request mediation or due process before imposing expulsion, long-term suspension or any ban on a student's attendance at school for a period of more than 10 days.²⁹² Because the right to stay-put operates as an automatic injunction,²⁹³ a parent can move on an emergency basis for enforcement of this right without having to prove the criteria for emergency relief. The only exceptions to the right to stay-put are clearly delineated in IDEA: (1) a school board may impose a 45-day removal for a student who possesses a weapon or illegal drugs at school or a school function, as discussed on p. 21 of this manual; and (2) a hearing officer may impose a 45-day removal if the school board proves in an expedited due process hearing that the student is substantially likely to cause injury to him or herself or others, as discussed on p. 78 of this manual. Even in situations in which school officials conduct a manifestation determination, as discussed on p. 81 of this manual, and determine that the student's behavior was not related to his or her disability, they must comply with the notice requirements of IDEA before imposing a long-term suspension or expulsion.

A board of education may move for emergency relief as part of an expedited due process hearing to remove a student who is alleged to be substantially likely to cause

injury to him or herself or others. To prevail in its application, a board must meet the standard imposed on any other party requesting emergency relief: irreparable harm; settled legal claim; likelihood of prevailing on the merits of the claim; and, on a balancing of equities and interests, greater harm than that experienced by the opposing party if the requested relief is not granted.²⁹⁴ In order to show likelihood of prevailing on the merits of its claim, the board must establish in its application for emergency relief the specific criteria set forth in IDEA for the removal of a student alleged to be substantially likely to cause injury to him or herself or others, as discussed on p. 78 of this manual. A student may be able to successfully defend a school board's application for removal on the ground that it has not established each element of the statutory bases for removal.

The Right to Discover Evidence Prior to the Hearing

While a party to a due process hearing does not have the right to the type of formal discovery normally allowed in court cases, such as formal interrogatories, formal admissions and depositions of witnesses, the parent and school officials may request information and records from each other prior to the hearing.²⁹⁵ In a student discipline case, all responses to these requests must be completed no later than two business days before the expedited hearing.²⁹⁶ Each party to the hearing must disclose to the other party any documentary evidence and summaries of testimony intended to be introduced at the hearing.²⁹⁷ This requirement includes the obligation to disclose all evaluations and expert recommendations that the party intends to use at the hearing. At the request of a party, the ALJ must exclude any evidence at a hearing that was not disclosed at least two business

days before an expedited hearing - unless the ALJ decides that the evidence could not have been disclosed within that time.²⁹⁸

Burden of Proof

The school board in a due process hearing bears the burden of proof.²⁹⁹ In a discipline case, the school board must prove, for example, that the student committed the alleged offense, or that the student is substantially likely to cause injury to him or herself or others. If the board is proceeding on the ground that the student is substantially likely to cause injury to him or herself or others, it must prove the appropriateness of the interim educational setting; the student's IEP; the behavioral intervention plan; and the functional behavioral assessment. See p. 78 of this manual for a discussion of the statutory criteria for removal of a student alleged to be substantially likely to cause injury. The school board also bears the burden of proving the appropriateness of its manifestation determination. In sum, there is no presumption of correctness for the school board's action.³⁰⁰ However, in many cases, a parent will need expert testimony in order to rebut the school board's showing of appropriateness.

Due Process Hearing Relief

IDEA requires that, in most cases, a party alleging violation of the law first seek relief through an administrative due process hearing.³⁰¹ Some relief under IDEA – namely monetary damages, attorney's fees and reimbursement of litigation costs – is only available through court, but in most cases the parties must first exhaust their legal claims in a due process hearing.

A due process hearing provides a parent an opportunity to challenge and correct the imposition of student discipline that violates the requirements of IDEA. A parent entering into due process should carefully consider the range of available remedies and specifically request the remedies he or she wants in the application for due process.

Depending upon the facts of the case, a parent in a discipline case may be entitled to seek the following types of relief in a due process hearing: (1) prospective relief; (2) compensatory education; and (3) reimbursement of the costs of special education services and programs. Prospective relief requires the school district to undertake an affirmative, future act. For example, if the school unilaterally changed the student's placement to home instruction without complying with IDEA's discipline or other procedural requirements, the parent may want to seek prospective relief requiring the student's return to his or her previous - or stay-put - placement, with the provision of specific services to address any behavioral problems. If the school imposed a long-term suspension without first conducting a manifestation determination, the parent may want to seek an order requiring that the school immediately reinstate the student and immediately conduct the determination in accordance with the criteria set forth in IDEA. If the school imposed a long-term removal without first conducting a functional behavioral assessment and developing a behavioral intervention plan, the parent may want to seek an order requiring the district to hire an expert qualified to conduct such an assessment and develop such a plan.

Compensatory education may be awarded in a due process hearing to make up for

education lost when a student was improperly removed from his or her educational program in violation of IDEA's discipline requirements.³⁰² The student may be awarded compensatory education for a period equal to the period of deprivation.

Reimbursement of the cost of special education services and programs provided to the student at the parent's expense is also available to a parent in a due process hearing if the ALJ rules that the school district is responsible for and should have provided such services and programs.

It has generally been recognized that an ALJ in a due process hearing does not have the authority to award monetary damages, attorney's fees or costs associated with litigation. While the Third Circuit Court of Appeals has ruled that monetary damages are not available under IDEA,³⁰³ damages may be available in some cases under Section 504 of the Rehabilitation Act or under the Americans with Disabilities Act. A parent may also file for reimbursement of attorney's fees in court if a school district refuses to pay those fees once the parent has prevailed at a due process hearing. For more information on taking a special education case to court, see the Education Law Center's manual titled *The Right to Special Education in New Jersey: A Guide for Advocates*.

NOTE: A student with a disability who has been improperly disciplined may have claims against the school board under both IDEA and the general education laws based on the same incident or set of facts. In such a case, the student should file two separate complaints: (1) a due process request with the Office of Special Education Programs ("OSEP") setting forth the IDEA claims; and (2) a petition with the commissioner of

education setting forth the general education claims, in accordance with the law and procedures explained in Part I of this manual. Under federal law, the commissioner of education does not have authority to rule on special education claims and an ALJ in a special education due process hearing does not have authority to rule on general education claims. It is advisable, therefore, that a party file two separate complaints, with a request in the cover letters to the Director of OSEP and the Director of the Bureau of Controversies and Disputes that the two complaints be consolidated for purposes of a fact-finding hearing at the Office of Administrative Law (“OAL”) since the claims are based on the same underlying facts. Anytime that a petition to the Commissioner is filed that also raises issues under the special education laws, the petition must indicate that and must state whether a complaint has also been filed with OSEP.³⁰⁴ Under Department of Education procedures, such a case will be filed with Controversies and Disputes and with OSEP, and will be forwarded to OAL to be handled as a special education case, unless an Administrative Law Judge finds that the case should also be decided under general education rules and procedures.³⁰⁵

Student’s Placement During Due Process Proceeding

As discussed in this manual at p. 82, a student does not have the right to remain in his or her current educational placement (the placement prior to suspension or removal) while a due process case to challenge a manifestation determination or disciplinary change in placement is pending.³⁰⁶ If a parent is challenging the interim educational setting or the manifestation determination of a student placed by the district in a 45-day

interim educational setting due to illegal drugs, weapons, or infliction of serious bodily injury, or placed by a hearing officer in such a setting after a determination that the student is substantially likely to cause injury to him or herself or others, the student remains in the interim educational setting until the expiration of the 45 days, or a decision by the ALJ on the parent's appeal, whichever occurs first, unless the parent and the district agree to another placement.³⁰⁷

If, at the end of a 45-day interim educational setting, the school district proposes a new educational placement to which the parent does not agree, the parent may request a due process hearing to contest the change in placement. In this case, while the due process case is pending, the child must be returned to his or her educational program prior to the 45-day removal,³⁰⁸ unless the school district requests emergency relief and the ALJ finds, under the standards discussed in this manual at p. 78, that the child is likely to cause substantial injury and that placement in an interim educational setting is appropriate for an additional 45 days.³⁰⁹

Specific Hearing Rights

In order to make sure that the due process hearing allows the parent to present his or her side of the disagreement effectively and fairly, IDEA and state law guarantee the following rights applicable to an expedited hearing in a discipline case:

- The right to an impartial ALJ to conduct the hearing and make the decision.³¹⁰
- The right to have the hearing scheduled at a time and place which is reasonably convenient to the parent.³¹¹

- The right to have a full record of the hearing.³¹²
- The right to have disclosed at least two business days before the expedited hearing any documentary evidence and summaries of testimony the school district intends to introduce at the hearing.³¹³
- The right to be accompanied and advised by a lawyer and by individuals with special knowledge or training about children with disabilities.³¹⁴
- The right to present documents, to call witnesses, and to confront and cross-examine witnesses presented by the school district.³¹⁵
- The right to prevent the school district from presenting evidence it did not provide at least two business days before the expedited hearing, unless the ALJ finds that it could not have been disclosed at that time.³¹⁶
- The right to require any school district official or employee with knowledge of the case to attend the hearing.³¹⁷
- The right to a written decision, which includes the reasons supporting it, not later than 10 school days after the expedited hearing is complete, without exception or extensions.³¹⁸
- The right to have the ALJ's decision carried out immediately, even if the school district loses and plans to appeal the decision, unless the school district can persuade a state or federal court judge that implementing the decision may be harmful to the child or other children.³¹⁹

APPENDIX A

N.J.A.C. 6A:3-1.4 Format of petition of appeal

(a) A petition shall include the name and address of each petitioner; the name and address of each party respondent; a statement of the specific allegation(s) and essential facts supporting them which have given rise to a dispute under the school laws; the relief petitioner is seeking; and a notarized statement of verification or certification in lieu of affidavit for each petitioner. The petition should also cite, if known to petitioner, the section or sections of the school laws under which the controversy has arisen. A petition should be presented in substantially the following form:

| | | |
|--|-----------------------|---|
| <i>(YOUR NAME & YOUR STUDENT'S NAME),</i> PETITIONER(S). v. <i>(NAME OF DISTRICT BOARD OF EDUCATION),</i> RESPONDENT(S). | : : : : : | BEFORE THE COMMISSIONER OF EDUCATION OF NEW JERSEY PETITION |
|--|-----------------------|---|

Petitioner, *(your name, on behalf of your student's name)*, residing at *(your address)*, hereby requests the Commissioner of Education to consider a controversy which has arisen between petitioner and respondent whose address is *(Board of Education's address)*, pursuant to the authority of the Commissioner to hear and determine controversies under the school law (N.J.S.A. 18A:6-9), by reason of the following facts:

1. (Here set forth in as many itemized paragraphs as are necessary the specific allegation(s), and the facts supporting them, which constitute the basis of the controversy.)

WHEREFORE, petitioner requests that (here set forth the relief desired).

BEFORE THE COMMISSIONER
OF EDUCATION OF NEW JERSEY

_____ on behalf
of _____

PETITIONERS, :

v.

PETITION

BOARD OF EDUCATION

RESPONDENT(S) .

Petitioner, _____,

residing at _____,

hereby requests the Commissioner of Education to consider a controversy which has arisen

between petitioner and respondent whose address is

_____, pursuant to the authority of the

Commissioner to hear and determine controversies under the school law (N.J.S.A. 18A:6-9), by

reason of the following facts:

1.

2.

3.

4.

5.

WHEREFORE, petitioner requests that _____

_____.

Date: _____ X _____

VERIFICATION

_____, of full age, being duly sworn upon his or her
oath
according to law deposes and says:

- 1. I am the petitioner in the foregoing matter.
- 2. I have read the petition and verify that the facts contained therein
are true to the best of my knowledge and belief.

X _____

Sworn and subscribed to before me this
____ _ day of _____, 20

X _____

APPENDIX B

| | | |
|--|---|---|
| (YOUR NAME) on behalf of (YOUR STUDENT’S NAME), | : | BEFORE THE COMMISSIONER OF EDUCATION OF NEW JERSEY |
| PETITIONERS, | : | |
| v. | : | |
| (NAME OF SCHOOL DISTRICT) BOARD OF EDUCATION | : | PROOF OF SERVICE |
| RESPONDENT(S). | : | |

I, (your name), hereby certify that on (month, day, year), I served the within Petition by hand delivery/regular mail/certified mail* to the (name of school district) Board of Education, located at (address of local school board).

I certify that the foregoing statements made by me are true. I am aware that if any of the foregoing statements made by me are willfully false, I am subject to punishment.

Date: _____

(Your signature) _____

*Circle appropriate option

_____ on
behalf of _____

BEFORE THE COMMISSIONER
OF EDUCATION OF NEW JERSEY

PETITIONERS,

v. _____

PROOF OF SERVICE

BOARD OF EDUCATION,

RESPONDENT.

I, _____,
hereby certify that on _____, 20____, I served the within Petition by
hand delivery / regular mail / certified mail* to the
Board of Education, located at _____.

I certify that the foregoing statements made by me are true. I am aware that if any of the
foregoing statements made by me are willfully false, I am subject to punishment.

Date: _____

X _____

*Circle appropriate option

ENDNOTES

¹¹ New Jersey Department of Education Student Discipline Discussion Paper (January 2003), available at <http://www.state.nj.us/njded/code/title6a/chap29/code.pdf>

² N.J. Const. Art. VIII, sec. 4, para. 1:

The Legislature shall provide for the maintenance and support of a thorough and efficient system of free public schools for the instruction of all the children in the State between the ages of five and eighteen years.

See also N.J.S.A. 18A:38-1, *et seq.* (granting a student between the ages of five and twenty a statutory entitlement to enroll in the school district in which he or she resides).

³ Commissioner and State Board of Education decisions prior to 1992 are published in a series of volumes entitled New Jersey School Law Decisions (S.L.D.). Decisions from 1992 through July 10, 1997 are published in New Jersey Administrative Reports (N.J.A.R.2d). Decisions from July 1, 1997 to present are available from the Department of Education's website, www.state.nj.us/njded/legal.

⁴ N.J.A.C. 6A:16-7.1.

⁵ N.J.A.C. 6A:16-7.1(a)(4).

⁶ N.J.A.C. 6A:16-7.1(a)(3).

⁷ N.J.A.C. 6A:16-7.1(b).

⁸ N.J.A.C. 6A:16-7.1(c)(4).

⁹ N.J.A.C. 6A:16-7.1(c)(5).

¹⁰ N.J.A.C. 6A:16-7.9.

¹¹ N.J.A.C. 6A:16-7.1(a)(5)-(6).

¹² N.J.A.C. 6A:16-8.1.

¹³ N.J.A.C. 6A:16-8.2.

¹⁴ N.J.A.C. 6A:14-3.3.

¹⁵ N.J.S.A. 18A:40A-9, *et seq.*; N.J.A.C. 6A:16-4.3(a)(14).

¹⁶ N.J.S.A. 18A:37-2; N.J.S.A. 18A:37-2.1; N.J.S.A. 18A:37-8.

¹⁷ New Jersey's Anti-Bullying Bill of Rights Act of 2011, N.J.S.A. 18A:37-13, *et seq.*, added harassment, intimidation, and bullying as potential grounds for suspension or expulsion.

¹⁸ *R.R. v. Bd. of Educ. of Shore Reg'l High Sch. Dist.*, 109 N.J. Super. 337, 344 (Ch. Div. 1970) (holding that student may be disciplined for behavior off school grounds if behavior poses a direct danger to self or others).

¹⁹ *R.B. v. Bd. of Educ. of Greater Egg Harbour Reg'l High Sch. Dist.*, 96 N.J.A.R.2d (EDU) 594 (N.J. Adm. 1996) (holding that board of education may not simply rely on discipline decision of prior school, but may impose interim suspension pending its own discipline hearing and determination).

²⁰ *F.McB. v. Bd. of Educ. of Twp. of Washington*, 96 N.J.A.R.2d (EDU) 298, 306 (N.J. Adm. 1995) (upholding student's suspension from school band and requirement that student undergo a psychological exam before readmission to band, based on an alleged threat of harm to band leader, even though school's code of student conduct did not specify such conduct as grounds for suspension from band).

²¹ N.J.A.C. 6A:16-7.1(c)(3)(i).

²² N.J.A.C. 6A:16-1.3 (defining expulsion as "the discontinuance of educational services or the discontinuance of payment of educational services for a student").

²³ *David Dowding v. Bd. of Educ. of Twp. of Monroe*, 1990 S.L.D. 1711, 1713 (State Board of Education decision).

²⁴ *R.W. v. Somerville Bd. of Educ.*, 1988 S.L.D. 2333, 2350-2351.

²⁵ N.J.S.A. 18A:37-4.

²⁶ *Goss v. Lopez*, 419 U.S. 565, 581, 95 S.Ct. 729, 740 (1975).

²⁷ *Goss v. Lopez*, 419 U.S. at 582.

²⁸ N.J.A.C. 6A:16-7.2(a)(3).

²⁹ N.J.A.C. 6A:16-7.2(a)(5).

³⁰ N.J.A.C. 6A:16-7.1(a).

³¹ N.J.S.A. 18A:37-5.

³² N.J.A.C. 6A:16-7.2(a)(5)(i), -7.3(a)(9), -7.5(b)(2).

³³ N.J.A.C. 6A:16-7.2(a)(2)(ii).

³⁴ N.J.A.C. 6A:16-7.3(a)(3)-(4).

³⁵ N.J.A.C. 6A:16-7.3(a)(5)(iv).

³⁶ See N.J.A.C. 6A:16-7.3(a)(10)(iii).

The requirement of a hearing before the board of education within 21 days of the student's removal from school was established in 1970 in the case *R.R.*, supra. In holding that a 21-day time period satisfied constitutional due process requirements, the court specifically found that the time frame set forth in N.J.S.A. 18A:37-5 - a suspension/expulsion hearing by "the second regular meeting of the board of education... after such suspension" - did not satisfy constitutional due process. The Legislature never amended N.J.S.A. 18A:37-5 to conform to the decision in *R.R.* In 1995, the Legislature enacted a statute extending the hearing timeframe to 30 days for student offenses involving firearms and assault with a weapon against school personnel, apparently ignoring the constitutional standard set by the court in *R.R.*

Subsequent to the decision in *R.R.*, the United States Supreme Court decided *Goss*, supra, which established a student's due process protections for a short-term suspension (10 days or less). The Court in *Goss* found that for any exclusion from school beyond 10 days, more formal procedures, including a hearing, were required. Although the Court did not specify a timeframe for provision of these procedures, it follows from the Court's reasoning that the additional procedural protections must be provided within 10 days of the student's removal from school, if the student's exclusion from school is to extend beyond this time period. Thus, the decision in *Goss* strongly suggests that a board hearing 21 or 30 days after a student's removal from school violates the federal constitution.

In 1976, the United States Supreme Court decided *Mathews v. Eldridge*, 424 U.S. 319, 96 S.Ct. 893 (1976), which established a three part balancing test to resolve the issue of what process is due a person facing a deprivation of property: "[t]he specific dictates of due process generally require ... consideration of three distinct factors: first, the private interest affected by the official action; second, the risk of an erroneous deprivation of such interest through the procedure used, and the probable value, if any, of additional or substitute procedural safeguards; and finally, the government's interest, including the function involved and the fiscal and administrative burdens that the additional or substitute procedures would entail." 424 U.S. at 335, 96 S. Ct. at 903. Applying this test to the student discipline context: First, the fundamental nature of the constitutional right to a public education is firmly established in New Jersey law, and the private interest at stake is one recognized to be of great importance. *E.g.*, *Levine v. Institutions and Agencies Dept. of New Jersey*, 84 N.J. 234, 258 (1980); *Robinson v. Cahill*, 69 N.J. 133, 147 (1975) (Robinson IV); see also *Abbott v. Burke*, 149 N.J. 145 (1997) (Abbott IV); *Abbott v. Burke*, 153 N.J. 480 (1998) (Abbott V). Second, there is significant risk of erroneous deprivation of this fundamental right as the discipline hearing is delayed, and a speedy hearing within 10 days would significantly protect the right. Third, school boards should be able to decide long-term suspension/expulsion cases immediately without any burden.

New Jersey courts have not addressed the issue of what constitutes a timely student discipline hearing since the decisions in *Goss* and *Mathews v. Eldridge*. The 21- and 30-day timeframes appear to be constitutionally deficient under federal case law.

³⁷ N.J.A.C. 6A:16-7.3(a)(6); *R.R.* supra, 109 N.J. Super. at 349; *Tibbs v. Bd. of Educ. of Township of Franklin*, 114 N.J. Super. 287, 293-294 (App. Div. 1971), *aff'd* 59 N.J. 506 (1971).

³⁸ N.J.A.C. 6A:16-7.3(a)(8); *R.R.* supra, 109 N.J. Super. at 349; *Tibbs*, supra, 114 N.J. Super. at 293-294.

³⁹ N.J.A.C. 6A:16-7.3(a)(7).

⁴⁰ N.J.A.C. 6A:16-7.3(a)(10)(ii); *Tibbs*, supra, 114 N.J. Super. at 293-296.

⁴¹ N.J.A.C. 6A:16-7.3(a)(10)(i); *R.R.*, supra, 109 N.J. Super. at 349; *L.T. v. Long Branch City Bd. of Educ.*, 96 N.J.A.R. 2d.

(EDU) 125, 131.

⁴² N.J.A.C. 6A:16-7.3(a)(10)(iv).

⁴³ N.J.A.C. 6A:16-7.3(a)(11).

⁴⁴ *M.W. v. Bd. of Freehold Reg'l High Sch. Dist.*, 1975 S.L.D. 127, 132.

⁴⁵ *M.R. v. Bd. Of Trustees of Hoboken Charter Sch.*, Commissioner Slip Opinion, OAL Dkt. No. EDU 9662-09, March 22, 2010 (converting expulsion to long-term suspension where there was no evidence of prior long-term suspension or receipt of alternative education services).

⁴⁶ N.J.S.A. 18A:37-2.1.

⁴⁷ N.J.S.A. 18A:37-2.2.

48 N.J.S.A. 18A:37-7.
49 N.J.S.A. 18A:37-2.1 (assault against school personnel or school board member); N.J.S.A.
18A:37-2.2 (assault with a weapon); N.J.S.A. 18A:37-7 (firearms offense).
50 N.J.S.A. 18A:37-7, *et seq.*
51 The Zero Tolerance for Guns Act was enacted to conform to the federal Gun Free Schools Act, 20 U.S.C. §
7151. A firearm is defined in federal law to mean:
(A) any weapon (including a starter gun) which will or is designed to or may readily be converted
to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon;
(C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not
include an antique firearm.
18 U.S.C. § 921(a)(3).
52 N.J.S.A. 18A:37-9.
53 N.J.S.A. 18A:37-2.1.
54 N.J.S.A. 18A:37-2.5; N.J.S.A. 18A:37-11.
55 N.J.A.C. 6A:16-5.5(i) (firearms); N.J.A.C. 6A:16-5.6(i) (assault with a weapon).
56 N.J.A.C. 6A:16-7.6; *Tinker*, 393 U.S. at 507; *Layshock v. Hermitage Sch. Dist.*, 650 F.3d 205, 216 (3d Cir.
2010).
57 *G.D.M. v. Bd. of Educ. of the Ramapo Indian Hills Regional High Sch. Dist.*, 2012 WL 3000230, at *11
(N.J. Super. A.D.); *R. R. v. Bd. of Ed. of Shore Regional High Sch. Dist.*, 109 N.J. Super. 337, 344 (Ch.Div. 1970).
58 *G.D.M. v. Bd. of Educ. of the Ramapo Indian Hills Regional High Sch. Dist.*, 2012 WL 3000230, at *8;
N.J.A.C. 6A:16-7.6.
59 *G.D.M. v. Bd. of Educ. of the Ramapo Indian Hills Regional High Sch. Dist.*, 2012 WL 3000230 (N.J.
Super. A.D.).

60 N.J.S.A. 18A:40A-9, *et seq.*; N.J.A.C. 6A:16-3.1, *et seq.*
61 N.J.A.C. 6A:16-4.2.
62 N.J.A.C. 6A:16-4.1(a).
63 N.J.A.C. 6A:16-4.1(c)(2).
64 N.J.A.C. 6A:16-3.1(a)(3); N.J.A.C. 6A:16-4.1(c)(7)(ii).
65 N.J.A.C. 6A:16-4.3(a)(12).
66 N.J.A.C. 6A:16-4.3(a)(14).
67 N.J.A.C. 6A:16-3.2.
68 N.J.S.A. 18A:40A-12; N.J.A.C. 6A:16-4.3(a)(1).
69 N.J.A.C. 6A:16-4.3(a)(2).
70 N.J.A.C. 6A:16-4.3(a)(5). The law does not specify what steps a school must take to determine whether a
parent is available, but presumes that the school will undertake all reasonable steps to contact the student's parents
before proceeding to the hospital.
71 N.J.A.C. 6A:16-4.3(a)(4)-(53)-().
72 N.J.S.A. 18A:40A-12; N.J.A.C. 6A:16-4.3(a).
73 *Gutin v. Washington Twp. Bd. of Educ.*, 467 F. Supp. 2d 414 (D.N.J. 2006) (finding that school officials
who suspected boy of being under the influence of drugs did not violate his state or constitutional rights by taking
him to a hospital for a urine drug test without his consent); *Hedges v. Musco*, 204 F.3d 109 (3d Cir. 2000) (N.J.)
(school officials and medical staff did not violate girl's constitutional rights by submitting her to urine and blood
drug tests upon reasonable suspicion she was intoxicated).
74 N.J.A.C. 6A:16-4.3(a)(7). If a doctor of the parents choosing examined the student and the report is not
issued within 24 hours of the referral, the parent must submit written proof of the medical examination within 24
hours. The written proof must contain the name, address, phone number and signature of the examining physician
and indicate that the report is pending and the date by which it will be provided. N.J.A.C. 6A:16-4.3(a)(8).
75 N.J.A.C. 6A:16-4.3(a)(9).
76 N.J.A.C. 6A:16-4.3(a)(10).
77 N.J.A.C. 6A:16-4.3(a)(11)(i)-(ii).
78 N.J.A.C. 6A:16-4.3(a)(11)(ii).

79 N.J.A.C. 6A:16-4.3(a)(4)-(5).
80 N.J.S.A. 18A:40A-12(b); N.J.A.C. 6A:16-4.3(b)(2).
81 N.J.A.C. 6A:16-4.3(b)(5)-(64)-().
82 N.J.A.C. 6A:16-4.3(d); N.J.S.A. 18A:38-25, 31 (Compulsory Education Act); N.J.S.A 9:6-1, *et seq.*, and
N.J.A.C. 6A:16-11 (child neglect laws).
83 *New Jersey v. T.L.O.*, 469 U.S. 325, 105 S. Ct. 733 (1985).
84 *Safford Unified Sch. Dist. #1 v. Redding*, 129 S. Ct. 2633 (2009).
85 N.J.S.A. 18A:37-6.1.
86 *See, e.g., State v. Best*, 201 N.J. 100 (2010) (applying the reasonable suspicion standard to assistant
principal's search for drugs in a student's car parked in a school lot).
87 *State v. Johnson*, 68 N.J. 349 (1975).
88 N.J.A.C. 6A:16-6.2.
89 N.J.A.C. 6A:16-6.2(b)(5).
90 N.J.A.C. 6A:16-6.1(a); N.J.A.C. 6A:16-6.2(b)(2).
91 *Vernonia Sch. Dist. 47J v. Acton*, 515 U.S. 646 (1995) (finding that student athletes have less of a privacy
interest than the general school population).
92 *Bd. of Educ. of Indep. Sch. Dist. No. 92 of Pottawatomie Pottawatomis Cnty. v. Earls*, 536 U.S. 822, 122 S.
Ct. 2559 (2002).
93 *Joye v. Hunterdon Cent. Reg'l High Sch. Bd. of Educ.*, 176 N.J. 568 (2003).
94 *Desilets v. Clearview Reg'l Bd. of Educ.*, 265 N.J. Super 370 (App. Div. 1993).
95 N.J.A.C. 6A:16-6.2(b)(2).
96 N.J.A.C. 6A:16-6.3(a).
97 N.J.A.C. 6A:16-6.3(b).
98 N.J.A.C. 6A:16-6.3(c).
99 N.J.A.C. 6A:16-6.3(d).
100 N.J.A.C. 6A:16-6.3(e).
101 A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials 8.4
(2011 Revisions).
102 N.J.A.C. 6A:16-6.2(b)13-15.
103 A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials 8.3
(2011 Revisions).
104 A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials 8.4
(2011 Revisions). Such acts include those "predicated upon prejudices, including race color, ethnicity, national
origin, ancestry, religion, gender, sexual orientation, gender identity or expression, mental, physical or sensory
disability, or by any other distinguishing characteristic tear at the fabric of our society, pose grave risks to the
physical and emotional well being of children, and can quickly lead to retaliation and an escalation of violence both
on and off school grounds."
105 A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials 8.5
(2011 Revisions). Hazing is a tradition-based process used by groups to maintain a hierarchy and involves activities
that are "physically and psychologically stressful" and can be "humiliating, demeaning, intimidating and
exhausting." Hazing is an independent offense under N.J.S.A. 2C:40-3, but hazing conduct may also constitute
crimes such as assault, harassment, threats, robbery and sexual offenses.
106 A Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials 8.6
(2011 Revisions). New Jersey's Anti-Bullying Bill of Rights Act of 2001, N.J.S.A. 18A:37-13, *et seq.*, primarily
addresses the obligations of schools and districts in preventing bullying and does not establish a new criminal
offense, although bullying conduct may constitute independent offenses such as harassment or assault.
107 *See, e.g., C.S. v. Bd. of Educ. of Lower Camden Cnty Reg'l. High Sch.*, Commissioner Slip Opinion, OAL
Dkt. No. EDU 605-98, July 8, 1998 (finding student's drug possession a legitimate basis on which to bar attendance
at graduation ceremony).
108 *J.E., et al., v. New Milford Bd. of Educ.*, Commissioner Slip Opinion, OAL Dkt No. EDU 9514-00,
December 1, 2000 (upholding imposition of 20 hours of scrubbing defaced desks, cleaning school grounds and
collecting leaves for failing to report vandalism which students witnessed).

- ¹⁰⁹ N.J.A.C. 6A:16-7.5(a)(2), -7.3(a)(5)(iv); *M.R. v. Bd. of Trustees of Hoboken Charter Sch.*, Commissioner Slip Opinion, OAL Dkt. No. EDU 9662-09, March 22, 2010 (converting expulsion to long-term suspension where there was no evidence of prior long-term suspension or receipt of alternative education services).
- ¹¹⁰ *H.A. v. Bd. of Educ. of Warren Hills Reg'l Sch. Dist.*, 1976 S.L.D. 336, 340.
- ¹¹¹ *Tibbs*, supra, 114 N.J. Super. at 293-296.
- ¹¹² *Tibbs*, supra, 114 N.J. Super. at 293-296.
- ¹¹³ *Butler v. Oak Creek-Franklin Sch. Dist.*, 172 F. Supp. 2d 1102, 1125 (E.D. Wis. 2001).
- ¹¹⁴ *Baxter v. Palmigiano*, 425 U.S. 308, 318 (1976) (holding the Fifth Amendment does allow an adverse inference to be drawn against parties in non-criminal proceedings when they refuse to testify in response to probative evidence offered against them).
- ¹¹⁵ *Butler*, 172 F. Supp. 2d at 1126; *Boynton v. Casey*, 543 F.Supp. 995, 997 (D. Me. 1982). *But see Gonzales v. McEuen*, 435 F.Supp. 460, 471 (C.D. Cal. 1977) (holding that inferring guilt from a student's silence violates that students' Fifth Amendment rights) and *Caldwell v. Cannady*, 340 F.Supp.835 (N.D. Tex., 1972) (holding "one cannot be denied his Fifth Amendment right to remain silent merely because he is a student. Further, his silence shall under no circumstances be used against him as an admission of guilt). *Caldwell* was decided before the seminal U.S. Supreme Court case on this issue, *Baxter v. Palmigiano*.
- ¹¹⁶ *Morale v. Grigel*, 422 F. Supp. 988, 1003 (D.N.H. 1976).
- ¹¹⁷ *E.g., Abbott v. Burke* 100 N.J. 269, 290 (1985) (*Abbott I*) (in evaluating whether the State has satisfied its "constitutional obligation under the thorough and efficient education clause, the Court recognizes the paramount requirement that at all times the State secures 'the common educational rights of all,'" quoting *Robinson v. Cahill*, 62 N.J. 473, 515 (*Robinson I*); see also N.J.S.A. 18A:4-10 (vesting general supervision and control of public education in the state board); N.J.S.A. 18A:4-23 (empowering the commissioner to supervise all schools receiving support or aid from state appropriations); and N.J.S.A. 18A:7A-34 (authorizing removal of district board of education and creation of a state-operated school district upon determination that local school district has failed to assure a thorough and efficient system of education).
- ¹¹⁸ *Robinson I*, supra, 62 N.J. at 520; see also *In re the Grant of Charter Sch. Application of Englewood on the Palisades Charter Sch.*, 164 N.J. 316, 322 (2000) (determination to enlist local school districts to meet obligation permissible so long as state ensures that means chosen to deliver educational services fulfills constitutional obligation) (citing *Robinson I*, supra, 62 N.J. at 508-09 & 509 n.9); *Abbott IV*, supra, 149 N.J. at 182 ("The State ... cannot shirk its constitutional obligation under the guise of local autonomy.").
- ¹¹⁹ N.J.S.A. 18A:11-1 (requiring board to "[p]erform all acts and do all things, consistent with law and the rules of the state board, necessary for the lawful and proper conduct...of the public schools of the district").
- ¹²⁰ *Levine*, supra, 84 N.J. at 258 ("[T]he right to a free public education is ... expressly guaranteed [in our Constitution] and, thus, as defined by this Court ... does constitute a fundamental right"); *Robinson IV*, supra, 69 N.J. at 147 ("...the right of children to a thorough and efficient system of education is a fundamental right guaranteed by the Constitution.").
- ¹²¹ See *Doe v. Poritz*, 142 N.J. 1, 90 (1995) (applying balancing test to statute that infringed on the right to privacy and finding that "even if the governmental purpose is legitimate and substantial ... the invasion of the fundamental right ... must be minimized by utilizing the narrowest means which can be designed to achieve the public purpose").
- ¹²² *Robinson I*, supra, 62 N.J. at 513.
- ¹²³ Equal protection of laws is one of the fundamental guarantees of the New Jersey Constitution, N.J. Const. Art. 1, para. 1. See *Right to Choose v. Byrne*, 91 N.J. 287, 310 (1982); *Peper v. Princeton Univ. Bd. of Trustees*, 77 N.J. 55, 79 (1978). See also *Barone v. Dept. of Human Servs., Div. of Med. Assistance and Health Servs.*, 107 N.J. 355, 367 (1987).
- ¹²⁴ *Greenberg v. Kimmelman*, 99 N.J. 552, 567 (1985); *Brown v. City of Newark*, 113 N.J. 565, 573-74 (1989); *Barone*, supra, 107 N.J. at 368 (quoting *Taxpayers' Ass'n of Weymouth Twp. v. Weymouth Twp.*, 80 N.J. 6, 43 (1976), cert. denied sub nom, *Feldman v. Weymouth*, 430 U.S. 977 (1977)).
- ¹²⁵ *Planned Parenthood of Central New Jersey, et al., v. Farmer, et al.*, 165 N.J. 609 (2000); *Taxpayers' Ass'n*, supra, 80 N.J. at 43; *Borough of Collingswood v. Ringgold*, 66 N.J. 350, 370 (1975), appeal dismissed, 426 U.S. 901 (1976); see also *Right to Choose v. Byrne*, supra, 91 N.J. at 309.
- ¹²⁶ *Taxpayers' Ass'n*, supra, 80 N.J. at 43.

¹²⁷ *Boyle v. Riti*, 175 N.J. Super. 158, 166 (App. Div. 1980); *Thomas v. Morris Twp. Bd. of Educ.*, 89 N.J. Super. 327, 332 (App. Div. 1965), *aff'd* 46 N.J. 581 (1966); *Kopera v. West Orange Bd. of Educ.*, 60 N.J. Super. 288, 294 (App. Div. 1960).

¹²⁸ *Worthington v. Fauver*, 88 N.J. 183, 204 (1982) (quoting *Bayshore Sewerage Co. v. Dept. Env't. Prot.*, 122 N.J. Super. 184, 199 (Ch. Div. 1973)).

¹²⁹ See, e.g., *Atkinson v. Parsekian*, 37 N.J. 143, 149 (1962); *SSI Med. Servs., Inc. v. State Dept. of Human Servs., Div. of Med. Assistance and Health Servs.*, 284 N.J. Super. 184, 188 (App. Div. 1995).

¹³⁰ See, e.g., *C.S. v. Bd. of Educ. of the Twp. of Piscataway*, 97 N.J.A.R. 2d (EDU) 573.

¹³¹ *Scher v. Bd. of Educ. of Borough of West Orange*, 1968 S.L.D. 92.

¹³² *Scher*, supra, 1968 S.L.D. at 96.

¹³³ *Scher*, supra, 1968 S.L.D. at 97.

¹³⁴ *L.T. v. Long Branch Bd. of Educ.*, 96 N.J.A.R. 2d (EDU) 125; *C.F. v. City of Wildwood Bd. of Educ.*, 96 N.J.A.R.2d (EDU) 619, 622 (finding that “more harm would inure to the public than would to the board if [the student] was not awarded emergent relief in that due process requirements apply to students enrolled in publicly funded schools and such students can have no confidence in the laws if statutory and constitutional procedures are not properly applied to them”). See also, *R.R.*, supra, 109 N.J. Super. at 349 (ordering student’s reinstatement following long-term removal based on violation of due process protections).

¹³⁵ Kingery, Paul, *Zero Tolerance: The Alternative is Education (2001)*; <http://www.hamfish.org/resources/record/37/>; Skiba, Russ, et al., *The Color of Discipline: Sources of Racial and Gender Disproportionality in School Punishment (2001)*; <http://www.indiana.edu/~safeschl/cod.pdf>.

¹³⁶ N.J.A.C. 6A:16-7.1(c)(5); N.J.A.C. 6A:16-7.1(b)(6). See also N.J.A.C. 6A:16-7.3(c)(1).

¹³⁷ *Spence v. State of Wash.*, 18 U.S. 405, 409 (1974).

¹³⁸ *Tinker v. Des Moines Independent Community Sch. Dist.*, 393 U.S. 503, 506 (1969) (holding that school officials were not able to prohibit speech consistent with the First Amendment where the “record does not demonstrate any facts which might reasonably have led school authorities to forecast substantial disruption of or material interference with school activities”)

¹³⁹ *Id.* at 507.

¹⁴⁰ *S.G. v. Sayreville Bd. of Educ.*, 333 F.3d 417, 423 (3d Cir. 2003)(holding that a school’s prohibition of a five-year old’s statement, “I’m going to shoot you,” “was a legitimate decision related to reasonable pedagogical concerns and therefore did not violate” First Amendment rights)

¹⁴¹ *U.S. v. Stevens*, 533 F.3d 218, 224 (3d Cir. 2008) (Citations omitted); see *S.G.*, 333 F.3d at 423.

¹⁴² *Tinker*, 393 U.S. at 507.

¹⁴³ *Saxe v. State Coll. Area Sch. Dist.*, 240 F.3d 200, 211 (3d Cir. 2001)

¹⁴⁴ *Bethel Sch. Dist. v. Fraser*, 478 U.S. 675, 685 (1986)(holding that the school was permitted to impose sanctions on a high school student for his “lewd,” “vulgar,” and “indecent” speech in front of a school assembly)

¹⁴⁵ *Hazelwood Sch. Dist. v. Kuhlmeier*, 484 U.S. 260, 273 (1988)(holding that a high school did not violate the First Amendment by controlling the “content of student speech in school-sponsored expressive activities so long as their actions are reasonably related to legitimate pedagogical concerns”)

¹⁴⁶ *Morse v. Frederick*, 551 U.S. 393, 403 (2007) (holding that “restrict[ing] student speech at a school event, when that speech is reasonably viewed as promoting illegal drug use” does not violate the First Amendment)

¹⁴⁷ *Sypniewski*, 307 F.3d at 259.

¹⁴⁸ *Id.* at 265.

¹⁴⁹ *Id.*

¹⁵⁰ *Saxe v. State College Area Sch. Dist.*, 240 F.3d 200, 216-17 (3d Cir. 2001).

¹⁵¹ *Id.*

¹⁵² *Id.* at 217.

¹⁵³ *Kowalski v. Berkeley County Sch.*, 652 F.3d 565, 572 (4th Cir. 2011); *Sypniewski v. Warren Hills Regional Bd. of Educ.*, 307 F.3d 243, 264 (3d Cir. 2002) (holding that given the history of racial discrimination in the school, the harassment policy was not overbroad, except as it bans material that “creates ill-will,” nor is it too vague as it is “specific enough to give fair notice to students and to provide school officials with standards by which to enforce the policy, nor is its content discriminatory by focusing on racial issues).

¹⁵⁴ *Sypniewski v. Warren Hills Regional Bd. of Educ.*, 307 F.3d at 264.

- ¹⁵⁵ *Layshock v. Hermitage Sch. Dist.*, 650 F.3d 205, 214(3d Cir. 2010); *J.S. ex rel. Snyder v. Blue Mountain Sch. Dist.*, 650 F.3d 915, 933 (3d Cir. 2011); *Kowalski*, 652 F.3d at 573-74.
- ¹⁵⁶ *Layshock v. Hermitage Sch. Dist.*, 650 F.3d 205 (3d Cir. 2010); *J.S. ex rel. Snyder v. Blue Mountain Sch. Dist.*, 650 F.3d 915 (3d Cir. 2011).
- ¹⁵⁷ N.J.A.C. 6A:16-1.3.
- ¹⁵⁸ N.J.A.C. 6A:16-1.3.
- ¹⁵⁹ *P.H., on behalf of M.C., v. Bd. of Educ. of Bergenfield, et al.*, State Board of Education Slip Opinion, SB#60-00 and 27-01 (consolidated), decided July 2, 2002. The Bergenfield Board of Education's appeal of the state board decision to the Superior Court, Appellate Division was dismissed as moot in 2005, Dkt. No. A-6566-01T3.
- ¹⁶⁰ *State ex rel. G.S.* 330 N.J. 383 (Ch. Div. 2000).
- ¹⁶¹ *Abbott V*, supra 153 N.J. at 515. Although the New Jersey Supreme Court authorized the elimination of certain *Abbott* remedies under the School Funding Reform Act of 2008, the Court has recognized the continuation of supplemental programs, such as alternative education programs. *Abbott v. Burke*, 199 N.J. 140, 173 n.15 (2009) (*Abbott XX*).
- ¹⁶² See *C.S.*, supra, 97 N.J.A.R.2d at 573 (finding it unreasonable for board of education to expel 12-year-old student without “consider[ing], investigat[ing], and effectively utiliz[ing] the local- and county-based alternative education options which are available,” and noting that “alternative education programs are specifically designed to serve the dual purposes of removing the disruptive student from the regular education program, thus, permitting the district to maintain an educational climate that is both safe and conducive to learning, and assisting the alternative education student to continue her educational program in a public school setting, satisfy credit-year curriculum requirements and develop more responsible patterns of behavior.”); see also, with regard to long-term suspension, *T.M. v. Bd. of Educ. of Lower Camden Reg'l High Sch. Dist.*, 1977 S.L.D. 284; *H.A. v. Bd. of Educ. of Warren Hills Reg'l Sch. Dist.*, 1976 S.L.D. 336; *R.B. v. Bd. of Educ. of Trenton*, 1974 S.L.D. 415; *Diggs v. Bd. of Educ. of City of Camden*, 1970 S.L.D. 225.
- ¹⁶³ *Juvenile Crime, Juvenile Justice*, National Research Council and Institute of Medicine (2001). Washington, DC: National Academy Press, p. 153.
- ¹⁶⁴ N.J.S.A. 18A:37-2.2; N.J.S.A. 18A:37-8; N.J.A.C. 6A:16-9.3(a)(3).
- ¹⁶⁵ N.J.S.A. 18A:37-2.2; N.J.S.A. 18A:37-8; N.J.A.C. 6A:16-9.3(a)(3).
- ¹⁶⁶ N.J.A.C. 6A:16-7.3(a)(9).
- ¹⁶⁷ N.J.A.C. 6A:16-10.2(d)(3).
- ¹⁶⁸ N.J.A.C. 6A:16-10.2(d)(3)(i).
- ¹⁶⁹ N.J.A.C. 6A:16-10.2(e).
- ¹⁷⁰ See *Abbott v. Burke*, 149 N.J. 145, 166-168 (1997) (finding that the CCCS are an integral component of a constitutionally adequate education); N.J.A.C. 6A:8-1.3 (the CCCS “describe the knowledge and skills all New Jersey children are expected to acquire”); N.J.A.C. 6A:16-10.2(d)(4) (requiring program of home or out-of-school instruction to meet CCCS).
- ¹⁷¹ N.J.A.C. 6A:16-10.2(g).
- ¹⁷² N.J.S.A. 18A:6-9.
- ¹⁷³ See, e.g., *Desilets v. Clearview Reg'l Bd. of Educ.*, 137 N.J. 585, 595-597 (1994); *Abbott I*, supra, 100 N.J. at 300; *Paterson Redevelopment Agency v. Schulman*, 78 N.J. 378, 387 (1979); *Brunetti v. Borough of New Milford*, 68 N.J. 576, 590 (1975).
- ¹⁷⁴ N.J.A.C. 6A:16-7.5(b)(1).
- ¹⁷⁵ N.J.S.A. 18A:6-9; N.J.A.C. 6A:7.3(b).
- ¹⁷⁶ N.J.S.A. 18A:6-9.1(a).
- ¹⁷⁷ N.J. Ct.R. 2:2-1, *et seq.*
- ¹⁷⁸ N.J.A.C. 1:1-9.4.
- ¹⁷⁹ N.J.A.C. 6A:3-1.6.
- ¹⁸⁰ See N.J.S.A. 18A:37-11.
- ¹⁸¹ N.J.S.A. 18A:6-9.1(a); N.J.R. 2:4-1(b).
- ¹⁸² N.J.A.C. 6A:16-8.1, *et seq.*
- ¹⁸³ N.J.S.A. 18A:6-9.
- ¹⁸⁴ See, e.g., *Desilets*, supra, 137 N.J. at 595-597; *Paterson Redevelopment*, supra, 78 N.J. at 387; *Brunetti*,

supra, 68 N.J. at 590.

¹⁸⁵ *Balsley v. North Hunterdon Reg. 'l Sch. Dist. Bd. of Educ.*, 117 N.J. 434, 442-443442 (1990) (no authority to award attorney's fees); *J.A. v. Bd. of Educ. for Dist. of South Orange and Maplewood*, 318 N.J. Super. 512, 526 (App. Div. 1999) (no authority to award monetary damages).

¹⁸⁶ Damages and attorney's fees may be available for violation of federal civil rights under 42 U.S.C. §§1983 and 1988.

¹⁸⁷ See *Christian Bros. Inst. v. N. New Jersey Interscholastic League*, 86 N.J. 409, 416

(1981) (finding plaintiff barred from asserting federal civil rights claims in subsequent lawsuit should have noted claims in administrative complaint before Division on Civil Rights).

¹⁸⁸ N.J.A.C. 6A:3-1.6; *Crowe v. DeGioia*, 90 N.J. 126 (1982).

¹⁸⁹ *P.H., on behalf of M.C., v. Bd. of Educ. of Bergenfield, et al.*, State Board of Education Slip Opinion, SB# 27-01, decided September 5, 2001.

¹⁹⁰ N.J.A.C. 6A:3-1.3.

¹⁹¹ N.J.A.C. 6A:3, *et seq.*

¹⁹² *Wetherell v. Bd. of Educ. of Twp. of Burlington*, 1978 S.L.D. 794, 798; *Wermuth v. Bd. of Educ. of Livingston*, 1965 S.L.D. 121.

¹⁹³ *Babbit v. Moran*, 1974 S.L.D. 145.

¹⁹⁴ *C.G. v. Bd. of Educ. of David Bready High Sch.*, 1980 S.L.D. 1178.

¹⁹⁵ N.J.A.C. 6:3-6.3.

¹⁹⁶ N.J.S.A. 18A:36-25.1(b).

¹⁹⁷ N.J.S.A. 18A:36-19a.

¹⁹⁸ *R.B. v. Bd. of Educ. of Greater Egg Harbour Reg'l High Sch. Dist.*, 96 N.J.A.R.2d (EDU) 594 (N.J. Adm. 1996).

¹⁹⁹ *Id.*

²⁰⁰ N.J.A.C. 6:3-6.7.

²⁰¹ N.J.S.A. 18A:6-1.

²⁰² 42 U.S.C. §1983.

²⁰³ *Wood v. Strickland*, 95 S. Ct. 992, 1001 (1975).

²⁰⁴ 20 U.S.C. § 1400, *et seq.*

²⁰⁵ 20 U.S.C. § 1412(a)(1)(A).

²⁰⁶ 20 U.S.C. §§ 1415(k)(1)(B) and (C); 34 C.F.R. § 300.530(c); N.J.A.C. 6A:14-2.8(a), 16-7.2(c) and 16-7.3(g)(1).

²⁰⁷ N.J.A.C. 6A:16-7.1, *et seq.*

²⁰⁸ *R.R. v. Bd. of Educ. of Shore Reg. High Sch. Dist.*, 109 N.J. Super. 337 (Ch. Div. 1970); *Tibbs v. Bd. of Educ. of Twp. of Franklin*, 114 N.J. Super. 287 (App. Div. 1971), *aff'd* 59 N.J. 506 (1971); N.J.A.C. 6A:16-7.3 and 7.4.

²⁰⁹ N.J.A.C. 6A:14-2.8(a)(1).

²¹⁰ 20 U.S.C. § 1414(d)(1)(B); 34 C.F.R. § 300.321(a); N.J.A.C. 6A:14-2.3(k)2.

²¹¹ 20 U.S.C. § 1414(d)(3)(B)(i); 34 C.F.R. § 300.324(a)(2)(i); N.J.A.C. 6A:14-3.7(c)(4).

²¹² 20 U.S.C. § 1414(a)(2)(A)(i); 34 C.F.R. § 300.303(a)(1); N.J.A.C. 6A:14-3.8(a).

²¹³ 20 U.S.C. §§ 1414(b)(3)(B) and (C); 34 C.F.R. §§ 300.304(c)(4) and (6); N.J.A.C. 6A:14-3.4(f).

²¹⁴ 20 U.S.C. § 1414(b)(2)(A)(ii); 34 C.F.R. § 300.304(b)(1)(ii); N.J.A.C. 6A:14-3.4(a)(2).

²¹⁵ 20 U.S.C. § 1414(b)(2)(A); 34 C.F.R. § 300.304(b)(1); N.J.A.C. 6A:14-3.4(f)(4).

²¹⁶ N.J.A.C. 6A:14-3.4(h)(1) and (2).

²¹⁷ 20 U.S.C. § 1414(d)(1)(A)(i)(IV); 34 C.F.R. § 300.320(a)(4); N.J.A.C. 6A:14-3.7(e)4 and 16-7.1(a)7.

²¹⁸ 20 U.S.C. §§ 1415(k)(1)(C) and (G); 34 C.F.R. §§ 300.530(b)(2), (c) and (g).

²¹⁹ N.J.A.C. 6A:16-7.2(a)(5)(i),-7.2(a)(5) (ii), 7.3(a)(9)(i) and 7.3(a)(9)(iii).

²²⁰ 20 U.S.C. §§ 1415(k)(1)(C) and (G); 34 C.F.R. §§ 300.530(d)(1) and (2).

²²¹ 20 U.S.C. § 1415(k)(1)(A); 34 C.F.R. § 300.530(a); N.J.A.C. 6A:14-2.8(b).

²²² 20 U.S.C. §§ 7151(b)(1) and (c); N.J.S.A. 18A:37-8; N.J.A.C. 6A:16-5.5(c) (both federal and State zero tolerance for guns statutes specifically require that mandatory removals be subject to modification on a case-by-case basis by the chief school administrator and that the provisions of the acts be construed in a manner consistent with

the provisions of IDEA).

- 223 20 U.S.C. § 1415(k)(1)(H); 34 C.F.R. § 300.530(h).
224 N.J.A.C. 6A:14-2.8(a).
225 N.J.A.C. 6A:16-7.1(a)(7).
226 20 U.S.C. § 1415(k)(1)(B); 34 C.F.R. §§ 300.530(b) and 300.530(e); N.J.A.C. 6A:16-7.1(a)(7).
227 N.J.A.C. 6A:16-7.2(a)(5)(i).
228 N.J.A.C. 6A:16-7.2(a)(5)(ii).
229 N.J.A.C. 6A:16-7.2(a).
230 34 C.F.R. § 300.530(b)(12).
231 34 C.F.R. §§ 300.530(b)(2) and (d)(4).
232 34 C.F.R. § 300.530(d)(4).
233 20 U.S.C. § 1415(k)(1)(C); 34 C.F.R. § 300.530(c); N.J.A.C. 6A:16-7.1(a)(7).
234 20 U.S.C. § 1415(k)(1)(C); 34 C.F.R. §§ 300.530(c), (d)(1) and (d)(2); N.J.A.C. 6A:16-7.3(a)(9)(i) and
(iii).
235 N.J.A.C. 6A:16-7.3(a)(9).
236 20 U.S.C. § 1415(k)(1)(E)(i); 34 C.F.R. 300.530(e)(1); N.J.A.C. 6A:14-2.8(d) and 16-7.3(a)(7).
237 20 U.S.C. §§ 1415(k)(1)(E)(i) and (ii); 34 C.F.R. §§ 300.530(e)(1) and (2).
238 20 U.S.C. § 1415(k)(1)(F)(iii); 34 C.F.R. § 300.530(f)(2).
239 20 U.S.C. § 1415(k)(1)(E)(i); 34 C.F.R. § 300.530(e)(1).
240 20 U.S.C. § 1415(k)(1)(E)(i); 34 C.F.R. § 300.530(e)(1).
241 20 U.S.C. § 1415(k)(1)(D)(ii); 34 C.F.R. § 300.530(d)(1)(ii).
242 20 U.S.C. §§ 1415(k)(1)(F)(i) and (ii); 34 C.F.R. § 300.530(f)(1).
243 20 U.S.C. §§ 1415(k)(1)(C) and (D)(i); 34 C.F.R. §§ 300.530(c) and (d)(1)(i).
244 20 U.S.C. § 1415(k)(1)(G); 34 C.F.R. § 300.530(g); N.J.A.C. 6A:14-2.8(f). Although IDEA itself permits
the involuntary removal of the student under special circumstance for up to 45 **school** days, New Jersey's special
education regulations limit a school district's authority to involuntarily remove a student to 45 **calendar** days.
245 20 U.S.C. §§ 1415(k)(1)(G) and (7); 34 C.F.R. § 300.530(g); N.J.A.C. 6A:14-2.8(f) (citing the definitions
of these terms at 18 U.S.C. § 930(g)(2), 18 U.S.C. § 1365(h)(3), 21 U.S.C. § 812(c), Schedules I - V and 20 U.S.C.
§§ 1415(k)(7)(B), all of which are set forth in Appendix J of ELC's special education manual).
246 N.J.A.C. 6A:14-2.7 and 2.8; N.J.A.C. 6A:16-7.3(a)(10).
247 20 U.S.C. § 1415(k)(3)(B)(ii)(II); 34 C.F.R. § 300.532(b)(2)(ii); N.J.A.C. 6A:14-2.8(f).
248 34 C.F.R. §300.536(a).
249 34 C.F.R. §300.530(e)(1).
250 34 C.F.R. § 300.530(f).
251 34 C.F.R. § 300.530(b)(2).
252 34 C.F.R. § 300.536(b).
253 20 U.S.C. § 1415(k)(5); 34 C.F.R. § 300.534.
254 20 U.S.C. § 1415(k)(5)(B); 34 C.F.R. § 300.534(b).
255 N.J.A.C. 6A:14-3.3(f).
256 20 U.S.C. § 1415(k)(5)(C); 34 C.F.R. § 300.534(c).
257 20 U.S.C. § 1415(k)(5)(D)(ii); 34 C.F.R. § 300.534(d)(2)(ii).
258 20 U.S.C. § 1415(k)(5)(D)(ii); 34 C.F.R. § 300.534(d)(2)(iii).
259 20 U.S.C. § 1415(k)(3); 34 C.F.R. § 300.532(a).
260 20 U.S.C. § 1415(k)(4)(B); 34 C.F.R. § 300.532(c)(2); N.J.A.C. 6A:14-2.7(o)2.ii.
261 20 U.S.C. § 1415(k)(4)(B); 34 C.F.R. § 300.532(c)(2); N.J.A.C. 6A:14-2.7(o)(4).
262 34 C.F.R. § 300.532(c)(3)(i).
263 34 C.F.R. § 300.532(c)(3)(ii).
264 N.J.A.C. 6A:14-2.7(o)(3).
265 20 U.S.C. § 1415(k)(4)(A); 34 C.F.R. § 300.533; N.J.A.C. 6A:14-2.7(u).
266 N.J.A.C. 6A:14-7.1(c), 7.6(e), 7.6(f) and 6A:16-1.2.
267 N.J.A.C. 6A:14-7.6(e).
268 N.J.A.C. 6A:14-7.6(f) and 6A:16-1.2.

269 N.J.A.C. 6A:14-7.6(f) and 7.7(a).
270 20 U.S.C. § 1415(b)(6); 34 C.F.R. §§ 300.506(a)(1), 300.507(a)(1); N.J.A.C. 6A:14- 2.6(a), -2.7(a).
271 20 U.S.C. § 1415; 34 C.F.R. § 300.500 - 517; N.J.A.C. 6A:14-2.6, -2.7.
272 34 C.F.R. § 300.510(i)(1); N.J.A.C. 6A:14-2.7(f).
273 N.J.A.C. 6A:14-2.7(f).
274 N.J.A.C. 6A:14-2.7(n).
275 20 U.S.C. § 1415(i)(2); 34 C.F.R. § 300.510(b); N.J.A.C. 6A:14-2.7(vp).
276 20 U.S.C. § 1415(k)(4)(B); 34 C.F.R. § 300.532(c)(1); N.J.A.C. 6A:14-2.7(o)(1).
277 20 U.S.C. § 1415(k)(4)(B); 34 C.F.R. § 300.532(c)(2); N.J.A.C. 6A:14-2.7(o)(2)(ii) and (iii).
278 N.J.A.C. 6A:14-2.7(h)(2), (h)(5) and (o)(2)(iii).
279 N.J.A.C. 6A:14-2.7(o)(3).
280 20 U.S.C. § 1415(k)(4)(B); 34 C.F.R. § 300.532(c)(2); N.J.A.C. 6A:14-2.7(o)(2)(ii) and (4).
281 20 U.S.C. § 1415(k)(2); 34 C.F.R. § 300.521.
282 N.J.A.C. 6A:14-2.7(c).
283 20 U.S.C. § 1415(b)(7); 34 C.F.R. § 300.507; N.J.A.C. 6A:14-2.7(c).
284 N.J.A.C. 6A:14.2.7(c).
285 20 U.S.C. § 1415(f)(3)(c); 34 C.F.R. § 300.511(e); N.J.A.C. 6A:14-2.7(a)(1).
286 20 U.S.C. § 1415(f)(3)(D); 34 C.F.R. § 300.511(f); N.J.A.C. 6A:14-2.7(a)(1)(i) and (ii).
287 N.J.A.C. 6A:14-2.7(r).
288 N.J.A.C. 6A:14-2.7(s).
289 N.J.A.C. 6A:14-2.7(r).
290 N.J.A.C. 6A:14-2.7(r).
291 N.J.A.C. 6A:14-2.7(s)(1).
292 20 U.S.C. § 1415(j).
293 *Honig v. Doe*, 108 S. Ct. 592, 605 (1988); *Drinker v. Colonial Sch. Dist.*, 78 F.3d. 859, 864 (3d Cir. 1996).
294 N.J.A.C. 6A:14-2.7(s)(1).
295 20 U.S.C. § 1415(h)(2); 34 C.F.R. § 300.509(a), (b); N.J.A.C. 1:6A-10.1(d).
296 20 U.S.C. § 1415(f)(2); 34 C.F.R. § 300.509(a); N.J.A.C. 1:6A-10.1(a), -14.2(d)(1).
297 20 U.S.C. § 1415(f)(2)(A); 34 C.F.R. § 300.509(b)(1); N.J.A.C. 1:6A-10.1(b).
298 20 U.S.C. § 1415(f)(2)(B); 34 C.F.R. § 300.509(b)(2); N.J.A.C. 1:6A:10-1(c), -14.2(d)(1).
299 N.J.S.A. 18A:46-1.1.
300 N.J.A.C. 1:6A-14.1(d).
301 20 U.S.C. § 1415(f), -(i)(2)(A).
302 *See M.C. on behalf of J.C. v. Central Reg'l Sch. Dist.*, 81 F. 3d 389, 397 (3d Cir. 1996).
303 *Chambers v. Sch. Dist. of Philadelphia Bd. of Educ.*, 587 F.3d 176 (3d Cir. 2009).
304 N.J.A.C. 6A:3-1.3(e).
305 N.J.A.C. 6A:3-1.3(e)(1).
306 20 U.S.C. § 1415(k)(4)(A); 34 C.F.R. § 300.533; N.J.A.C. 6A:14-2.7(u).
307 20 U.S.C. § 1415(k)(7)(A); 34 C.F.R. § 300.526(a).
308 20 U.S.C. § 1415(k)(7)(B); 34 C.F.R. § 300.526(b).
309 34 C.F.R. § 300.526(c)(1)-(3).
310 20 U.S.C. § 1415(f)(3); 34 C.F.R. § 300.508; N.J.A.C. 6A:14-2.7(a).
311 34 C.F.R. § 300.511(d).
312 20 U.S.C. § 1415(h)(3); 34 C.F.R. § 300.509(a)(4).
313 N.J.A.C. 6A:14-2.7(o)(3).
314 20 U.S.C. § 1415(h)(1); 34 C.F.R. § 300.509(a)(1).
315 20 U.S.C. § 1415(h)(2); 34 C.F.R. § 300.509(a)(2).
316 20 U.S.C. § 1415(f)(2)(B); 34 C.F.R. § 300.509(b)(2).
317 20 U.S.C. § 1415(h)(2); 34 C.F.R. § 300.509(a)(2).
318 20 U.S.C. § 1415(k)(4)(B); 34 C.F.R. § 300.532(c)(2); N.J.A.C. 6A:14-2.7(o)(4).
319 N.J.A.C. 6A:14-2.7(f).

Northeast Woodland Charter School

Charter School Approval: State Board Criteria for Review.

The State Board shall review the application for completeness to ensure that each of the statutory requirements of RSA 194-B:3, II has been met.

| | Element | Comments |
|---|---|--|
| | Ability to File | This requirement appears to be satisfied. |
| | Name of School | This requirement is not satisfied. |
| a | Educational mission. | This requirement appears to be satisfied. |
| b | Governance and organizational structure and plan. | This requirement appears to be satisfied. |
| c | Methods by which trustees and their terms are determined. | This requirement appears to be satisfied. |
| d | General description and proposed or potential location of facilities to be used, if such information is available. | This requirement appears to be satisfied. |
| e | Maximum number, grade or age levels, and, as applicable, other information about pupils to be served. | This requirement appears to be satisfied. |
| f | Curriculum. | This requirement is likely satisfied. |
| g | Academic and other learning goals and objectives. | This requirement is likely satisfied. |
| 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. | This requirement is likely satisfied with further specificity. |
| i | For schools offering high school grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils. | N/A. |
| j | Staffing overview, including qualifications sought for professionals and paraprofessionals. | This requirement appears to be satisfied. |
| k | Personnel compensation plan, including provisions for leaves and other benefits, if any. | This requirement is likely not satisfied. |
| l | 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. | This requirement is partially satisfied. |
| m | Statement of assurances related to nondiscrimination according to relevant state and federal laws. | This requirement appears to be satisfied. |
| 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. | This requirement appears to be satisfied. |
| o | Admission procedures. | This requirement may be satisfied with further clarity. |

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|----|--|---|
| p | Philosophy of pupil governance and discipline, and age-appropriate due process procedures to be used for disciplinary matters including suspension and expulsion. | This requirement is only partially satisfied. |
| q | Method of administering fiscal accounts and reporting, including a provision requiring fiscal audits and reports performed by an independent certified public accountant. | This requirement appears to be satisfied. |
| r | Annual budget, including all sources of funding. | This requirement appears to be satisfied. |
| s | School calendar arrangement and the number and duration of days pupils are to be served pursuant to RSA 194-B:8, III. | This requirement appears to be satisfied. |
| t | Provision for providing continuing evidence of adequate insurance coverage. | This requirement appears to be satisfied. |
| u | Identity of consultants to be used for various services, if known. | This requirement appears to be satisfied. |
| v | Philosophy of parent involvement and related plans and procedures. | This requirement appears to be satisfied. |
| w | A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school. | This requirement appears to be satisfied. |
| x | A global hold-harmless clause which states: The charter school, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the (school district), any other 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 action, 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. | This requirement appears to be satisfied. |
| y | Severability provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable. | This requirement appears to be satisfied. |
| z | Provision for dissolution of the charter school including disposition of its assets or amendment of its program plan. | This requirement appears to be satisfied. |
| 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. | N/A. |

| | | |
|----|--|---|
| bb | A plan for the education of the school's pupils after the charter school may cease operation. | This requirement appears to be satisfied. |
| cc | <p>In addition to an application, each charter school applicant, in consultation with the local school board, shall prepare a proposed contract. The contract shall include, but shall not be limited to, the following elements:</p> <ul style="list-style-type: none"> (1) Purpose. (2) Written policies. (3) Authority of trustees. (4) Reporting, fiscal accounting and fiscal audits to be performed by a certified public accountant. (5) Contract agreements. (6) Indemnification. (7) Secular orientation. (8) Non-discrimination. (9) Health and safety. (10) Enrollment. (11) Attendance. (12) Availability of services. (13) Assessment of pupils. (14) Tuition and funding. (15) Property ownership. (16) Records. (17) Severability in accordance with subparagraph (y) above. (18) Assignment of contract. (19) Insurance. (20) Revocation. (21) Amendment. (22) Renewal. (23) Entire agreement. (24) Location, which shall be identified prior to submission to the legislative body. | N/A. |
| dd | Proposed accountability plan | This requirement may be satisfied with further clarity. |



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Memorandum

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To: Jane Waterhouse
From: Talesha L. Saint-Marc
Date: October 21, 2019
Re: Legal Review of the Charter School Application of the Northeast Woodland Charter School

1. Application filing formalities (Ed. 318.08(a) – (g)): The application indicates that a letter of intent, as required by ED. 318.08(a), was submitted to the Department of Education on May 28, 2019. The letter was not provided to the reviewer, and therefore, the reviewer does not opine whether this requirement was satisfied. The application does, however, include a cover letter and the requisite certification by the sponsoring entity.

2. Ability to file: This requirement appears to be satisfied. The Northeast Waldorf Education Foundation is a New Hampshire non-profit corporation, organized for administration of a public school.

3. Name of school: RSA 194-B:5 requires that the school’s name include the words “chartered public school.” The proposed school name, Northeast Woodland Charter School, does not satisfy this statutory requirement.

4. Ed 318.08(i): The requirements of Ed 318.08(i)(1) – (3) are satisfied.

5. Ed. 318.08(j)(1) – (7):

- i. This subsection is satisfied.
- ii. This subsection is likely not satisfied, as the applicant failed to provide a policy setting forth the guidelines for the optional contracting of services. Instead, the application merely notes the school with contract with SAU 9 for student athletics.

- iii. This subsection is satisfied.
- iv. This subsection is satisfied.
- v. This subsection is satisfied
- vi. This subsection is satisfied.
- vii. This subsection is satisfied.

RSA 194-B:3, II (a) – (dd)

a) Educational mission (§ a): This requirement appears to be satisfied. The school’s mission is clear and focused, and it is supported by a detailed vision, which presents attainable goals for student achievement.

b) Governance and organizational structure and plan (§ b): This requirement appears to be satisfied. The founding board of the non-profit Northeast Waldorf Education Foundation (“NWEF”) will serve as Trustees of the organization, and the school will be governed by a School Board, who will work with the Head of School to carry out the school’s mission. The application outlines the responsibilities of the Board of Trustees, the School Board, and the Administration, provides a detailed organizational chart, and addresses the overall plan for implementing the school’s program.

c) Methods by which trustees and their terms are determined (§ c): This requirement appears to be satisfied. The application describes the method of selecting the initial and subsequent Trustees and School Board members, and it identifies the term limits for both governing bodies (although Trustees do not have term limits).

d) General description and proposed or potential location of facilities to be used (§ d): This requirement appears to be satisfied. Although the applicant has not found a location for the school, the application specifically describes the type of facility and space necessary to carry out the school’s mission and goals.

e) Maximum number, grade or age levels (§ e): This requirement appears to be satisfied, as it identifies the maximum number of children and the grade levels to be served.

f) Curriculum that meets or exceeds state standards in the subject areas offered (§ f): This requirement is likely satisfied. The applicant plans to use a curriculum inspired by the Waldorf Education model. The application does not describe the curriculum in detail, but rather, incorporates an extensive Appendix, which details the curriculum.

g) Academic and other learning goals and objectives (§ g): This requirement is likely satisfied. The application provides a short and broad description of the learning goals and

objections. The application incorporates by reference, however, Appendix I, which provides greater detail of the anticipated learning goals and objectives. The learning goals and objectives appear to reflect the school's mission and vision statements.

h) Achievement tests (§ h): This requirement is likely satisfied but could use more specificity. The application generically states there will be "assessments." Except for a reference to the BigSIS software, there are no details regarding a formal grading system or other method to determine appropriate progress.

i) Graduation requirements (§ i): N/A.

j) Staffing overview (§ j): This requirement is satisfied. The application provides the requisite staffing overview and includes a description of necessary qualifications for professionals and paraprofessionals.

k) Personnel compensation plan (§ k): This requirement is likely not satisfied. The application notes that the school's budget would likely support standard wages, health care coverage, and retirement benefits, but there is no description of the anticipated offerings, and the application is silent on leave.

l) Pupil transportation plan (§ l): This requirement is partially satisfied. The application does not include any provision from the applicant's own resources for transportation for students outside of the district, as required by the statute. Instead, the application recognizes that the school may attract students from different districts and only commits the school to "proactively work with" out-of-district families.

m) Statement of assurances related to nondiscrimination (§ m): This requirement appears to be satisfied, as the application includes a statement prohibiting discrimination.

n) Method of coordinating with a pupil's local education agency (LEA) responsible for matters pertaining to any required special education programs or services (§ n): This requirement is satisfied. The application provides the methods in which the school will coordinate with the student's LEA and meet the needs of all students enrolled at the school.

o) Admission procedures (§ o): This requirement may be satisfied with further clarity. RSA 194-B:9 requires public charter schools to use lottery selection as a basis for admission when the number of eligible applicants exceeds the maximum enrollment number. The application identifies several groups that will get preferential admission and it appears that these groups will not be subject to the lottery. For example, siblings of current students get preferential treatment, but there are no provisions addressing how siblings will be selected if there are more eligible siblings than open spots. The application procedures should be further clarified. Clarity in the school's application procedures are particularly important given the connection between the existing private Waldorf school in the area, and the proposed public charter school.

p) Philosophy of pupil governance and discipline (§ p): This requirement is partially satisfied. Although the suspension and expulsion procedures are not discussed in the application, there are detailed in the Appendix, which is incorporated by reference into the application. The application does not, however, outline due process procedures.

q) Method of administering fiscal accounts and reporting (§ q): This requirement appears to be satisfied. There are appropriate checks and balances regarding fiscal accounts, and the school is prepared to fulfill all reporting requirements.

r) Annual budget (§ r): This requirement appears to be satisfied. This section meets the statutory requirement by providing a 5-year budget; however, some categories appear underfunded (i.e. money is allocated to office equipment in the pre-operations phase, but not in any other year).

s) School calendar (§ s): This requirement appears to be satisfied. The school intends to follow SAU #9's school calendar and schedule.

t) Provision for providing continuing evidence of adequate insurance coverage (§ t): This requirement appears to be satisfied.

u) Identity of consultants to be used for various services (§ u): This requirement appears to be satisfied. With regards to the budget, the applicant states it will retain counsel to review policies and procedures, and yet, there is no allocation for legal services for years 1-5 in the proposed budget.

v) Philosophy of parent involvement and related plans and procedures (§ v): This requirement appears to be satisfied. The school's philosophy and expectations for parent involvement is defined.

w) A plan to develop and disseminate information (§ w): This requirement appears to be satisfied. The school has a comprehensive plan to disseminate material to the community about the school and its method of educating children.

x) A global hold-harmless clause (§ x): This requirement is satisfied as it tracks the statutory language.

y) Severability provisions (§ y): This requirement is satisfied. The application acknowledges that if provisions of the charter agreement are determined to be unenforceable or invalid, such provisions are severed from the remainder of the agreement and will not be enforced.

z) Provision for dissolution of the chartered public school (§ z): This requirement appears to be satisfied. After the satisfaction of contractual and financial obligations, the application provides for the return of all borrowed assets and the donation of any remaining assets.

aa) Section (aa) is not applicable.

bb) A plan for the education of the school's pupils after the chartered public school may cease operation (§ bb): This requirement appears to be satisfied. The application identifies the steps the school will take to assist in the smooth transition of its students to other schools.

cc) Section (cc) is not applicable.

dd) Outline of proposed accountability plan (§ dd): This requirement may be satisfied with further clarity. The application details the expectations for evaluating the school's program, but there is no explicit acknowledgement that a full accountability plan will be developed prior to the date of opening.



New Hampshire

Department of Education

Charter School Application Evaluation Rubric

| Applicant Details | | | | | |
|---|---|-------------|---------|--|----------|
| Name of School: Northeast Woodland Chartered Public School Address: PO Box 1297, Intervale, NH 03845 Phone: (207) 251-1621 Administrator: Jesse Badger | | | | | |
| Date: 12.6.2019 | | | | | |
| Evaluation Ratings | | | | | |
| Level of Achievement | Description | | | | |
| <i>Meeting</i> | <i>Clear and complete description. Meets expectations. Accomplishes requirement(s).</i> | | | | |
| <i>Not Meeting</i> | <i>One or more of the following: Missing information; Details are not adequate to determine understanding of the requirement; Meaning and intentions are not clear or coherent; Significantly lacking in depth. Does not meet requirement(s).</i> | | | | |
| Application Evaluation Rubric | | | | | |
| Application Requirements | | Measurement | | Comments/Justification for Measurement | |
| Section 1: Requirements for Submitting Application | | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| a. Letter of Intent <i>Ed 318.08(a)</i> <i>The letter shall include:</i> <ul style="list-style-type: none"> • <i>date,</i> • <i>proposed charter school name,</i> • <i>proposed grade levels</i> • <i>Contact person and contact details. Ed 318.08(b)</i> • <i>Description of the charter school developers:</i> | | | ✓ | | |
| Section 2: Application Document Requirements | | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| a. Application Cover Sheet <i>Ed 318.05(c)(1); Ed 318.08(d)(1)</i> | | i | ✓ | | |

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|---|---------------|----------------|------------------------|--|
| <p><i>Including:</i></p> <p>(1) <i>The name of the proposed charter school;</i></p> <p>(2) <i>Name of organization sponsoring the charter school, if any;</i></p> <p>(3) <i>Name of contact person;</i></p> <p>(4) <i>Mailing address;</i></p> <p>(5) <i>Primary telephone;</i></p> <p>(6) <i>Alternate telephone;</i></p> <p>(7) <i>Email address;</i></p> <p>(8) <i>Projected date of school opening;</i></p> <p>(9) <i>Proposed school location; and</i></p> <p>(10) <i>Total projected student enrollment broken out per year for 5 years listing the following:</i></p> <p style="padding-left: 20px;"><i>a) School year;</i></p> <p style="padding-left: 20px;"><i>b) Grade levels; and</i></p> <p style="padding-left: 20px;"><i>c) Number of kindergarten students</i></p> <p><i>Ed 318.08(f)</i></p> | | | | |
| <p>b. Table of contents, page numbers on each page, one-inch margins and at least 11-point font. <i>Ed 318.08(d)(2)</i></p> | ii | ✓ | | |
| <p>c. Application not to exceed 50 pages, not including appendices, which may include letters of support, a five-year budget, expanded curriculum description. <i>Ed 318.08(e)</i></p> | | ✓ | | <i>4 Reference Letters in Appendix M</i> |
| <p>d. Submit an application comprising of an original, 3 paper copies and an electronic copy to the Charter School Office at the department of Education. <i>Ed 318.08(c)</i></p> | | ✓ | | |
| <p>e. The application shall be signed and certified by the sponsoring entity, including title, printed name and date stating, "I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application." <i>Ed 318.08(g)</i></p> | 47 | ✓ | | |
| Section 3: Introduction | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| <p>a. General description and proposed or potential location A clear, focused and compelling purpose for the school that is attainable and supports student achievement; clearly defines the core purpose and key values of the school in a few concise sentences <i>RSA 194-B:3,II(a); Ed 318.05(c)(2)</i></p> | 2 | | ✓ | <i>Needs a location. What town does this school want to be in and what students to be served? No school facility details or future growth mentioned.</i> |

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| (3) There is a description of the school facility provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate based on the target location, students to be served, and future growth Ed 318.09(e)(3) | | | | |
| b. The name, address, telephone and fax numbers, and email address of a contact person. Ed 318.05(c)(3) | 2 | ✓ | | |
| c. An identification of the eligible person(s) or entity of the applicant from among those listed in RSA 194-B:3,V. Ed 318.05(c)(4) Persons or entities eligible to submit an application to establish a chartered public school shall include: (a) A nonprofit organization including, but not limited to, a college, university, museum, service club, or similar entity. (b) A group of 2 or more New Hampshire certified teachers. (c) A group of 10 or more parents. | 2 | ✓ | | |
| d. Education Vision and Mission Statement RSA 194-B:3,II(d), Ed 318.09(e)(1) (1) The mission and vision statements express a clear, focused and compelling purpose for the school that is attainable and supports student achievement. It clearly defines the core purpose and key values of the school in a few concise sentences. Ed 318.09(e) | 3 | ✓ | | |
| e. A summary of the school's focus, including a description of the characteristics, methods and goals of the school. Ed 318.05(c)(9) | 3 | ✓ | | |
| f. Target population | 3 | ✓ | | |
| g. Measurable Goals and Objectives and a timeline for implementation and accountability. Ed 318.05(c)(9) | 4 | ✓ | | |
| h. Projected student enrollment for each of the first 5 years of operation. Ed 318.05(c)(6) | 5 | ✓ | | |
| i. Students to be served: grade/age levels, maximum number, other information about pupils to be served. RSA 194-B:3,II(e); Ed 318.05(c)(5) | 5/6 | ✓ | | |
| j. Educational Need – How this school is different than district public schools and will it be located in an underserved community for educationally disadvantaged, at risk students? List the district, charter and non-public (private) schools currently operating in the general area. | 6/7 | ✓ | | There is a Waldorf non-public school and a charter school in close geographic proximity to this proposed school. Can a small north country community support all these? |
| k. Any reasons why the prospective board of trustees believes RSA 194-B:3,XII relative to a shortening of deadlines may apply to this case. Ed 318.05(c)(10) | 7 | ✓ | | |
| Section 4: Governance | Page # | Meets ✓ | Does Not Meet ✓ | Comments |

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| a. <i>Governing Board: roles, responsibilities, qualifications, skill set, experience.</i> Ed 318.09(e)(2) There is a clear description of the roles and responsibilities of the governing board, as well as the current members' qualifications, skill set and experience. Ed 318.09(e)(2) | 7/8 | ✓ | | Several layers of governance. |
| b. <i>Method by which trustees and their terms are determined. RSA194-B:3,II(c)</i> There is a clear description of the policies and procedures by which the governing board will operate, as well as their roles and responsibilities, including the process to appoint or elect the initial board members, the decision-making process, term limits, and an organizational plan in order to successfully implement the school's program. Ed 318.09(e)(2) | 8 | | ✓ | Should say Board of Trustees, not School Board RSA 194-B:II, III |
| c. <i>Board of Trustees By-Laws</i> Ed 318.09(e)(2) There is a clear description of the policies and procedures by which the governing board will operate. Ed 318.09(e)(2) | 8 | ✓ | | |
| d. <i>Organizational Structure and Growth Plan (Include Organizational Chart)</i> RSA194-B:3,II(b) There is a clear description of an organizational plan in order to successfully implement the school's program. Ed 318.09(e)(2) | 10 | | ✓ | Growth plan is weak. No vision for growth of school? What is the end goal? |
| e. <i>Fundraising Plan</i> Ed 318.09(e)(11) | 11 | ✓ | | |
| f. <i>Grievance/complaints Process or Policy</i> | 12 | | ✓ | Talks about a subcommittee of the Board. Which Board? Should be resolved at the lowest levels first. |
| Section 5: Education Plan | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| a. <i>Curriculum and Instruction that meets or exceeds state standards in the subject areas offered; clearly defined, research-based with evidence of effectiveness. RSA194-B:3,II(f);</i> Ed 318.09(e)(4) There is a clearly defined, research-based curriculum being proposed with the potential to increase student achievement that meets or exceeds the school's content area standards Ed 318.09(e)(4) | 12 | | ✓ | Grade level concepts are behind NH grade level norms in many areas |
| b. <i>Current research for selecting curriculum</i> Ed 318.09(e)(4) | 13/ 14 | ✓ | | 3 strong articles |
| c. <i>Statement that the school will have available information about its curriculum and policies to all persons, and parents and students considering enrollment. RSA194-B:2,II; Ed 318.07(b)(6)</i> Statement is included with a description of where this will be accessible. | 14 | ✓ | | |
| d. <i>Measurable Academic Learning Goals and Objectives and timeline for accountability</i> RSA194-B:3,II(g) There are clearly defined high and attainable educational goals and objectives. Ed 318.09 (e)(5). A timeline has been created to ensure accountability for achievement of goals and objectives. | 14 | | ✓ | Very thorough description of subjects. What is the accountability? This piece is missing measurable objectives and a timeline. |

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| e. Performance Standards | 14 | ✓ | | |
| f. Achievement Tests to be used to measure academic and other goal achievement, including, but not limited to, objective measures of literacy and numeracy competencies, including spelling, reading, expository writing, history, geography, science, and mathematics. RSA194-B:3,II(h) There are strategies and achievement tests in place that will be used to measure each student's progress toward meeting the goals and objectives of the school. Ed 318.09 (e)(5). | 14/ 15 | ✓ | | |
| g. For Schools offering High School grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils. RSA194-B:3,II(i) | N/A | | | |
| h. Student Performance Data Management System (Cumulative performance over time) | 15/ 16 | ✓ | | System covers many sets of data points |
| i. Daily/weekly Schedule Samples | 16 | ✓ | | Recommendation – how about K-2, 3-5 or 6-8? |
| j. Supplemental Programming | 16 | | ✓ | Vague- needs specific details based on population |
| Section 6: School Operations Plans | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| a. Admissions Procedures RSA194-B:3,II(o) There is a clearly defined description of a student recruiting plan, strategies for reaching the school's targeted population and description of the school's registration policies and procedures including enrollment timeline and lottery process. The enrollment and lottery processes are fair, equitable and nondiscriminatory, and reflect compliance with applicable laws. Ed 318.09(e)(9) A preferential status plan is fair and equitable. | 16 | ✓ | | |
| • Students Recruitment Plan | 16/ 17 | ✓ | | Discusses affordability No mention of priority given to students from host school district. Some responses to bullets missing. Difficult to follow this section. Not as organized as the rest of the application. |
| • Methods for admission which shall not be designed intended or used to discriminate or violate individual civil rights in any manner prohibited by law. Ed 318.07(b)(1)a | 17 | | ✓ | |
| • Recruitment and enrollment practices to promote inclusion of all students, including by eliminating any barriers to enrollment for educationally disadvantaged students (who include foster youth and unaccompanied homeless youth); | | | ✓ | |
| • Registration policies and procedures including enrollment timeline. Ed 318.09(e)(9) | | | ✓ | |
| • How the school will conduct a lottery selection as provided for in RSA 194-B:9,1(c) and assure that the preferential status, if any, of children of the founding members of the charter school shall be addressed in the admissions process. Ed 318.07(1)(b) | 17/ 18 | ✓ | | |
| b. School calendar and the number and duration of days pupils are to be served. RSA194-B:3,II(s) | | ✓ | | A later attachment sent |
| c. Staffing Overview, including qualifications sought for professionals and paraprofessionals: administrators, teachers. RSA194-B:3,II(j) An adequate description is provided on staffing overview and staff member qualifications. Ed 318.09(e)(6) | 19 | ✓ | | |

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| d. <i>Employee job description/responsibilities</i> Ed 318.09(e)(6) An adequate description is provided on job descriptions and staff member job responsibilities. Ed 318.09(e)(6) | 20-23 | ✓ | | |
| e. <i>The total number of teachers and the average teacher/student ratio for the first 5 years.</i> ED 318.05(c)(7) | 23 | ✓ | | |
| f. <i>A statement that the school shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a.</i> ED 318.07(3) | 24 | ✓ | | |
| g. <i>Personnel compensation plan, including provisions for leaves and other benefits, if any.</i> RSA 194-B:3,II(k): Ed 318.09(e)(6) A benefits compensation plan is outlined in the application. Ed 318.09(e)(6) | 24 | ✓ | | How does a staff member decide their retirement plan? |
| h. <i>Administration Performance Evaluation</i> | 24 | ✓ | | |
| i. <i>Teacher Performance Evaluation</i> | 24/ 25 | ✓ | | |
| j. <i>Professional Development</i> | 25 | ✓ | | It's good to go slow to go fast! |
| k. <i>Philosophy of Student Governance and Discipline</i> RSA 194-B:3,II(p) | 25 | ✓ | | Consider getting student input for discipline matters. |
| l. <i>Age appropriate due process procedures to be used for disciplinary matters including suspension and expulsion.</i> RSA 194-B:3,II(p) There is a clear description of the school's proposed policies and due process procedures for student discipline, suspension, or expulsion that meets applicable law. Ed 318.09(e)(10) | 25 | ✓ | | The appendix really clarifies this section. |
| m. <i>Student transportation plan, both inside and outside of district, including reasonable provisions from the charter school's own resources for transportation of pupils residing outside the district in which the charter school is physically located.</i> RSA 194_B:3,II(l) Student transportation needs are considered and adequate plans are in place to address those needs. In the application, there is acceptance that the charter school will take responsibility for any additional costs surrounding transportation in compliance with state and federal requirements. 318.09(e)(7) | 26 | ✓ | | Clarification is in an email from 12/12/19 |
| n. <i>Student, Staff Handbooks</i> | 26 | ✓ | | Work to start after charter approval. |
| o. <i>Student Information System</i> | 26 | ✓ | | |
| Section 7: Meeting Student Needs | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| a. <i>Special Education: Method of coordinating with a pupil's 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 children with disabilities.</i> RSA 194_B:3,II(n) Strategies are in place to meet individual student needs and to ensure that the appropriate services will be provided in compliance with state and federal requirements for special education. 318.09(e)(8) | 27 | | ✓ | Liaison solid plan but mentions the school expects to be funded "any federal funds on a per pupil basis" |

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| b. Other educationally disabled and economically disadvantaged/at risk includes: Ed 318.07(1)(c) | 27 | | ✓ | School writes that it will provide support services as needed but does not identify how for each of the groups. |
| • Educationally Disadvantaged | 27 | | ✓ | Doesn't say how but lists the category |
| • English Language Learners (ELL) | 27 | | ✓ | Doesn't say how but lists the category |
| • Neglected or Delinquent | 27 | | ✓ | Doesn't say how but lists the category |
| • Homeless Students | 27 | | ✓ | Doesn't say how but lists the category |
| • Migrant and Refugee populations | 27 | | ✓ | Doesn't say how but lists the category |
| c. Additional Academic support and credit recovery: strategies for improving student achievement and closing achievement gaps | 28 | ✓ | | Credit recovery not needed at these grade levels |
| d. Federal Title Programs | 28 | ✓ | | |
| Section 8: Financial Management | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| a. Method of Administering Fiscal Accounts and Reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant. RSA 194-B:3,II(q) Includes a clear description of the internal financial management for a 5 year operating budget, a description of who will manage the school finances, reporting requirements and audits, and how financial resources will be properly managed with safeguards is provided. Ed 318.09(e)(11) | 29 | | ✓ | Parent and family special events will be used to raise additional funding. Attempting to raise money of parent and family events can be a deterrent for low-income families that the school is pledging to serve. |
| b. Annual Budget: including all sources of funding (also include a proposed five-year budget containing revenue and expenditures) Ed 318.09(e)(11) There is a detailed 5-year budget that includes the start-up budget, and that contains revenue projections, expenses and anticipated fund balances based upon the projected student enrollment. Ed 318.09(e)(11) | 31-34 | ✓ | | Inclusion of pre-operational expenses is good. |
| c. Budget Narrative: providing a justification for the budget. Ed 318.09(e)(11) A detailed budget narrative Ed 318.09(e)(11) | 35 | ✓ | | |
| Section 9: School Culture | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| a. School Environment: culturally inclusive | 35 | ✓ | | |
| b. Establishment and maintenance of School Culture | 35/ 36 | | ✓ | Does not explain how they will do this. |
| Section 10: Stakeholder Engagement | Page # | Meets ✓ | Does Not Meet ✓ | Comments |

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| <p>a. <i>Philosophy of parent (Family) Involvement and related plans and procedures. RSA194-B:3,II(v)</i> There is a clear description of the school's purpose, expectations and plans for parent involvement. Ed 318.09(e)(10) There are clearly defined plans for parent involvement relating to implementation and action steps of the proposed charter school. Ed318.09(e)(12)</p> | 36 | | ✓ | <i>What happens in mandatory meeting? What happens if parents can't go?</i> |
| <p>b. <i>Community Involvement Plan including Partnerships</i> <i>Ed 318.09(e)(10); Ed 318.09(e)(12)</i> There is a clear description of the school's purpose, expectations and plans for community outreach and involvement and the creation of partnerships with surrounding school districts, organizations and businesses and community leaders. Ed 318.09(e)(10); Ed 318.09(e)(12)</p> | 36/ 37 | ✓ | | |
| <p>c. <i>LEA Partnerships</i> <i>Ed 318.09(e)(12)</i> There is a clearly defined plan for community outreach and the creation of partnerships with surrounding school districts. Ed 318.09(e)(12)</p> | 37 | | ✓ | <i>No evidence of these. "A number have provided letters" but only saw one from a school board members.</i> |
| Section 11: Facilities | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| <p>a. <i>Whether the applicant has access to a facility suitable for the school and, if not, how the applicant intends to provide a physical location for the school. ED 318.05(c)(9)</i> There is a clear description of the school facility provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate based on the target location, students to be served, and future growth Ed 318.09(e)(3)</p> | 37 | | ✓ | <i>Doesn't have all the details on this but is working on it.</i> |
| b. <i>Description of school requirements</i> | 38 | ✓ | | |
| c. <i>Classroom, Offices, Athletics, Outdoor Needs Plan</i> | 38 | ✓ | | |
| d. <i>Plans for facilities lease or purchase</i> | 38 | ✓ | | |
| Section 12: School Safety Management Plan | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| a. <i>Emergency Operations Plan – statement that this will be completed</i> | 39 | ✓ | | |
| <p>b. <i>A statement that, the school facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to:</i></p> <ul style="list-style-type: none"> • <i>Fire safety</i> • <i>Heating, ventilating, and air conditioning (HVAC)</i> • <i>Plumbing</i> • <i>Electrical</i> • <i>Food Service</i> <p><i>RSA 194-B:8,II; ED 318.07(b)(4)</i></p> | 39 | ✓ | | |
| Section 13: Communication Plan | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| a. <i>A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school. RSA194-B:3,II(w)</i> | 39 | ✓ | | |

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| b. A plan to develop and disseminate best practices to charter schools, LEAs and the wider community. <i>**This is in the renewal but not in the RSAs for startup schools</i> | 40 | | ✓ | Too Conceptual. Need to add authentic times and places to develop this requirement. Requirement asks for a plan. |
| c. A plan for timely and regular communication with families and school stakeholders about ongoing school business, events, student performance. | 40-41 | ✓ | | Please clarify whether the Parent – Teacher Association is the National PTA or another group |
| Section 14: Assurances, Provisions, Policies | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| a. A global hold-harmless clause that states: A charter school, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the (school district), any other school district which sends its students to the charter school, and their schools 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 action, whether in law or in equity, and all damages, costs, losses and expenses, including but not limited to reasonable attorney’s 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. RSA194-B:3,II(x) | 41 | ✓ | | |
| b. Severability provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable. RSA194-B:3,II(y) | 41 | ✓ | | |
| c. Statement of assurances related to nondiscrimination according to relevant state and federal laws. 193-B:3, II(m) | 42 | ✓ | | |
| d. Provision for providing continuing evidence of adequate insurance coverage. RSA194-B:3,II(t) | 42 | ✓ | | |
| e. Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name. RSA194-B:3,II(u) | 42 | ✓ | | |
| f. A policy and procedure that either sets forth the guidelines for the optional contracting of services with the host school district in sharing transportation, athletic, maintenance and other services and facilities, or states how and why the school declines to choose the option. ED 318.07(b)(2); RSA 194-B:5, V; RSA 194-B:8, VII | 42 | ✓ | | |
| g. Statements that the school will develop, prior to opening, policies regarding the following: <ul style="list-style-type: none"> • Records retention; • Promoting school safety including: <ul style="list-style-type: none"> ○ Reporting of suspected abuse or neglect; ○ Sexual harassment, ○ Pupil safety and violence prevention; ○ Limiting the use of child restraint practices; and ○ Developmentally appropriate daily physical activity Ed 318.08(j)(7) | 43 | ✓ | | |

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| <i>h. Provision for dissolution of the charter school including disposition of its assets or amendment of its program plan, and a plan for the education of the school's pupils after the charter school may cease operation. RSA194-B:3,II(z)</i> | 43 | ✓ | | |
| <i>i. In the case of the conversion of a public school to a chartered conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the charter school. RSA194-B:3,II(aa)</i> | NA | | | |
| <i>j. A plan for the education of the school's pupils after the charter school may cease operation. RSA194-B:3,II(bb)</i> | 44 | | ✓ | <i>Please formulate an actual plan.</i> |
| <i>k. A statement that a chartered public school providing the only available public education services at a specific grade level in a school district shall offer those educational services to all resident pupils of that grade level. RSA-B:8, IV; ED 318.07(b)(5)</i> | 44 | ✓ | | |
| <i>l. An outline of the proposed accountability plan which clarifies expectations for evaluating the school's program, and which contains an acknowledgement that a full accountability plan shall be developed and ready to implement prior to the date of opening. RSA194-B:3,II(dd)</i> | 44 | ✓ | | |
| Section 15: Letters of Support | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| <i>a. From business and community leaders, elected officials, local school districts, parents. Ed 318.09(e)(12)</i> There is included a plan to acquire letters of support from parents, business and community leaders, elected officials and/or local school districts. Ed 318.09(e)(12) | M | ✓ | | <i>But missing parent letters of support which is odd considering the claim of overwhelming response to polling (Page 38, B)</i> |
| Section 16: Charter School Opening | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| <i>Timeline for Opening</i> | 46 | ✓ | | <i>Fine</i> |
| Section 17: Signed and Certified Application | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| <i>Complete Application</i> | 47 | ✓ | | |
| <i>Signed by all members of the development team</i> | 47 | ✓ | | |



New Hampshire

Department of Education

Charter School Application Evaluation Rubric

| Applicant Details | | | | | |
|---|---|-------------|---------|--|----------|
| Name of School: Northeast Woodland Chartered Public School Address: PO Box 1297, Intervale, NH 03845 Phone (207) 251-1621 Administrator: Jesse Badger | | | | | |
| Date: 11.15.2019 | | | | | |
| Evaluation Ratings | | | | | |
| Level of Achievement | Description | | | | |
| Meeting | <i>Clear and complete description. Meets expectations. Accomplishes requirement(s).</i> | | | | |
| Not Meeting | <i>One or more of the following: Missing information; Details are not adequate to determine understanding of the requirement; Meaning and intentions are not clear or coherent; Significantly lacking in depth. Does not meet requirement(s).</i> | | | | |
| Application Evaluation Rubric | | | | | |
| Application Requirements | | Measurement | | Comments/Justification for Measurement | |
| Section 1: Requirements for Submitting Application | | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| a. Letter of Intent <i>Ed 318.08(a)</i> <i>The letter shall include:</i> <ul style="list-style-type: none"> <i>date,</i> <i>proposed charter school name,</i> <i>proposed grade levels</i> <i>Contact person and contact details. Ed 318.08(b)</i> <i>Description of the charter school developers:</i> | | | ✓ | | |
| Section 2: Application Document Requirements | | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| a. Application Cover Sheet <i>Ed 318.05(c)(1); Ed 318.08(d)(1)</i> | | i | ✓ | | |

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| <p>Including:</p> <p>(1) The name of the proposed charter school;</p> <p>(2) Name of organization sponsoring the charter school, if any;</p> <p>(3) Name of contact person;</p> <p>(4) Mailing address;</p> <p>(5) Primary telephone;</p> <p>(6) Alternate telephone;</p> <p>(7) Email address;</p> <p>(8) Projected date of school opening;</p> <p>(9) Proposed school location; and</p> <p>(10) Total projected student enrollment broken out per year for 5 years listing the following:</p> <p>a) School year;</p> <p>b) Grade levels; and</p> <p>c) Number of kindergarten students</p> <p><i>Ed 318.08(f)</i></p> | | | | |
| <p>b. Table of contents, page numbers on each page, one-inch margins and at least 11-point font.</p> <p><i>Ed 318.08(d)(2)</i></p> | ii | ✓ | | |
| <p>c. Application not to exceed 50 pages, not including appendices, which may include letters of support, a five-year budget, expanded curriculum description. <i>Ed 318.08(e)</i></p> | | ✓ | | Letters of support from Conway School Board Chair, a circuit judge, a NH State Representative, a summer camp director |
| <p>d. Submit an application comprising of an original, 3 paper copies and an electronic copy to the Charter School Office at the department of Education. <i>Ed 318.08(c)</i></p> | | ✓ | | |
| <p>e. The application shall be signed and certified by the sponsoring entity, including title, printed name and date stating, "I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application." <i>Ed 318.08(g)</i></p> | 47 | ✓ | | |
| Section 3: Introduction | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| <p>a. General description and proposed or potential location</p> <p>A clear, focused and compelling purpose for the school that is attainable and supports student achievement; clearly defines the core purpose and key values of the school in a few concise sentences <i>RSA 194-B:3,II(a); Ed 318.05(c)(2)</i></p> <p>(3) <i>There is a description of the school facility provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate based on the target location, students to be served, and future growth Ed 318.09(e)(3)</i></p> | 2 | | ✓ | <ul style="list-style-type: none"> • Compelling purpose is good • Cannot determine if the proposal is attainable and supports student achievement in this section • Actual proposed location not listed |

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|---|---------------|----------------|------------------------|--|
| | | | | <ul style="list-style-type: none"> • Facility not described • Students served not described • Future growth not described in this section |
| b. The name, address, telephone and fax numbers, and email address of a contact person. Ed 318.05(c)(3) | 2 | ✓ | | |
| c. An identification of the eligible person(s) or entity of the applicant from among those listed in RSA 194-B:3,V. Ed 318.05(c)(4) Persons or entities eligible to submit an application to establish a chartered public school shall include: (a) A nonprofit organization including, but not limited to, a college, university, museum, service club, or similar entity. (b) A group of 2 or more New Hampshire certified teachers. (c) A group of 10 or more parents. | 2 | ✓ | | |
| d. Education Vision and Mission Statement RSA 194-B:3,II(d), Ed 318.09(e)(1) (1) The mission and vision statements express a clear, focused and compelling purpose for the school that is attainable and supports student achievement. It clearly defines the core purpose and key values of the school in a few concise sentences. Ed 318.09(e) | 3 | ✓ | | |
| e. A summary of the school's focus, including a description of the characteristics, methods and goals of the school. Ed 318.05(c)(9) | 3 | ✓ | | |
| f. Target population | 3 | ✓ | | Found in section E |
| g. Measurable Goals and Objectives and a timeline for implementation and accountability. Ed 318.05(c)(9) | 4 | ✓ | | Short term planning goals, Found in section F |
| h. Projected student enrollment for each of the first 5 years of operation. Ed 318.05(c)(6) | 5 | ✓ | | Found in section G |
| i. Students to be served: grade/age levels, maximum number, other information about pupils to be served. RSA 194-B:3,II(e); Ed 318.05(c)(5) | 5 | ✓ | | Found in section H |
| j. Educational Need – How this school is different than district public schools and will it be located in an underserved community for educationally disadvantaged, at risk students? List the district, charter and non-public (private) schools currently operating in the general area. | 6 | ✓ | | Concern: Already a private Waldorf School serving the same grade levels, and a Montessori Charter School serving the same grade levels in Conway. |
| k. Any reasons why the prospective board of trustees believes RSA 194-B:3,XII relative to a shortening of deadlines may apply to this case. Ed 318.05(c)(10) | 7 | ✓ | | |
| Section 4: Governance | Page # | Meets ✓ | Does Not Meet ✓ | Comments |

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| <p>a. <i>Governing Board: roles, responsibilities, qualifications, skill set, experience.</i> <i>Ed 318.09(e)(2)</i> There is a clear description of the roles and responsibilities of the governing board, as well as the current members' qualifications, skill set and experience. Ed 318.09(e)(2)</p> | 7 | | ✓ | Very Confusing...Governing Board, Founding Board, School Board. Page 8, 3(2) references 194-B:5 as stating that the school will be governed by a school board when this RSA actually states the school will be governed by a board of trustees. In several areas of the application, references are made to the school board and board of directors which adds yet another board level to the application. Recommend revising language to comply with the law and reference the board of trustees when referring to the governing body. |
| <p>b. <i>Method by which trustees and their terms are determined. RSA 194-B:3,II(c)</i> There is a clear description of the policies and procedures by which the governing board will operate, as well as their roles and responsibilities, including the process to appoint or elect the initial board members, the decision-making process, term limits, and an organizational plan in order to successfully implement the school's program. Ed 318.09(e)(2)</p> | 9 | ✓ | | |
| <p>c. <i>Board of Trustees By-Laws</i> <i>Ed 318.09(e)(2)</i> There is a clear description of the policies and procedures by which the governing board will operate. Ed 318.09(e)(2)</p> | 10, A-D | ✓ | | |
| <p>d. <i>Organizational Structure and Growth Plan (Include Organizational Chart)</i> <i>RSA 194-B:3,II(b)</i> There is a clear description of an organizational plan in order to successfully implement the school's program. Ed 318.09(e)(2)</p> | 10 | | ✓ | Good organizational Structure Missing growth plan |
| <p>e. <i>Fundraising Plan Ed 318.09(e)(11)</i></p> | 11 | | ✓ | A good structure is outlined and effective evaluation process described. No specific goal. No timeline for implementation included. Needs elaboration on the Capital Campaign. Concerns are the limited local resources for fundraising and the competition from all the existing public and private schools in the area |
| <p>f. <i>Grievance/complaints Process or Policy</i></p> | 12 | | ✓ | Again, confusion with the "Full Board, and the NWEF Trustees. Is the NWEF Trustees the same as the Board of Trustees? Will all |

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| | | | | grievances and complaints be dealt with at the Board levels? How about minor complaints? Need a well organized process. |
| Section 5: Education Plan | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| a. <i>Curriculum and Instruction that meets or exceeds state standards in the subject areas offered; clearly defined, research-based with evidence of effectiveness. RSA194-B:3,II(f); Ed 318.09(e)(4)</i> There is a clearly defined, research-based curriculum being proposed with the potential to increase student achievement that meets or exceeds the school's content area standards Ed 318.09(e)(4) | 12 A-E A-I A-E | ✓ | | Clearly defined curriculum by grade level. Waldorf curriculum is aligned to the Common Core standards. 1 research article identifies higher positive achievement outcomes on standardized tests. |
| b. <i>Current research for selecting curriculum</i> Ed 318.09(e)(4) | 13 | ✓ | | 3 research articles for support of the program. |
| c. <i>Statement that the school will have available information about its curriculum and policies to all persons, and parents and students considering enrollment. RSA194-B:2,II; Ed 318.07(b)(6)</i> Statement is included with a description of where this will be accessible. | 14 | ✓ | | |
| d. <i>Measurable Academic Learning Goals and Objectives and timeline for accountability</i> RSA194-B:3,II(g) There are clearly defined high and attainable educational goals and objectives. Ed 318.09 (e)(5). A timeline has been created to ensure accountability for achievement of goals and objectives. | 14 | | ✓ | Comprehensive list of learning goals by grade level. Not seeing an accountability component or timeline. Specific and measurable goals are needed in order to determine if the school is meeting the goals and objectives of their charter. |
| e. <i>Performance Standards</i> | 14 | ✓ | | Thorough list of performance standards |
| f. <i>Achievement Tests to be used to measure academic and other goal achievement, including, but not limited to, objective measures of literacy and numeracy competencies, including spelling, reading, expository writing, history, geography, science, and mathematics. RSA194-B:3,II(h)</i> There are strategies and achievement tests in place that will be used to measure each student's progress toward meeting the goals and objectives of the school. Ed 318.09 (e)(5). | 14- 15 | ✓ | | Good justification for types of assessments – a broad range of assessments to be administered. Commitment to use NH SAS testing (needs to be grades 3 through 8, not 3 and 8)and science grade 8 is not mentioned. Goal is to enroll in NH PACE program asap. |
| g. <i>For Schools offering High School grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils. RSA194-B:3,II(i)</i> | N/A | | | |
| h. <i>Student Performance Data Management System (Cumulative performance over time)</i> | 15 | ✓ | | Comprehensive system: BigSIS |

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|--|---------------|----------------|------------------------|---|
| i. <i>Daily/weekly Schedule Samples</i> | 16 | ✓ | | 1 weekly schedule provided. Science not listed on schedule unless it will be in the Main Lesson". Two hours 45 minutes a day of "Main Lessons" (Math, LA and Science?) each day but Friday, and three and a half hours on Friday. |
| j. <i>Supplemental Programming</i> | 16 | | ✓ | Need a list what supplemental programming will consist of. |
| Section 6: School Operations Plans | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| a. <i>Admissions Procedures RSA 194-B:3,II(o)</i> There is a clearly defined description of a student recruiting plan, strategies for reaching the school's targeted population and description of the school's registration policies and procedures including enrollment timeline and lottery process. The enrollment and lottery processes are fair, equitable and nondiscriminatory, and reflect compliance with applicable laws. Ed 318.09(e)(9) A preferential status plan is fair and equitable. | 16 | ✓ | | |
| <ul style="list-style-type: none"> <i>Students Recruitment Plan</i> | 16 | ✓ | | Page 16, (1) discusses the need for this school as the private Waldorf school already in existence is not able to meet the demand of interested families due to affordability. Is the purpose of this new charter school to be able to provide the MW Valley community and the families already attending the private White Mountain Waldorf School a public school option? Will this charter school then take the place of the private Waldorf School? |
| <ul style="list-style-type: none"> <i>Methods for admission which shall not be designed intended or used to discriminate or violate individual civil rights in any manner prohibited by law. Ed 318.07(b)(1)a</i> | 16-19 | ✓ | | |
| <ul style="list-style-type: none"> <i>Recruitment and enrollment practices to promote inclusion of all students, including by eliminating any barriers to enrollment for educationally disadvantaged students (who include foster youth and unaccompanied homeless youth);</i> | 16-19 | ✓ | | |
| <ul style="list-style-type: none"> <i>Registration policies and procedures including enrollment timeline. Ed 318.09(e)(9)</i> | 16-19 | ✓ | | |
| <ul style="list-style-type: none"> <i>How the school will conduct a lottery selection as provided for in RSA 194-B:9,1(c) and assure that the preferential status, if any, of children of the founding members of the charter school shall be addressed in the admissions process. Ed 318.07(1)(b)</i> | 16-19 | ✓ | | For Clarification: Qualified students mentioned in the admissions procedures are all |

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| | | | | students who have met the two eligibility criteria: (3) Application Eligibility Criteria, listed on page 19? |
| <i>b. School calendar and the number and duration of days pupils are to be served. RSA194-B:3,II(s)</i> | 19 | ✓ | | School Calendar included |
| <i>c. Staffing Overview, including qualifications sought for professionals and paraprofessionals: administrators, teachers. RSA194-B:3,II(j)</i> An adequate description is provided on staffing overview and staff member qualifications. Ed 318.09(e)(6) | 19 | ✓ | | This section does not include all staff, although section, pages 19 – 22, helps to answer missing information for this question. |
| <i>d. Employee job description/responsibilities</i> <i>Ed 318.09(e)(6)</i> An adequate description is provided on job descriptions and staff member job responsibilities. Ed 318.09(e)(6) | 21 | | ✓ | Good overview – will need to expand these for hiring and contracts. Teaching staff job description and responsibilities not included. |
| <i>e. The total number of teachers and the average teacher/student ratio for the first 5 years.</i> <i>ED 318.05(c)(7)</i> | 23 | ✓ | | Very clear and organized document demonstrating projected student to teacher ratio for 5 years. |
| <i>f. A statement that the school shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a. ED 318.07(3)</i> | 24 | ✓ | | |
| <i>g. Personnel compensation plan, including provisions for leaves and other benefits, if any.</i> <i>RSA194-B:3,II(k): Ed 318.09(e)(6)</i> A benefits compensation plan is outlined in the application. Ed 318.09(e)(6) | 24 | ✓ | | A comprehensive plan that has the potential to attract and retain staff. |
| <i>h. Administration Performance Evaluation</i> | 24 | ✓ | | Good overview. A timeline for the performance evaluations with specific criteria will improve this component. |
| <i>i. Teacher Performance Evaluation</i> | 24 | ✓ | | Good overview. A timeline for the performance evaluations with specific criteria will improve this component. |
| <i>j. Professional Development</i> | 25 | | ✓ | Good description for teachers but no mention of administration PD plans. |
| <i>k. Philosophy of Student Governance and Discipline RSA194-B:3,II(p)</i> | 25 | ✓ | | A draft of discipline procedures has been included which covers suspension and expulsion, and a brief description of how minor infractions will be handled. A student discipline rights Guide has also been included. |

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| <i>l. Age appropriate due process procedures to be used for disciplinary matters including suspension and expulsion. RSA 194-B:3,II(p)</i> There is a clear description of the school's proposed policies and due process procedures for student discipline, suspension, or expulsion that meets applicable law. Ed 318.09(e)(10) | 25 | ✓ | | |
| <i>m. Student transportation plan, both inside and outside of district, including reasonable provisions from the charter school's own resources for transportation of pupils residing outside the district in which the charter school is physically located. RSA 194_B:3,II(l)</i> Student transportation needs are considered and adequate plans are in place to address those needs. In the application, there is acceptance that the charter school will take responsibility for any additional costs surrounding transportation in compliance with state and federal requirements. 318.09(e)(7) | 26 | ✓ | | Updated, budget now includes 2 busses and drivers for pick-up points. |
| <i>n. Student, Staff Handbooks</i> | 26 | ✓ | | Statement that the school will develop and adopt student and staff handbooks once authorized. |
| <i>o. Student Information System</i> | 26 | ✓ | | BigSis |
| Section 7: Meeting Student Needs | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| <i>a. Special Education: Method of coordinating with a pupil's 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 children with disabilities. RSA 194_B:3,II(n)</i> Strategies are in place to meet individual student needs and to ensure that the appropriate services will be provided in compliance with state and federal requirements for special education. 318.09(e)(8) | 26-27 | | | Clear understanding of the charter school's responsibilities and commitment to work with districts and students. First paragraph, page 27 discusses funding directed to the charter school on a per pupil basis. There is no special education funding that would go to charter schools unless the school decides to contract with the charter school for services. This would be a district decision. |
| <i>b. Other educationally disabled and economically disadvantaged/at risk includes: Ed 318.07(1)(c)</i> | 27 | | ✓ | School writes that it will provide support services as needed but does not identify how for each of the groups. |
| • <i>Educationally Disadvantaged</i> | | | | |
| • <i>English Language Learners (ELL)</i> | | | | |
| • <i>Neglected or Delinquent</i> | | | | |
| • <i>Homeless Students</i> | | | | |
| • <i>Migrant and Refugee populations</i> | | | | |
| <i>c. Additional Academic support and credit recovery: strategies for improving student achievement and closing achievement gaps</i> | | ✓ | | Clear understanding and comprehensive list of strategies. |
| <i>d. Federal Title Programs</i> | | ✓ | | |
| Section 8: Financial Management | Page # | Meets ✓ | Does Not Meet ✓ | Comments |

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|---|--------|---------|-----------------|---|
| <p>a. <i>Method of Administering Fiscal Accounts and Reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant. RSA 194-B:3,II(q)</i> Includes a clear description of the internal financial management for a 5 year operating budget, a description of who will manage the school finances, reporting requirements and audits, and how financial resources will be properly managed with safeguards is provided. Ed 318.09(e)(11)</p> | 29 | ✓ | | |
| <p>b. <i>Annual Budget: including all sources of funding (also include a proposed five-year budget containing revenue and expenditures) Ed 318.09(e)(11)</i> There is a detailed 5-year budget that includes the start-up budget, and that contains revenue projections, expenses and anticipated fund balances based upon the projected student enrollment. Ed 318.09(e)(11)</p> | A-N | ✓ | | Some budget concerns – notification that a revised budget will be submitted but not available at the time of this review |
| <p>c. <i>Budget Narrative: providing a justification for the budget. Ed 318.09(e)(11)</i> A detailed budget narrative Ed 318.09(e)(11)</p> | A-N | | ✓ | Some budget concerns – notification that a revised budget will be submitted but not available at the time of this review |
| <p>Section 9: School Culture</p> | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| <p>a. <i>School Environment: culturally inclusive</i></p> | 35 | ✓ | | Clear understanding and commitment. |
| <p>b. <i>Establishment and maintenance of School Culture</i></p> | 35 | ✓ | | Clear understanding and commitment, included research. |
| <p>Section 10: Stakeholder Engagement</p> | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| <p>a. <i>Philosophy of parent (Family) Involvement and related plans and procedures. RSA 194-B:3,II(v)</i> There is a clear description of the school's purpose, expectations and plans for parent involvement. Ed 318.09(e)(10) There are clearly defined plans for parent involvement relating to implementation and action steps of the proposed charter school. Ed 318.09(e)(12)</p> | 36 | | ✓ | A great plan, philosophy not really included and concerns about the stated school's dependency on parent involvement and mandatory parent learning sessions may be challenging for some families. Is there a plan for families who are unable to commit to these? |
| <p>b. <i>Community Involvement Plan including Partnerships Ed 318.09(e)(10); Ed 318.09(e)(12)</i> There is a clear description of the school's purpose, expectations and plans for community outreach and involvement and the creation of partnerships with surrounding school districts, organizations and businesses and community leaders. Ed 318.09(e)(10); Ed 318.09(e)(12)</p> | 36 | | ✓ | Mention of a connection to SAU 9, however, no plan included to build partnerships with other LEAs. |
| <p>c. <i>LEA Partnerships Ed 318.09(e)(12)</i> There is a clearly defined plan for community outreach and the creation of partnerships with surrounding school districts. Ed 318.09(e)(12)</p> | 37 | | ✓ | No specific plan for developing partnerships included. One letter of support from the Chairman of the Conway School Board. |
| <p>Section 11: Facilities</p> | Page # | Meets ✓ | Does Not Meet ✓ | Comments |

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|---|---------------|----------------|------------------------|---|
| a. <i>Whether the applicant has access to a facility suitable for the school and, if not, how the applicant intends to provide a physical location for the school. ED 318.05(c)(9)</i> There is a clear description of the school facility provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate based on the target location, students to be served, and future growth Ed 318.09(e)(3) | 38 | ✓ | | To be determined once authorization and funding are in place. |
| b. <i>Description of school requirements</i> | 38 | ✓ | | |
| c. <i>Classroom, Offices, Athletics, Outdoor Needs Plan</i> | 38 | ✓ | | |
| d. <i>Plans for facilities lease or purchase</i> | 38 | ✓ | | |
| Section 12: School Safety Management Plan | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| a. <i>Emergency Operations Plan –</i> | 39 | ✓ | | Statement that this will be completed |
| b. <i>A statement that, the school facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to:</i> <ul style="list-style-type: none"> • <i>Fire safety</i> • <i>Heating, ventilating, and air conditioning (HVAC)</i> • <i>Plumbing</i> • <i>Electrical</i> • <i>Food Service</i> <i>RSA 194-B:8,II; ED 318.07(b)(4)</i> | 39 | ✓ | | |
| Section 13: Communication Plan | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| a. <i>A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school. RSA194-B:3,II(w)</i> | 39 | ✓ | | |
| b. <i>A plan to develop and disseminate best practices to charter schools, LEAs and the wider community.</i> <i>**This is in the renewal but not in the RSAs for startup schools</i> | 40 | | ✓ | Needs to be more specific. Mention of ideas but not a plan |
| c. <i>A plan for timely and regular communication with families and school stakeholders about ongoing school business, events, student performance.</i> | 40 | ✓ | | |
| Section 14: Assurances, Provisions, Policies | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| a. <i>A global hold-harmless clause that states:</i> <i>A charter school, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the (school district), any other school district which sends its students to the charter school, and their schools 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 action, whether in law or in equity, and all damages, costs, losses and expenses, including but not limited to reasonable attorney’s fees and legal costs, for any action or inaction of the</i> | 41 | ✓ | | |

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| <i>charter school, its board, officers, employees, agents, representatives, contractors, guests, and invitees, or pupils. RSA194-B:3,II(x)</i> | | | | |
| <i>b. Severability provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable. RSA194-B:3,II(y)</i> | 41 | ✓ | | |
| <i>c. Statement of assurances related to nondiscrimination according to relevant state and federal laws. 193-B:3, II(m)</i> | 42 | ✓ | | |
| <i>d. Provision for providing continuing evidence of adequate insurance coverage. RSA194-B:3,II(t)</i> | 42 | ✓ | | |
| <i>e. Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name. RSA194-B:3,II(u)</i> | 42 | ✓ | | |
| <i>f. A policy and procedure that either sets forth the guidelines for the optional contracting of services with the host school district in sharing transportation, athletic, maintenance and other services and facilities, or states how and why the school declines to choose the option. ED 318.07(b)(2); RSA 194-B:5, V; RSA 194-B:8, VII</i> | 42 | ✓ | | |
| <i>g. Statements that the school will develop, prior to opening, policies regarding the following:</i> <ul style="list-style-type: none"> • Records retention; • Promoting school safety including: <ul style="list-style-type: none"> ○ Reporting of suspected abuse or neglect; ○ Sexual harassment, ○ Pupil safety and violence prevention; ○ Limiting the use of child restraint practices; and ○ Developmentally appropriate daily physical activity <i>Ed 318.08(j)(7)</i> | 43 | ✓ | | |
| <i>h. Provision for dissolution of the charter school including disposition of its assets or amendment of its program plan, and a plan for the education of the school's pupils after the charter school may cease operation. RSA194-B:3,II(z)</i> | 43 | ✓ | | |
| <i>i. In the case of the conversion of a public school to a chartered conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the charter school. RSA194-B:3,II(aa)</i> | 43 | ✓ | | |
| <i>j. A plan for the education of the school's pupils after the charter school may cease operation. RSA194-B:3,II(bb)</i> | 44 | ✓ | | |
| <i>k. A statement that a chartered public school providing the only available public education services at a specific grade level in a school district shall offer those educational services to all resident pupils of that grade level. RSA-B:8, IV; ED 318.07(b)(5)</i> | 44 | ✓ | | |
| <i>l. An outline of the proposed accountability plan which clarifies expectations for evaluating the school's program, and which contains an acknowledgement that a full accountability plan shall be developed and ready to implement prior to the date of opening. RSA194-B:3,II(dd)</i> | 44 | ✓ | | |
| Section 15: Letters of Support | Page # | Meets ✓ | Does Not Meet ✓ | Comments |

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|---|---------------|----------------|------------------------|---|
| <i>a. From business and community leaders, elected officials, local school districts, parents. Ed 318.09(e)(12)</i> There is included a plan to acquire letters of support from parents, business and community leaders, elected officials and/or local school districts. Ed 318.09(e)(12) | A-M | ✓ | | |
| Section 16: Charter School Opening | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| <i>Timeline for Opening</i> | 46 | ✓ | | |
| Section 17: Signed and Certified Application | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| <i>Complete Application</i> | 1-47 | ✓ | | Plus appendices |
| <i>Signed by all members of the development team</i> | 47 | ✓ | | One member signed on behalf of the team |



New Hampshire

Department of Education

Charter School Application Evaluation Rubric

| Applicant Details | | | | |
|--|--|-------------|------------|--|
| Name of School: Northeast Woodland Chartered Public School Address: PO Box 1297 Intervale NH 03845 (Projected location, North Conway) Phone: 207 251-1621 Administrator: Jesse Badger | | | | |
| Date: 12/10/2019 | | | | |
| Evaluation Ratings | | | | |
| Level of Achievement | Description | | | |
| Meeting | <i>Clear and complete description. Meets expectations. Accomplishes requirement(s).</i> | | | |
| Not Meeting | <i>Details are not adequate to determine understanding of the requirement; meaning and intentions are not clear or coherent. Significantly lacking in depth. Does not meet requirement(s).</i> | | | |
| Application Evaluation Rubric | | | | |
| Application Requirements | | Measurement | | Comments/Justification for Measurement |
| Section 1: Requirements for Submitting Application | | Page # | Meets ✓ | Does Not Meet ✓ Comments |

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|---|---------------|----------------|---------------------------|---|
| <p>a. Letter of Intent <i>Ed 318.08(a)</i> <i>The letter shall include:</i></p> <ul style="list-style-type: none"> • <i>date,</i> • <i>proposed charter school name,</i> • <i>proposed grade levels</i> • <i>Contact person and contact details. Ed 318.08(b)</i> • <i>Description of the charter school developers:</i> | | | ✓ | Referred to in comments. No copy of letter included |
| Section 2: Application Document Requirements | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| <p>a. Application Cover Sheet <i>Ed 318.05(c)(1); Ed 318.08(d)(1)</i> <i>Including:</i></p> <ol style="list-style-type: none"> (1) <i>The name of the proposed charter school;</i> (2) <i>Name of organization sponsoring the charter school, if any;</i> (3) <i>Name of contact person;</i> (4) <i>Mailing address;</i> (5) <i>Primary telephone;</i> (6) <i>Alternate telephone;</i> (7) <i>Email address;</i> (8) <i>Projected date of school opening;</i> (9) <i>Proposed school location; and</i> (10) <i>Total projected student enrollment broken out per year for 5 years listing the following:</i> <ol style="list-style-type: none"> a) <i>School year;</i> b) <i>Grade levels; and</i> c) <i>Number of kindergarten students</i> <p><i>Ed 318.08(f)</i></p> | | ✓ | | |
| <p>b. Table of contents, page numbers on each page, one-inch margins and at least 11-point font. <i>Ed 318.08(d)(2)</i></p> | <i>ii</i> | ✓ | | |
| <p>c. Application not to exceed 50 pages, not including appendices, which may include letters of support, a five-year budget, expanded curriculum description. <i>Ed 318.08(e)</i></p> | | ✓ | | |

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| d. Submit an application comprising of an original, 3 paper copies and an electronic copy to the Charter School Office at the department of Education. <i>Ed 318.08(c)</i> | 1 | ✓ | | |
| e. The application shall be signed and certified by the sponsoring entity, including title, printed name and date stating, "I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application." <i>Ed 318.08(g)</i> | 45 | ✓ | | |

| Section 3: Introduction | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
|--|---------------|-------------------|---------------------------|-----------------|
| a. General description and proposed or potential location A clear, focused and compelling purpose for the school that is attainable and supports student achievement; clearly defines the core purpose and key values of the school in a few concise sentences <i>RSA194-B:3,II(a); Ed 318.05(c)(2)</i> <i>(3) There is a description of the school facility provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate based on the target location, students to be served, and future growth Ed 318.09(e)(3)</i> | 2 | ✓ | | |
| b. The name, address, telephone and fax numbers, and email address of a contact person. <i>Ed 318.05(c)(3)</i> | 2 | ✓ | | |
| c. An identification of the eligible person(s) or entity of the applicant from among those listed in <i>RSA 194-B:3,V. Ed 318.05(c)(4)</i> <i>Persons or entities eligible to submit an application to establish a chartered public school shall include:</i> <i>(a) A nonprofit organization including, but not limited to, a college, university, museum, service club, or similar entity.</i> <i>(b) A group of 2 or more New Hampshire certified teachers.</i> <i>(c) A group of 10 or more parents.</i> | 2 | ✓ | | |

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| <p>d. <i>Education Vision and Mission Statement</i> RSA194-B:3,II(d), Ed 318.09(e)(1) (1) <i>The mission and vision statements express a clear, focused and compelling purpose for the school that is attainable and supports student achievement. It clearly defines the core purpose and key values of the school in a few concise sentences. Ed 318.09(e)</i></p> <p>e. <i>A summary of the school's focus, including a description of the characteristics, methods and goals of the school. Ed 318.05(c)(9)</i></p> | 3 | ✓ | | |
| <p>f. <i>Target population</i></p> | 3 | ✓ | | <p>Embedded in E. How is this targeted population different from the targeted population of the private White Mountain Waldorf School. Is there a distinct need for another Charter School and/or another Waldorf-inspired school for a relatively small regional population?</p> |
| <p>g. <i>Measurable Goals and Objectives and a timeline for implementation and accountability. Ed 318.05(c)(9)</i></p> | 4 | ✓ | | |
| <p>h. <i>Projected student enrollment for each of the first 5 years of operation. Ed 318.05(c)(6)</i></p> | 5 | ✓ | | Labeled F |
| <p>i. <i>Students to be served: grade/age levels, maximum number, other information about pupils to be served. RSA194-B:3,II(e); Ed 318.05(c)(5)</i></p> | 6 | ✓ | | |

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| <p>j. <i>Educational Need – How this school is different than district public schools and will it be located in an underserved community for educationally disadvantaged, at risk students? List the district, charter and non-public (private) schools currently operating in the general area.</i></p> <p>k. <i>Any reasons why the prospective board of trustees believes RSA 194-B:3,XII relative to a shortening of deadlines may apply to this case. Ed 318.05(c)(10)</i></p> | 6 | | ✓ | What need does this school serve different than the other charter schools and White Mountain Waldorf School (private). Is there a distinct need for another Charter School and/or another Waldorf-inspired school for a relatively small regional population? |
| <p>Section 4: Governance</p> | Page # | Meets ✓ | Does Not Meet ✓ | Comments |

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| <p>a. <i>Governing Board: roles, responsibilities, qualifications, skill set, experience.</i></p> <p><i>Ed 318.09(e)(2)</i> There is a clear description of the roles and responsibilities of the governing board, as well as the current members' qualifications, skill set and experience. Ed 318.09(e)(2)</p> | 7 | ✓ | | |
| <p>b. <i>Method by which trustees and their terms are determined. RSA194-B:3,II(c)</i> There is a clear description of the policies and procedures by which the governing board will operate, as well as their roles and responsibilities, including the process to appoint or elect the initial board members, the decision-making process, term limits, and an organizational plan in order to successfully implement the school's program. Ed 318.09(e)(2)</p> | 10 | ✓ | | |
| <p>c. <i>Board of Trustees By-Laws</i> <i>Ed 318.09(e)(2)</i> There is a clear description of the policies and procedures by which the governing board will operate. Ed 318.09(e)(2)</p> | App endi x D | ✓ | | |
| <p>d. <i>Organizational Structure and Growth Plan (Include Organizational Chart)</i> <i>RSA194-B:3,II(b)</i> There is a clear description of an organizational plan in order to successfully implement the school's program. Ed 318.09(e)(2)</p> | | ✓ | | Is there a plan for org structure growth once school is at capacity |

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| e. Fundraising Plan Ed 318.09(e)(11) | | | ✓ | Will two Waldorf schools in a community both be viable? How will the charter school target donors? Aren't both schools going to targeting the same population? |
| f. Grievance/complaints Process or Policy | | | ✓ | |
| Section 5: Education Plan | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| a. Curriculum and Instruction that meets or exceeds state standards in the subject areas offered; clearly defined, research-based with evidence of effectiveness. RSA194-B:3,II(f); Ed 318.09(e)(4) There is a clearly defined, research-based curriculum being proposed with the potential to increase student achievement that meets or exceeds the school's content area standards Ed 318.09(e)(4) | App x E | ✓ | | Well documented and clear. Will there be any difference in this curriculum from the private school? |
| b. Current research for selecting curriculum Ed 318.09(e)(4) | App F | ✓ | | |
| c. Statement that the school will have available information about its curriculum and policies to all persons, and parents and students considering enrollment. RSA194-B:2,II; Ed 318.07(b)(6) Statement is included with a description of where this will be accessible. | 14 | ✓ | | |
| d. Measurable Academic Learning Goals and Objectives and timeline for accountability RSA194-B:3,II(g) There are clearly defined high and attainable educational goals and objectives. Ed 318.09 (e)(5). A timeline has been created to ensure accountability for achievement of goals and objectives. | | ✓ | | |
| e. Performance Standards | | | ✓ | These are unclear. What standards will be used and how will they be gathered? |

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| <p>f. <i>Achievement Tests to be used to measure academic and other goal achievement, including, but not limited to, objective measures of literacy and numeracy competencies, including spelling, reading, expository writing, history, geography, science, and mathematics. RSA194-B:3,II(h)</i> There are strategies and achievement tests in place that will be used to measure each student's progress toward meeting the goals and objectives of the school. Ed 318.09 (e)(5).</p> | | | ✓ | SAS testing is required in 3rd through 8th grade each year in ELA and Math, 5th grade and 8th grade in Science. What other measures will be used? What are the methods of assessment? |
| <p>g. <i>For Schools offering High School grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils. RSA194-B:3,II(i)</i></p> | | | | N/A |
| <p>h. <i>Student Performance Data Management System (Cumulative performance over time)</i></p> | 15 | ✓ | | |
| <p>i. <i>Daily/weekly Schedule Samples</i></p> | | ✓ | | |
| <p>j. <i>Supplemental Programming</i></p> | | ✓ | | |
| <p>Section 6: School Operations Plans</p> | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| <p>a. <i>Admissions Procedures RSA194-B:3,II(o)</i> There is a clearly defined description of a student recruiting plan, strategies for reaching the school's targeted population and description of the school's registration policies and procedures including enrollment timeline and lottery process. The enrollment and lottery processes are fair, equitable and nondiscriminatory, and reflect compliance with applicable laws. Ed 318.09(e)(9) A preferential status plan is fair and equitable.</p> | | | ✓ | It is not clear what the qualifications are to be considered a "qualified applicant". Priority admission to students who have attended any other school, seems inequitable for families who may not be able to afford a p-K program. Seems contrary to serving an economically diverse population. |

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| <ul style="list-style-type: none"> • <i>Students Recruitment Plan</i> | | ✓ | | |
| <ul style="list-style-type: none"> • <i>Methods for admission which shall not be designed intended or used to discriminate or violate individual civil rights in any manner prohibited by law. Ed 318.07(b)(1)a</i> | | ✓ | | |
| <ul style="list-style-type: none"> • <i>Recruitment and enrollment practices to promote inclusion of all students, including by eliminating any barriers to enrollment for educationally disadvantaged students (who include foster youth and unaccompanied homeless youth);</i> | | ✓ | | |
| <ul style="list-style-type: none"> • <i>Registration policies and procedures including enrollment timeline. Ed 318.09(e)(9)</i> | | ✓ | | |
| <ul style="list-style-type: none"> • <i>How the school will conduct a lottery selection as provided for in RSA 194-B:9, 1(c) and assure that the preferential status, if any, of children of the founding members of the charter school shall be addressed in the admissions process. Ed 318.07(1)(b)</i> | | ✓ | | |
| <i>b. School calendar and the number and duration of days pupils are to be served. RSA194-B:3,II(s)</i> | 19 | ✓ | | |
| <i>c. Staffing Overview, including qualifications sought for professionals and paraprofessionals: administrators, teachers. RSA194-B:3,II(j)</i> An adequate description is provided on staffing overview and staff member qualifications. Ed 318.09(e)(6) | | ✓ | | |
| <i>d. Employee job description/responsibilities</i> <i>Ed 318.09(e)(6)</i> An adequate description is provided on job descriptions and staff member job responsibilities. Ed 318.09(e)(6) | 21-22 | ✓ | | |
| <i>e. The total number of teachers and the average teacher/student ratio for the first 5 years. ED 318.05(c)(7)</i> | 23 | ✓ | | |

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| f. A statement that the school shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a. ED 318.07(3) | 24 | ✓ | | |
| g. Personnel compensation plan, including provisions for leaves and other benefits, if any. RSA194-B:3,II(k): Ed 318.09(e)(6) A benefits compensation plan is outlined in the application. Ed 318.09(e)(6) | | ✓ | | |
| h. Administration Performance Evaluation | 24 | ✓ | | |
| i. Teacher Performance Evaluation | | ✓ | | |
| j. Professional Development | 25 | ✓ | | Professional Development for non-teacher postions? |
| k. Philosophy of Student Governance and Discipline RSA194-B:3,II(p) | 25 | ✓ | | |
| l. Age appropriate due process procedures to be used for disciplinary matters including suspension and expulsion. RSA194-B:3,II(p) There is a clear description of the school's proposed policies and due process procedures for student discipline, suspension, or expulsion that meets applicable law. Ed 318.09(e)(10) | | ✓ | | |
| m. Student transportation plan, both inside and outside of district, including reasonable provisions from the charter school's own resources for transportation of pupils residing outside the district in which the charter school is physically located. RSA194_B:3,II(l) Student transportation needs are considered and adequate plans are in place to address those needs. In the application, there is acceptance that the charter school will take responsibility for any additional costs surrounding transportation in compliance with state and federal requirements. 318.09(e)(7) | | ✓ | | |
| n. Student, Staff Handbooks | 26 | ✓ | | Stated finalized upon approval. Should attest that will be completed prior to opening |

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|--|---------------|----------------|------------------------|-----------------|
| o. <i>Student Information System</i> | | ✓ | | |
| Section 7: Meeting Student Needs | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| a. <i>Special Education: Method of coordinating with a pupil's 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 children with disabilities. RSA194_B:3,II(n)</i> Strategies are in place to meet individual student needs and to ensure that the appropriate services will be provided in compliance with state and federal requirements for special education. 318.09(e)(8) | 26 | ✓ | | |
| b. <i>Other educationally disabled and economically disadvantaged/at risk includes: Ed 318.07(1)(c)</i> | | ✓ | | |
| <ul style="list-style-type: none"> • <i>Educationally Disadvantaged</i> | | ✓ | | |
| <ul style="list-style-type: none"> • <i>English Language Learners (ELL)</i> | | ✓ | | |
| <ul style="list-style-type: none"> • <i>Neglected or Delinquent</i> | | ✓ | | |
| <ul style="list-style-type: none"> • <i>Homeless Students</i> | | ✓ | | |
| <ul style="list-style-type: none"> • <i>Migrant and Refugee populations</i> | | ✓ | | |

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|---|---------------|----------------|------------------------|------------------------------|
| <i>c. Additional Academic support and credit recovery: strategies for improving student achievement and closing achievement gaps</i> | | ✓ | | |
| <i>d. Federal Title Programs</i> | 28 | ✓ | | Who will manage Title funds? |
| Section 8: Financial Management | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| <i>a. Method of Administering Fiscal Accounts and Reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant. RSA194-B:3,II(q)</i> Includes a clear description of the internal financial management for a 5 year operating budget, a description of who will manage the school finances, reporting requirements and audits, and how financial resources will be properly managed with safeguards is provided. Ed 318.09(e)(11) | 29 | ✓ | | |
| <i>b. Annual Budget: including all sources of funding (also include a proposed five-year budget containing revenue and expenditures) Ed 318.09(e)(11)</i> There is a detailed 5-year budget that includes the start-up budget, and that contains revenue projections, expenses and anticipated fund balances based upon the projected student enrollment. Ed 318.09(e)(11) | 30-34 | | ✓ | Needs revision |
| <i>c. Budget Narrative: providing a justification for the budget. Ed 318.09(e)(11)</i> A detailed budget narrative Ed 318.09(e)(11) | | | ✓ | Needs revision |
| Section 9: School Culture | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| <i>a. School Environment: culturally inclusive</i> | 35 | ✓ | | |
| <i>b. Establishment and maintenance of School Culture</i> | 35 | ✓ | | |

| Section 10: Stakeholder Engagement | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
|--|--------|---------|-----------------|---|
| <p>a. <i>Philosophy of parent (Family) Involvement and related plans and procedures. RSA 194-B:3,II(v)</i> There is a clear description of the school's purpose, expectations and plans for parent involvement. Ed 318.09(e)(10) There are clearly defined plans for parent involvement relating to implementation and action steps of the proposed charter school. Ed318.09(e)(12)</p> | | ✓ | | |
| <p>b. <i>Community Involvement Plan including Partnerships Ed 318.09(e)(10); Ed 318.09(e)(12)</i> There is a clear description of the school's purpose, expectations and plans for community outreach and involvement and the creation of partnerships with surrounding school districts, organizations and businesses and community leaders. Ed 318.09(e)(10); Ed 318.09(e)(12)</p> | | ✓ | | |
| <p>c. <i>LEA Partnerships Ed 318.09(e)(12)</i> There is a clearly defined plan for community outreach and the creation of partnerships with surrounding school districts. Ed 318.09(e)(12)</p> | | | ✓ | These relationships are critical to serving all students, worth further development |
| Section 11: Facilities | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| <p>a. <i>Whether the applicant has access to a facility suitable for the school and, if not, how the applicant intends to provide a physical location for the school. ED 318.05(c)(9)</i> There is a clear description of the school facility provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate based on the target location, students to be served, and future growth Ed 318.09(e)(3)</p> | | ✓ | | |
| <p>b. <i>Description of school requirements</i></p> | | ✓ | | |
| <p>c. <i>Classroom, Offices, Athletics, Outdoor Needs Plan</i></p> | | ✓ | | |

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|---|---------------|----------------|------------------------|---|
| <i>d. Plans for facilities lease or purchase</i> | | ✓ | | |
| Section 12: School Safety Management Plan | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| <i>a. Emergency Operations Plan</i> | | | ✓ | Should attest that will be submitted prior to opening |
| <i>b. A statement that, the school facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to:</i> <ul style="list-style-type: none"> • <i>Fire safety</i> • <i>Heating, ventilating, and air conditioning (HVAC)</i> • <i>Plumbing</i> • <i>Electrical</i> • <i>Food Service</i> <i>RSA 194-B:8,II; ED 318.07(b)(4)</i> | | ✓ | | |
| Section 13: Communication Plan | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| <i>a. A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school. RSA194-B:3,II(w)</i> | | ✓ | | |
| b. <i>A plan to develop and disseminate best practices to charter schools, LEAs and the wider community.</i> <i>**This is in the renewal but not in the RSAs for startup schools</i> | | ✓ | | |
| <i>c. A plan for timely and regular communication with families and school stakeholders about ongoing school business, events, student performance.</i> | | ✓ | | |

| Section 14: Assurances, Provisions, Policies | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
|--|--------|---------|-----------------|----------|
| <p>a. A global hold-harmless clause that states: A charter school, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the (school district), any other school district which sends its students to the charter school, and their schools 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 action, whether in law or in equity, and all damages, costs, losses and expenses, including but not limited to reasonable attorney’s 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. RSA194-B:3,II(x)</p> | | ✓ | | |
| <p>b. Severability provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable. RSA194-B:3,II(y)</p> | | ✓ | | |
| <p>c. Statement of assurances related to nondiscrimination according to relevant state and federal laws. 193-B:3, II(m)</p> | | ✓ | | |
| <p>d. Provision for providing continuing evidence of adequate insurance coverage. RSA194-B:3,II(t)</p> | | ✓ | | |
| <p>e. Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name. RSA194-B:3,II(u)</p> | | ✓ | | |
| <p>f. A policy and procedure that either sets forth the guidelines for the optional contracting of services with the host school district in sharing transportation, athletic, maintenance and other services and facilities, or states how and why the school declines to choose the option. ED 318.07(b)(2); RSA 194-B:5, V; RSA 194-B:8, VII</p> | | ✓ | | |

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| <p>g. Statements that the school will develop, prior to opening, policies regarding the following:</p> <ul style="list-style-type: none"> • Records retention; • Promoting school safety including: • Reporting of suspected abuse or neglect; • Sexual harassment, • Pupil safety and violence prevention; • Limiting the use of child restraint practices; and • Developmentally appropriate daily physical activity <p>Ed 318.08(j)(7)</p> | | ✓ | | |
| <p>h. Provision for dissolution of the charter school including disposition of its assets or amendment of its program plan, and a plan for the education of the school's pupils after the charter school may cease operation. RSA194-B:3,II(z)</p> | | ✓ | | |
| <p>i. In the case of the conversion of a public school to a chartered conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the charter school. RSA194-B:3,II(aa)</p> | | N/A | | N/A |
| <p>j. A plan for the education of the school's pupils after the charter school may cease operation. RSA194-B:3,II(bb)</p> | | ✓ | | |
| <p>k. A statement that a chartered public school providing the only available public education services at a specific grade level in a school district shall offer those educational services to all resident pupils of that grade level. RSA-B:8, IV; ED 318.07(b)(5)</p> | | ✓ | | |
| <p>l. An outline of the proposed accountability plan which clarifies expectations for evaluating the school's program, and which contains an acknowledgement that a full accountability plan shall be developed and ready to implement prior to the date of opening. RSA194-B:3,II(dd)</p> | | ✓ | | |
| <p>Section 15: Letters of Support</p> | <p>Page #</p> | <p>Meets ✓</p> | <p>Does Not Meet ✓</p> | <p>Comments</p> |

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| <p>a. From business and community leaders, elected officials, local school districts, parents. Ed 318.09(e)(12) There is included a plan to acquire letters of support from parents, business and community leaders, elected officials and/or local school districts. Ed 318.09(e)(12)</p> | | ✓ | | |
| Section 16: Charter School Opening | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| <i>Timeline for Opening</i> | | ✓ | | |
| Section 17: Signed and Certified Application | Page # | Meets ✓ | Does Not Meet ✓ | Comments |
| <i>Complete Application</i> | | ✓ | | |
| <i>Signed by all members of the development team</i> | | ✓ | | One signature |

Spark Academy of Advanced Technologies Progress Report Four Key Questions to Answer

December, 2019

1. Is the charter school making progress toward achieving its mission?
 - a. The charter school has clearly identified subject areas and instructional time requirements to ensure that our program complies with the discipline areas and Carnegie unit guidelines as outline in our handbook and in section 306-2 as outlines in Ed 306 – minimum Standards for Public School Approval.
 - b. The charter school has developed a program of implementation whereby students are engaged in math, science, humanities and technology on a daily basis using a four-block schedule model.
 - c. The charter school has a staff that includes a director, guidance counselor, administrative assistant and three instructors. In addition, the director meets regularly with the governing board.

2. Is the charter school responsibly using public funds?
 - a. Quarterly reports are made to the Board of Trustees and are forwarded to the NH DOE.
 - b. Purchasing and billing are overseen through the internal controls understood to be the General Accepted Accounting Principles. These include redundant oversight and approval of purchase orders, reimbursements, cash controls and reporting requirements.
 - c. An external audit is planned but has not yet begun as this is our first year of operation. Next Level Financial and Strategic Solutions has been brought onboard to oversee financial practices and prepare the way for auditing.
 - d. Quarterly financial/reasonable and prudent planning are an important element of the financial oversight practices described in this report.
 - e. School Board minutes are posted on the school's website.
 - f. The school's financial condition is currently enhanced by the support of The Founders Academy Foundation, ensuring the school's ability to meet expenses.

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3. Is the charter school promoting student attainment of expected knowledge and skills?
- a. As a first year program, we have not been able to evaluate our progress with regard to state assessments. We did, however, administer the PSAT 8/9 in October and will receive test results in early December. At that time, we will be able to establish a benchmark by which to evaluate future progress. We will also be able to compare our data against national norms and NH state norms if they are available.
 - b. Year two will allow us to assess our program in light of PSAT scores administered in the second year as compared to those of year one.
 - c. Students are demonstrating progress within our curriculum as is evidenced through quarterly report cards.
 - d. Student progress as measured by our AI program (ALEKS) indicates the following:
 - i. Six (6) students have attained competency in 182/494 (36%) of “topics” in Algebra and are on track to complete the Algebra curriculum by the end of the 2019-2020 academic year as they meet competency level in 2 to 3 topics per day.
 - ii. Eleven (11) students have attained competency in 339/494 (69%) of topics are on track to complete the Algebra curriculum by the end of the first semester as they meet competency level in 5 to 10 topics per day,
 - iii. Eight (8) students have completed the Algebra curriculum and attained competency in 450/603 (75%) Geometry topics and are on track to complete the Geometry curriculum by the end of the first semester.
 - e. As we approach the end of our first semester of operation as a charter school, students have demonstrated progress in their various subject areas. Evaluative tools in the ALEKS math program demonstrate continued progress for all students. Science evaluations are regularly administered to assess understanding and students are progressing successfully through the Physical Science program. The Humanities program included various areas of study such as language arts, art, and history and assessments are regularly administered and duly recorded in a grade book system.
 - f. Progress toward non-academic goals established within the charter may be measured in a broad spectrum of ways. In a school’s first year, it is important to establish a school culture, one that embodies expectations, motivation, beliefs, and attitudes in addition to many other subtle

expressions of the culture. We have approached the development of our school culture in several ways:

- i. We conducted a series of open house programs to provide a detailed overview of the Spark Curriculum and anticipated student experience.
- ii. We met for approximately one hour with each incoming student and her/his parents/guardians in order to provide a very detailed description of the school's curriculum and expectations. These meetings were also an opportunity for parents and students to pose questions which often do not arise in the course of an open house program. They were also an opportunity for school staff to begin knowing each student.
- iii. In the course of the first marking period, we have conducted parent meetings for individual students either at the request of the parents/guardians or of the school. These meetings were an opportunity to work together with families to help ensure the most benefit to the student.
- iv. Our parent/teacher meetings on November 20th provided further opportunity to review both overall school and student progress while providing parents/guardians with anecdotal information to help make report card data more meaningful to our families. We were able to meet with 24/25 families. The result of those meetings appears to have been a further enhancement of the student experience and school culture as our conversations with families were more specific regarding individual student needs and progress. School staff were very much bolstered by that family feedback.
- v. After two recent snow days on November 2nd and 3rd, we found the students to be very happy to be return to school after an extended Thanksgiving break. One parent remarked that her son was truly disappointed when the second snow day was announced. Her comment was. "Is this my child? This the first time that he has liked school so much!"

4. Is the school sustainable?

- a. The school's Board of Directors is functioning as indicated in the school's charter, providing financial oversight, regular meetings with the director, and community connections.
- b. The charter school has established a daily schedule that allows for an efficient delivery of instruction. In addition, the charter has coordinated with Manchester Community College to take advantage of educational opportunities available to Spark Academy, develop emergency management plans, and establish a safe arrival and departure area for bus and private transportation.
- c. Instructors in the charter school have New Hampshire teacher certification in their areas of discipline.
- d. The guidance counselor at the charter school attends all meetings with the local school districts responsible for students with IEP's as a representative of the charter school. In addition, the guidance counselor assists in the delivery of services to students with special needs through coordination and scheduling of services. Where appropriate, modifications are made within the charter school program.
- e. The charter school is fortunate to be housed within Manchester Community College which provides exceptionally adequate facilities to meet the goals of the charter school.
- f. Students in the charter school receive continued instruction on the importance of tolerance and respect for one another. While this is done through specific programs delivered through guidance and outside agencies, the need for respect and cooperation is emphasized in all disciplines as this is an intentional element in the establishment of school culture.
- g. We believe our financial plan to be a viable one which includes enrollment projections (30-45 per incoming class), overall funding projections including four-year projection (120-180), and fundraising levels needed to augment state funding. These enrollment projections are based on the current assumption that Spark Academy will not be allowed to construct a building on the MCC Campus and will continue to rent space from MCC. Enrollment projections will increase should the school be allowed to build on the campus.
- h. Though the academic year is young, we believe we have sufficient indications of continued good enrollment. An open house on November 13th brought approximately 20 students and their families who seemed to be impressed with the school, its mission and curriculum. It is worth mentioning that approximately 15 current students and their parents volunteered to assist us at the open house, presenting the school as only

students and parents can, while providing us with further indication of a healthy school culture.

- i. Projected growth has been indicated in part “g” of this response.
- j. Instructors at the charter school have New Hampshire teacher certification in their area of expertise.
- k. The current staff at the charter school is committed to the instructional philosophy of the Spark Academy of Advanced Technologies that empowers our students to master technical skills, emphasizes the value of work and builds an appreciation for the power of the sciences combined with an understanding of the humanities. Our staff looks forward to sharing their innovative problem-solving skills with the students they have in class.
- l. At a recent Parent/Teacher Conference evening (11/20/2019), parent feedback indicated overwhelming support for the program. In addition, parents have access to student performance through the charter school’s administrative software program. Parents receive a weekly newsletter produced by the director and there is open email and telephone communication with the school. Each student’s grade status is available to both parents and students, and assignments/resources are posted for home access on the school portal.

Charter School 1st Year Program Audit Action Plan

Capital City Charter School

December 31, 2019

As a follow-up to the May 31, 2019, 1st Year Program Audit, Capital City Chartered Public School is implementing the actions identified in the following plan.

KEY:  **Appendix**

 **Component not adressed**

| SECTION | Criteria | Define the Problem | Describe the Action | Criteria Status | Comments |
|----------------------------------|--|---|---|--|------------|
| Governance and Leadership | 1. Indicators that the Charter School Administration and the Board of Trustees Function Effectively in Support of the School | <p>Governed by a six member Board, which includes 1 parent. Planning to recruit more members with expertise in business management, finances, fundraising and education.</p> <p>The Board does meet, but not monthly as is written in the charter. Board meeting dates and times are not posted on the website. Meeting Minutes are not posted publicly. The following meeting minutes were provided in a binder:</p> <ul style="list-style-type: none"> • March 25, 2018, • April - a few notes but no meeting, • August 7, 2018, • November 7, 2018, • December 5, 2018, • No meetings identified or minutes submitted in 2019. • School Director reports to the Board at meetings regarding finances and all school operations. | <p>Conversations with more members of the Board would have provided a more in-depth insight into Board activities, sustainability plans, support for the school and future goals.</p> <ul style="list-style-type: none"> • Increase Board of Trustees members. • Recruit members that have a broad range of knowledge and experience, for example, in business management, finance, fundraising, education. • Create a strategic plan with measurable goals and objectives to increase board member involvement. | <p>Board membership has increased from 5 to 9 members.. 7 committees have been established with 3 – 4 board members serving on each, with the exception of the Facilities Committee, which currently has no members listed:</p> <ul style="list-style-type: none"> • Policy • Facilities • Ethics • Curriculum • Fundraising • Finance • Strategic Planning <p>Appendix A</p> <p>Update on Board Meetings</p> <p>Appendix C</p> | |
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| Governance and Leadership | 2. Board Members, if different from those listed in the Charter | 1 Board member (parent) resigned. | Recruit members to meet the minimum number required by law: RSA194-B:5. | Board member contact details have been updated. Currently 9 Board members. | Appendix A |

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| <p>Governance and Leadership</p> | <p>3. Board Training</p> | <p>There is currently no training for members of the Board of Trustees, and no plans for future training.</p> | <p>Develop a plan to develop training for Board Members, especially new members, in order to understand the goals of the organization and how the Board helps the organization fulfill those goals. Specific training for different committees will help Board members with their roles.</p> | <p>Statement to provide Board Training Appendix B Dean Graziano to provide 2 part training (Appendix B, Item 2): 1. Dec. 4, 2019: Teamwork and Partnerships Part 1 2. End of January 2020: Teamwork and Partnerships Part 2 3. October 2019 and January (repeat for new board members 2020 Meetings: Roberts Rules (Appendix B, Item 1) and Meetings Organization 4. January 4, 2020 Board Retreat: Goal Setting (SMART Goals) Appendix A, #3</p> | |
| <p>Governance and Leadership</p> | <p>4. Board Roles and Responsibilities</p> | <p>Included in charter. Unable to determine if Board is fulfilling responsibilities. No committees identified and few meeting minutes made available. Little Board involvement in finances.</p> | <p>Conversations with more members of the Board would have provided a more in-depth insight into Board activities, sustainability plans, support for the school and future goals. Make this part of the strategic plan.</p> | <p>Board Member and Committee responsibilities, tasks and progress towards meeting goals and objectives Appendix A Board Meeting Minutes: 2018, 2019: 3 months: May, August and October 2019 Appendix A</p> | |
| <p>Governance and Leadership</p> | <p>5. Fundraising Plan</p> | <ul style="list-style-type: none"> • School-level fundraising events: <ul style="list-style-type: none"> ○ Student Sleep Over ○ Request for donations – ongoing • Plan to further develop a fundraising plan | <p>Organize a Board committee for fundraising. Develop a robust fundraising plan with goals and scheduled dates for events. Use SMART Goals and track progress.</p> | <ul style="list-style-type: none"> • Summary of fundraising for - 2019 • Fundraising Plan for remainder of school year 19-20 with goal amount and a plan to meet the target goal. | |

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| | | | | <ul style="list-style-type: none"> Plan to develop a formal and robust fundraising plan at Board Retreat January 4, 2020. <p>Appendix D Appendix A, #3</p> | | |
| Governance and Leadership | 6. Public Access to Policies | Policies not available to the Public | Post policies on the school website | <ul style="list-style-type: none"> Included in Student/Parent Handbook Will be posted online once the Policy committee completes a policy review at the Board Retreat on January 4, 2020 <p>Appendix E</p> | | |
| Governance and Leadership | 7. Strategic Plan for School Growth | Has not been developed. | Create a (five-year) strategic plan with measurable goals and objectives, a procedure for tracking progress and a timeline for implementation. Template was provided. | Strategic Plan basic draft will be worked on at the Board retreat January 4, 2020. Plans for completion by June, 2020 | Appendix F | |
| Governance and Leadership | 8. Committees | It was reported that there are no active fundraising, facilities, finance and entrepreneurial revenue subcommittees yet, as is written in the charter. These are all plans for the future. | The development of committees will provide additional support to the school. | <ul style="list-style-type: none"> List of Committees: <p>Appendix A</p> <ul style="list-style-type: none"> Process for taking meeting minutes and posting on school website <p>Appendix G</p> | Usually, Meeting Minutes are approved by the Board before they are made public. | |
| Governance and Leadership | 9. Administration and Board Evaluation | There are no plans at this time for administration and board evaluations. | Develop an evaluation process for administration, individual board members, and the board as a whole. | Evaluation Process to be finalized at the Board Retreat January 4, 2020 | Appendix H | |
| School Operations | 1. Student Recruitment Plan and Enrollment Timeline | Has not been developed. The school enrollment is approximately half of the projected enrollment for the first year, and at the time of this audit, enrollment is approximately 1/3 of the projected for the second year of operations. | Develop a student recruitment plan that starts the recruitment process early in the year (January) in order to increase student enrollment. Organize open houses and attend community events to provide the public with information about the school. | Student Recruitment Plan | Appendix I | This is a plan that is critical to the sustainability of the school. "Current Actions" and "Activities" in Goal 2 should have timelines |

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| | | | | | for implementation and processes to monitor progress and evaluate the effectiveness of the actions. Smart Goals would work for this plan as well. |
| School Operations | 2. Timely DOE and CPS Reporting Submissions | Most of the required reports to the DOE have been submitted on time, with the exception of the Charter School Quarterly Financial Reports and the submission of meeting minutes from the Board of Trustees. | Provide update with status of late submissions. Follow CPS Timeline for Submissions provided by Charter School Office. | <p>Explanation of what the school has done to ensure timely submissions and financial accounting and auditing.</p> <ul style="list-style-type: none"> • Plodzick and Sanderson has been contracted to complete past due submissions (Anticipated Completion Date: February 11, 2020): DOE 25, Quarterly Financial Statements and 2 audits (2017-2018, and 2018-2019) • Bookkeeper hired • Newer version of QuickBooks • Accounting Practices reorganization <p>Appendix J</p> | |
| School Operations | 3. Family and Stakeholder Involvement | PTA: has not been developed. Partnerships: have not been developed | Organize a PTA in order to develop an organized process for providing family support, communication, fundraising, volunteering and recruiting. Research area businesses and organizations with the Board's support. Put this in the strategic plan. | PTA has been developed with the 1 st meeting scheduled for January 15. Agenda is complete. Building Partnerships will be an expectation of the PTA. Appendix K | |
| School Operations | 4. Surveys: School staff surveys | This area of stakeholder involvement has not been developed. | <ul style="list-style-type: none"> • School Program Survey distributed to all stakeholders. Report back to stakeholders the results of the surveys and how the school will use this information. | <ul style="list-style-type: none"> • One survey was distributed. • Results provided • Analysis included and how the results were used was shared verbally. | In addition to opening up the surveys on the website, it's also a good idea to distribute surveys at certain |

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| | | | <ul style="list-style-type: none"> • Develop surveys that assess parent expectations, student needs, interests, ideas for improvement and overall satisfaction. • Share results with parents and any changes that will be made as a result of their input. | <ul style="list-style-type: none"> • Plan included for future surveys Appendix L | times of the year and to send out reminders for returning them. |
| School Operations | 5. Disseminate Best Practices to other Charter and Non-charter Public Schools | Director has volunteered on 2 occasions to share the Service Learning model with other charter schools. This will be scheduled for a Charter School meeting in the fall. Staff recently completed an Advisory and Service-Learning Conference. Director has attended several DOE workshops at NHDOE for Charter Schools and will continue to do so. Also will sign up for all Conferences related to best practices this summer (2019) and Fall that can be attended, | Organize sharing opportunities with local school districts and community events to not only share your innovative program, but also to encourage support and build partnerships. | <ul style="list-style-type: none"> • Plan for Presentation at CPS Meeting, April, 2020 • Service Learning PD Presentation at the annual Best Practices Conference in March • Share Service Learning successes with community through regular channels of communication and events in the community. Appendix M | |
| Education Plan | 1. Implementation Fidelity and Effectiveness of the Curriculum and Defined Measures of Competencies | Teachers follow curriculum guidelines and conduct timely and regular assessments. Assessments identify when students need to be retaught or provided with additional support. The curriculum is implemented both through the Service Learning model and in curriculum-specific classes. Curriculum is based upon the NHDOE's competencies and the Common Core State Standards. Teacher observations and evaluations | <ul style="list-style-type: none"> • To improve student success, set up pedagogy checks to determine the quality of the program, the quality and quantity of the content delivery, and the students' responsiveness and engagement. • Low SAS results indicate a need to review current practices to determine the type and frequency of supports. <p>For a continuous cycle of School improvement, the following best practices are strongly recommended for all NH schools:</p> <ol style="list-style-type: none"> 1. Complete an end of year program evaluation with the cumulative data from the school year. | <ul style="list-style-type: none"> • Focus for 2019-2020 was ELA due to lower than expected student performance. • Plans to implement End of Year (June 2020) Academic Program Evaluation once NHSAS results are distributed to determine the success of the ELA focus. <p>This year's goal is to improve student performance in reading. What is the process for providing additional academic support? What is the progress-monitoring plan, and how will you know when you have achieved your</p> | Nothing more included for this section. |

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| | | <p>How do you know that the curriculum is implemented with fidelity? <i>More importantly we have been diligent in conducting careful instruction, extra instruction at all times throughout the year, We use multimedia, provide extra resources (written and digital) to students at all times.</i></p> | <p>2. Complete a needs assessment using the data from the program evaluation to determine the areas that need to be focused on. 3. Use the information from these tools to create a plan with measurable goals and objective for the next school year. 4. Implement the plan</p> | <p>goal? Recommend developing individual goals and objectives for struggling students and a timeline for implementation and progress monitoring.</p> | |
| Education Plan | 2. Health and Physical Education | <p>The school is planning to restructure morning meeting time to incorporate a Physical Education and Health curriculum.</p> | <p>Develop curriculum for Physical Education and Health based on the NHDOE’s curriculum frameworks guidelines:</p> <ul style="list-style-type: none"> • PE: https://www.education.nh.gov/instruction/curriculum/phys_ed/index.htm • Health: https://www.education.nh.gov/instruction/school_health/curr_guidelines.htm <p>***Require all students to take PE and Health courses.</p> | <p>Hired PT PE staff - started November 8th for Health and Fitness. Curriculum documentation provided. Appendix O</p> | <p>Since this Health and Fitness plan is no longer being implemented at this time, will the new “walking” program be taking its place until semester 2? It is not clear how this walking program will be implemented during the school day or if it will meet the requirements for Daily Physical Activity Ed 318.15(c), Ed 310, RSA 189:11-a,V-VI.</p> |
| Education Plan | 3. Student Attainment of Expected Knowledge and Skills | <p>Please see statement at the end of this document. <i>We, as educators found we had to “fill holes: in students that came to use curriculum. Whether they were “passed along” in other schools or lost the information over time. Most are at or lower than proficient overall, but some outliers include</i></p> | <ul style="list-style-type: none"> • Determine the areas of student performance that need improvement (identify the gaps) through end of year evaluation, needs assessment. • Develop SMART goals and objectives to create, implement and track progress over time, to improve student performance. • Frequent progress monitoring, especially for students who are below | <p>Focus on 1 or 2 educational goals each year. Focus for 2019-2020 is English Language Arts. Need to address student performance in mathematics as well. Provide the process for progress monitoring, additional academic support This year is to improve student performance in reading</p> | <p>The Academic Intensives is a good start. However, this process identified in Appendix N #3 needs more planning. For example, benchmark assessments to determine individual student levels in</p> |

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| | | <p><i>above proficiency in all or some areas.</i> Director plans to create a strategic plan with goals that will address the student needs.</p> | <p>proficient, will help teachers and student focus on specific areas of need.</p> | <p>by... what is the goal? (how you will accomplish this) Appendix N, #3</p> | <p>knowledge and skills in Math and ELA. The results of these assessments would be used to create individual academic plans, make decisions on the frequency, intensity and type of interventions to be used, and the resources. Measurable goals and a timeline, for example, might state that a student will improve one grade level by the end of the current academic year, and weekly progress monitoring would track student growth toward that goal and identify any modification to the plan that might be needed.</p> |
| Education Plan | <p>4. Meeting the Needs of all Students: Special Education IEPs, 504s, Economically Disadvantaged, At Risk, Academically Needy, ELL, Homeless,</p> | <p>School reported that they have followed all State and Federal Guidelines, along with any IEP or 504 modification. Of the 33 enrolled students, approximately 10 students were identified as at or above grade level in Mathematics, but that the remainder of the students were 1 or 2 years behind. A large number of students have IEPs, but they did not receive services</p> | <ul style="list-style-type: none"> • Meet with district schools to set up special education services that are in the best interests of the students and that will meet the students' IEP and 504 plans. • Write contracts with districts. • Develop school educational plan with goals, objectives and a time frame for implementation. • Students working below grade level – Develop and implement a Title I | <p>Update provided on status of Special Education services by district. Appendix N Appendix P</p> <p>Title programs held up by department until the DOE Federal Compliance Audit is complete Plan for use of Title funds Appendix N</p> | |

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| | Migrant/Refugee, Neglected/Delinquent | from the sending schools from September to December, and from March to June. Title I services have not yet been implemented, as the school is in the process of writing the grant. Students who are in need of additional instruction are provided before and/or after school support, as well as timely support during class time by the faculty. | program that will provide additional support. <ul style="list-style-type: none"> Through the annual program evaluation, determine where the academic gaps are and revise education plan to address the gaps. | Appendix P | |
| Education Plan | 5. School Culture | It was reported that surveys identified strong satisfaction with the school program from the families: <i>Parents, without being asked, have consistently stated their student(s) are "happy, feel safe, and are comfortable" at CCCS. Teachers work consistently to create a culture of safety, an exchange of ideas, being available for the students and other duties as needed.</i> | Further develop by creating procedures and processes to develop school culture | List of all the ways the school embraces, promotes builds core values, relationships, rules that shape and influence student and school functions, physical and emotional safety, orderliness of classrooms and public spaces, respect for racial, ethnic, linguistic, or cultural diversity. Appendices: I, M, R, Z #8 | Not listed. With the behavior challenges that have been mentioned, perhaps consider implementing character education and develop core values, such as a theme a month. respect, tolerance, kindness, empathy etc. |
| Education Plan | 6. Public Access to Curriculum | Curriculum summary on website; not complete | Update and expand; include resources | Curriculum Summary is complete. Will be uploaded to the school website by January 2020 | |
| Education Plan | 7. Education, Academic Goals, Objectives and a Timeline for Accountability | Have not been developed | Create academic plan with goals and measurable objectives, a procedure for tracking progress and a timeline for implementation, using SMART goals. Template was provided. Student created goals | Goal in 2019-2020 was a focus on improving student performance in English Language Arts. Need to provide strategies school has implemented to increase performance and update on progress. School intends to work on this at a January 9 th meeting. | |

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| | | | | Appendix N, #7 | |
| Education Plan | 8. Closing Achievement Gaps | Gaps will become apparent when results of SAS testing becomes available. Plans to use assessment results to develop supports for individual student needs. School is planning to develop a strategy plan to meet the educational needs of low achieving students and raise proficiency/achievement to better align with the NH state averages. | Through an annual program evaluation, determine where the academic achievement gaps are and revise education plan to address the gaps. | Plans to implement End of Year (June 2020) Academic Program Evaluation once NHSAS results are distributed to determine the success of the ELA focus. Appendix N, #8 | |
| Education Plan | 9. Annual School Program Review and Needs Assessment to Inform Curriculum and Instruction | No organized process in place at this time. Goals and Objectives will be created for the future, determined through Data Driven Decisions. School currently engages in staff and student feedback through a SWOT Analysis (Strengths, Weaknesses Opportunities and Threats). | Conduct an annual review of the school's education plan and student proficiency data as part of a continuous cycle of school improvement. Use this to inform plans for the next school year. Add this to goals and objectives. Charter School Office provided guidance; recommendations and templates were shared with school administration. | Plans to implement End of Year (June 2020) Academic Program Evaluation once NHSAS results are distributed to determine the success of the ELA focus. Appendix N, #9 | The response is not aligned to the Problem listed. "Regular check-ins" and "regular student evaluations" – the strategy is not clear. What form will these evaluations take? This component is for an end of year evaluation of the educational program using student data to determine what worked and what areas need to be modified in order to improve outcomes. |
| Fiscal Management | 1. Whose Responsibility | Director Little Board involvement in finances. | Board Members organize a finance committee to oversee all financial matters and to support the Head of School in this area. | <ul style="list-style-type: none"> Finance committee has been developed. School director provides financial update to the Board at every meeting. | |

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| | | | | <ul style="list-style-type: none"> Financial Update once audit by Plodzick and Sanderson has been completed Appendix S | |
| Fiscal Management | 2. Financial Position | Cannot evaluate this area at this time, as the DOE has not conducted a financial audit and final financial statements for the year have not been submitted. | | <ul style="list-style-type: none"> DOE is awaiting submission of documents. Financial Update once audit by Plodzick and Sanderson has been completed Appendix T | |
| Fiscal Management | 3. Title Programs | Yes, currently receiving Title II funds. Title I is in the planning stages. Title IV: in the approval stages. Funding is good until September 2020. | Begin planning and grant writing early (summer months) so that a student support program can be set up, ready to implement early in the school year. Provide update. | Grants held up by Department until Plodzick and Sanderson completes audits. | Appendix J |
| Fiscal Management | 4. Timely Submission of Financial Reports | Awaiting Quarterly reports and board meeting minutes | Use the Timeline for Submissions provided by the Charter School Office to keep track of DOE submission requirements. Provide update on late submissions. | Plodzick and Sanderson contracted to complete all financial reports, audits and DOE 25, all of which are past due. | |
| Fiscal Management | 5. Fundraising Revenue And Fundraising Plan | Very minimal amount from 2 school fundraisers. School is in the process of developing additional fundraising events. No formal plan developed | Develop and implement a robust fundraising plan. | Develop a fundraising plan with a monetary goal. List activities and partnerships. | Appendix D |
| Sustainability | 1. School Sustainability Systems in Place | <ul style="list-style-type: none"> Staff members are all contracted for the 2019-2020 school year. 50% of students returning, 30 newly enrolled students School-level fundraising events: Student Sleep Over Request for donations – ongoing <ul style="list-style-type: none"> Parent support/involvement Plans to develop a PTA | The development and implementation of a strategic plan, student and teacher recruitment plans and a fundraising plan, as well as the development of partnerships and engaging in community events and activities will all contribute to a strong sustainability model for the school. | Sustainability Evidence: <ul style="list-style-type: none"> Increase in student enrollment by 12 students Board training Appendix A Board committees Appendix A Fundraising plan Appendix D Growth in partnerships Appendix K Student recruitment Plan Appendix I | |

| | | | | | |
|-----------------------|---|---|---|--|--|
| | | <ul style="list-style-type: none"> • A few parents volunteer as chaperones for school events and to help when needed. • Mostly timely submission of reports to the Department (Quarterly financial reports) | | <ul style="list-style-type: none"> • PTA and parent liaison Appendix K • Contract with Plodzick and Sanderson to complete all required financial documents In Process • Staff benefits No Benefits other than sick or personal days Appendix U | |
| Sustainability | 2. Relationships with Sending Districts | Reported that relationships are good except for the Special Education services provided by the school districts. | Develop contacts with the sending school districts that are in the best interests of the students. | Districts open to allowing students to participate in extracurricular activities. Very little interest by students at this time. Appendix V | |
| Sustainability | 3. Developing Partnerships | Have not been developed. | Develop partnerships with area businesses and organizations to support the Service Learning model and to help raise funds for the school. | Include in Governance and Leadership Strategic Plan Appendices W, B and K | |
| Sustainability | 4. Student and Employee Retention and Recruitment | Has not been developed. | Develop plans/procedures for the recruitment and retention of students and faculty. | Student Recruitment Plan with spring, fall and winter events in a timeline. Appendices X, I, U | |
| Sustainability | 5. Student, Teacher, Family Surveys | Reported 2 year-end surveys for staff and families. Did not see a staff survey. | Create surveys that will provide opportunities for additional parent input. | End of Year Surveys will be developed for teachers, families and students. Results will be shared with stakeholders using regular channels of communication. Appendix L | |

The following is a list of the items that were either requested during our last conversation or that were identified during the completion of the rubric:

- Social studies Curriculum resources (Name)
- Copy of spreadsheet from ThinkWave of grade level student assessment data
- Sample Progress and Report Cards
- Sample Newsletter
- Sample surveys and analysis
- Board Meeting Minutes – no current ones
- Have you completed teacher observations and evaluations and do you have records?
- School Culture – Page 26 of Charter

Appendix Z

Indicators that the Charter School Administration and the Board of Trustees Function Effectively in Support of the School Appendix A

Board Members if different than those listed in the Charter Appendix A

Included in Appendix A is an updated Board Member List along with Committees and Explanations. At the board retreat we will address several key areas including Strategic Plan and Committee work. Included is the agenda for our January 4th retreat.



CCCS ADVISORY BOARD

**APPENDIX A
ITEM 1**

| First Name | Last Name | Email | Phone |
|----------------------|------------------------|--|--------------|
| Chair Kasai | Mumpini | kmumpini@gbcinc.org | 603-224-0044 |
| Vice Chair Caroletta | Alicea | calicea@me.com | 603-738-1561 |
| Treasurer LouAnn | Caron | lcaron@gbcinc.org | 603-724-1869 |
| Secretary Rhoda | Hardy | rhodaharold@trds.net | 603-796-2329 |
| Service Coordinator | Lavinia Jackson | jackson.lavinia@gmail.com | |
| Member Normandie | Blake | boswebvine@juno.com | 603-648-2164 |
| Member John | Scannell | jjscannell@yahoo.com | 603-393-5756 |
| Parent Member/Liason | Michelle Chapman | mvownway5669@yahoo.com | 603-491-7472 |
| Parent Member/Liason | Bethany Judge | bethanyjudge13@gmail.com | 603-229-2297 |
| COMMITTEES: | | | |
| | | *Chair of Board sits in on most or all meetings | |
| | STUDENT ETHICS: | C. Alicea, N. Blake, K. Mumpini | |
| | | The membership of CCCS believes that a primary purpose for the enforcement of standards of conduct is to maintain and strengthen the ethical climate and to promote the integrity of our institution of learning. Clearly articulated and consistently administered standards of conduct form the basis for behavioral expectations within an academic community. The enforcement of such standards should be accomplished in a manner that protects the rights, health, and safety of members of the campus and community so that they may pursue their educational goals without undue interference. | |
| | FINANCE: | J. Scannell, K. Mumpini, LouAnn Caron | Bi-Monthly |
| | | The finance committee will primarily provide financial oversight for the organization. Typical task areas for small and midsized groups include budgeting and financial planning, financial reporting, and the creation and monitoring of internal controls and accountability policies. Create, approve, and update (as necessary) policies that help ensure the assets of the organization are protected. Ensure policies and procedures for financial transactions are documented in a manual, and the manual is reviewed annually, and updated as necessary. Ensure approved financial policies and procedures are being followed. | |

APPENDIX A

| | | | |
|-----------------------------------|---|--------------------------|-------------------------------------|
| | <p>C. Alicea, N. Blake, M. Champan</p> <p>The Curriculum Committee shall discuss and recommend proposals affecting the academic program of the school, including but not limited to course proposals, program changes, addition and deletion of programs, graduation requirements, and general policies with impact on instruction and learning.</p> | <p>Bi-Monthly</p> | <p>APPENDIX A ITEM 1</p> |
| <p>STRATEGIC PLANNING:</p> | <p>All</p> <p>The goal of the Strategic Planning Committee is to clarify and solidify CCCS's purpose and mission. CCCS's SPC will operate according to our purpose and to benefit the public accordingly.</p> | <p>Bi-Monthly</p> | |
| <p>FACILITIES:</p> | <p>Provides budget planning, direction, oversight, and coordination of all operations and services concerning the building, grounds, business equipment, furnishings, and other real property.</p> | <p>Bi-Monthly</p> | |
| <p>FUNDRAISING:</p> | <p>Bethany Judge, Michelle Chapman, LoAnn Caron</p> <p>The Fundraising Committee is responsible for the revision and update of current fund development plan. They will also develop an annual calendar for the school's activities, including critical dates, milestones and required board actions. We expect the committee to engage in advocacy and networking, participate in annual special events and other fundraising activities, track and report progress toward fundraising goals to the Board and analyze relationships with current and prospective major donors and funders and develop individualized strategies to cultivate or strengthen those relationships.</p> | <p>Bi-Monthly</p> | |
| <p>POLICY:</p> | <p>Will work together to develop policy, oversee existing policy and supervise the operation of CCCS in a legal and ethical manner,</p> | <p>Bi-Monthly</p> | |

Progress/Plans
 Full Board Meetings will occur the third Wednesday of the month through the school year, Committee meetings will be scheduled at the board retreat on January 4, 2020. SMART Goals and review of committee responsibilities will also occur.



APPENDIX A
ITEM 2 - MINUTES

Capital City Public Charter School
Board Minutes
October 7, 2019

Board Present: Mrs. Alicea, Vice Chair; Ms. Alicea, Head of School; Ms. Blake, Member; Mr. Caron, Member, Ms. Chapman, Parent Member/Liaison; Mr. Mumpini, Chair;

Public: Mrs. Bell; Ms. Whalen; Mr. & Mrs. Rowe; Mrs. Fournier; Mr. Presti; *Teachers: Mr. Palmer, Ms. Steenbeke*

1. WELCOME:

1. Mr. Mumpini opened the meeting at 6:03 and welcomed public attendees to the meeting.

2. INTRODUCTIONS:

1. Each Board Member introduced themselves, shared their current and past experience with the attendees. Stated meeting was being recorded (as stated on agenda) in order to have a complete and thorough record.

3. MEETING RULES:

1. Ms. Alicea stated we follow Roberts Rules of Order found here (<http://www.umecra.com/BylawsAndRules/Roberts%20Rules%20Handout.pdf>)
2. Mrs. Alicea also discussed being kind to each other and taking turns, raising hands as it is a small forum and there is no current need for microphone set up.

4. PUBLIC COMMENT:

1. Chair Mumpini moved to open up Public Comment at this time.

2. Ms. Champan asked when we will be getting a nurse. HOS Alicea stated a parent volunteer nurse that will be submitting her best schedule.
3. Ms. Bell asked when our part time educator will be starting. HOS Alicea stated in approximately two weeks, as stated at Open House.
4. Mrs. Alicea asked if members in attendance would state their names, as it is being recorded).
5. Mr. Presti asked about lunch and the possibility of lunch being delivered. He is willing to help create this system and run or assist, due to interest. He already is a volunteer during lunchtime and Enrichment. Chair Mumpini stated it is a suggestion more than a question and it is a good idea, surveyed the board and stated we would discuss it in non public.
6. Ms. Steenbeke also brought to the boards and public's attention that since we are not set up with free and reduced lunch students will miss out due to affordability and stigma. Good point, also the money to buy the pizza, cannot be the donation money instead of having contribution from the parent. The idea of a "donation basket" was suggested so that students who have unopened food they would like to put in said basket for other students who may not have food or are "extra hungry" can be instituted.
7. Vice Chair Alicea stated when we first started we did what Ms. Steenbeke suggested and often it would fall on the same person to donate after a while can get cumbersome. Students who currently do not have lunch and there is a stock of food on hand so that students will not go without.
8. HOS Alicea did respond it will happen, though due to our lack of kitchen, students bring lunch. Two spots in the Mall left over the summer and a new plan of action is in the works for lunch. Mr. Presti

volunteered to head up the planning and execution of a delivery program.

9. Ms. Whalen suggested a weekly newsletter and it was received by the Board, though Ms. Alicea stated it will currently be monthly and as we move forward, it has the potential to be more often.
10. Ms. Chapman asked about school pictures and the response was (Ms. Alicea), they will happen, awaiting package details.
11. Vice Chair Alicea stated that we can motion, and vote on items discussed in the public comment. Ms. Alicea made a motion to accept more parent involvement, school pictures to be done and the donation basket to be initiated. Board Member Blake, and two parents seconded the motion. All were voted unanimously to take affect.

5. UPCOMING EVENTS:

1. Head of School Alicea discussed the next two months of days off and half days. No discussion occurred about the collection of coats for the "Quote Coat" Initiative.

6. TEACHER UPDATES:

1. MR. WOLBERT, not it attendance. Update to come.
2. MR. PALMER, (English and Biology)
 1. Beginning of year in Literature, Fundamentals were covered. Discussing Fiction basics (plots, themes, character development, etc). Main focuses are understanding of time in the books using - how to create a sense of time and flow. Mood was also discussed and developed. Next quarter will be analyzing books reading and use the tool chest being developed now. Theme-what is the underlying message an author is getting across.

Grammar is mostly review so they know sentence structure, composition and theme and how to write an essay. TEACHING HOW TO THINK, not what to think. Highlights are to engage them in the literature, it is very enjoyable.

2. Biology: History of how did we get from the Greeks guessing body to modern technology. Building block basics Cell structure. Participation is big, scaffolding is necessary at CCCS and we are trying to jump into real world scenarios like fermentation into bread, or why cheeses smell and taste different. Going forward we will be discussing genetic and how do we have enough evidence to get where we are. The difference between theory and fact. What is the process.

3. MS. STEENBEEKE: (Math & Science)

1. Math - great deal of anxiety. Started in the book (Math in Focus) to cover the basics, but since the students were unsure and uncomfortable with their math skills, it was figuring out where they were. Each level are creating something different so that we can bring the real world to life through math. 6-8th grade: creating one space (fractions, scale, etc). 9th grade: multi space (connivence store, Chinese restaurant). 10 & 11th: design a house.
2. Science - 6-8th currently working on the Ecosystem. Students are building dioramas (in a box, on paper, etc.) Previously covered decomposition, and created a decomp project. Really gross but they learned. Next unit will be cells and heredity. This quarter is participation, next will be putting their knowledge to work. Ms. Chapman praised

the work being done in Math as here son is very excited and it "fun" to him now!

4. MS. ALICEA:

1. Enrichment: Still doing sewing, the are slowly beginning to sew, students have been super creative about what materials were picked and how they would like to add a pillow, etc. Profession in key machines are not being learned on right now, even though students know how to do that we will need more machines. Looking forward we will have the sky as the limit for holiday items created for parents and family. They are allowed to use their imaginations and think outside the box.

7. PUBLIC COMMENTS:

1. Mr. Presti also stated his satisfaction with the school and his grandson's turn around with smiling, speaking to others, etc. and stated "this school is a dream". Chair Mumpini also thanked Mr. Presti for volunteering and reminded everyone for the best interest of other child, please make sure we are respectful of their abilities and HIPPA & COPPA

8. Vice Chair Alicea explained the process after the non public session. You have the right to wait for non-public to end and vote on the items we discuss and can bring back to you. It can be anything from Personnel to Lunch.

Public Meeting adjourned at 7:03pm October 7, 2019.

Non-Public Meeting began at 7:08pm October 7, 2019.

Respectfully Submitted by Stephanie Alicea c/o Secretary Hardy 10/8





**APPENDIX A
ITEM 2 - MINUTES**

Capital City Public Charter School
Board Minutes
August 5, 2019

Board Present: Mrs. Alicea, Vice Chair; Ms. Alicea, Head of School; Mr. Mumpini, Chair; Mr. Scannell, Treasurer, Service Learning Coordinator Lavinia Jackson (telephonic).

1. WELCOME:

1. Mr. Mumpini opened the meeting at 12:15 pm and welcomed all to the meeting. Stated meeting was being recorded in order to have a complete and thorough record.
2. The minutes for May were reviewed and discussed. No changes or corrections were made. Kasai Mumpini motioned that the May 2019 minutes be approved as submitted, motion was seconded by Caroletta Alicea. Four members were in favor the minutes of May 2019, no member opposed, and no member abstained, May minutes were approved as submitted.

2. PUBLIC COMMENT - none

3. UPDATES

Head of School (HOS) Alicéa

1. Informed Board the Mall no longer has any food choices for students. VC Alicéa suggested we prepare for students with low income by purchasing frozen lunches and store in freezer upstairs. Also suggested we make sure families are asked to donate "just in case" food.

2. Awaiting Fiscal monitoring results from May, First Year Audit. Attendance has been requested by the State Board at the meeting Thursday, all who can, need to attend.
3. Doors and security options are still being shopped. Everyone wants a great deal of money and its not what we are looking for.
4. Students enrollment looks like is approximately 40 currently. Half are returning students, the other half are new. We need more iPads!
5. One of the student's parents has offered to be on-call nurse and come in as much as she can. Her schedule is tbd, but we can FaceTime or call whenever we need her.
6. Energy audit will occur next week, as it appears something else is connected to us - we had a major spike in electric use. HOS Alicea believes it is The Zoo next door.
7. Not looking for an Administrative Assistant immediately. Some parents will volunteer and we will have students practice answering phones - script is necessary.
8. Also meeting with Bookkeeper on same day to set up a 2019-2020 Forecast and record keeping software review. Will also discuss capability to perform audit need for DOE requirements.
9. Finances were discussed for supplies to begin the year. Can we buy 7-10 more iPads for the school to prepare?
 1. Chair Mumpini motioned to allow HOS Alicéa to purchase the requested amount of iPads with a PO; Vice Chair Alicéa seconded. All present were in favor.

No other updates



Capital City Charter School
Board Meeting Minutes
May, 2019

Members Present: Caroletta Alicea, Stephanie Alicea, Rhoda Hardy (partial attendance), Lavinia Jackson (telephonic), Kasai Mumpini and John Scannell (telephonic).

- Meeting was called to order by Caroletta Alicea and seconded by Rhoda Hardy.
- The added notes of minutes for April were reviewed and discussed. No changes or corrections were made. Kasai Mumpini motioned that the April 2019 minutes be approved as submitted, motion was seconded by Caroletta Alicea. Five members were in favor the minutes of April 2019, no member opposed, and no member abstained, April minutes were approved as submitted.

New Business:

- Review of Teacher Applications for the 2019-2020 school year completed. Candidates are all with experience. Interviews will begin by June 15, Caroletta Alicea and Kasai Mumpini mentioned care and discernment are important for staff—they will again sit in on interviews. All board members in favor of one full day of interviews and sitting in on them, no members opposed.

Lavinia Jackson joined at 9:45 am.

- End of Year Report given by Stephanie Alicea:
 - o State Testing will be done this month;
 - o Applied to extend deadline for completion of a Public School Infrastructure Project (Update: per email sent 5/15 deadline was extended to December 31, 2020, per Amy Clarke).
 - o On-site Federal fiscal monitoring visit occurring May 29, 2019;
 - o Charter School First Year Audit May
 - o Students have come and gone, our number holds steady at 33. Some with major behavioral issues that interrupt student learning and the general culture and community of the school. Working hard to redirect and retrain students and families.
 - o Field trip to Concord Christian for the USTA Tennis Program Presentation was successful.
 - o Working with USTA to get rackets and nets as we were sponsored by the Boys and Girls Club.
- Sushi Party with Student Teacher-Mr. Palmer gets Credits for his Mentorship.
- Contractors: No new contractors. Three new quotes for new doors are in excess of \$100k and want 50% down. We need to find an alternative solution. Report report was discussed. Stephanie Alicea updated the board on what items need to be repaired and what has been repaired to date. Also discussed the possibility of a wall to be built in the first three areas from



entrance to Mr. Palmer's classroom. May need engineer and additional fire accoutrements.

John Scannell joined at 9:50 am.

- Stephanie Alicea addressed the board providing a testimonial to the success and road blocks or outstanding items to be addressed for the continuation and improvements to the school- paint, organizational improvements, office space completed, electric added for iPads.
- Handicap accessible van: used to go on one field trip.
- Chair Mumpini motioned to hold next Board meeting prior to the start of school year with date to be decided (late July or 1st week in August). Rhoda Hardy Seconded, all present in favor,

Old Business: None

Meeting was adjourned at 10:23 am by Kasai Mumpini and seconded by Caroletta Alicea.

Meeting Minutes Respectfully Submitted by Rhoda Hardy 5/20, Recorded by Stephanie Alicéa

Appendix A Item 3

Hello Everyone!

Stephanie and I have been working 12 hour days getting all of the requested DOE information together. A major request from the DOE is more board involvement. As a member of the Concord School Board I know how helpful it is to have time together to plan and share. While I realize that some of you will be away on this date, Stephanie and I will be hosting the first ever CCCS Board Retreat.

Saturday January 4th, 2020 CCCS Board Retreat

| | | | | |
|------------------|---------------------------------|-------------------|--------------------|--|
| 9:00-9:15 | Welcome/Coffee/Snacks | | | |
| 9:15-9:30 | Ice Breaker Activities | | | |
| 9:30-10:00 | Review DOE Report and Responses | | | |
| 10:30-12:00 | Divide and Conquer | | | |
| Group 1 | Group2 | Group3 | Group 4 | |
| Financial | Strategic Plan | Curriculum | Fundraising | |
| LouAnn | Kasai | Aimee | Michelle | |
| John | Dee | Stephanie | Bethany | |
| Barb | Scott | Justin | Rhoda | |
| Caroletta | | | | |
| 12:-12:30 | Lunch | | | |
| 12:30-1:45 | Board Committee Work | | | |
| 1:45-2:00 | Wrap Up | | | |

I have scheduled our monthly meetings for the third Wednesday of the month. We will plan to meet from 6:30-8:00 although this can be adjusted as needed. The dates are as follows:
January 15, February 19, March 18, April 15, May 20, June 17.

We will schedule summer meetings at the June meeting. At this time committee work will be done at the monthly meetings.

I realize this is a lot of information all at once. I have learned a great deal in the last two weeks. I want very much for this school to succeed. I want to insert a Native American philosophy here for us to function through. Everyone has their place in the tribe. We all have skills that are strong. One skill is not more important than another. Between now and the 4th think about what you bring to the tribe that is Capital City Charter School Board of Trustees. We can each bring a unique skill and/or interest to what we give.

I feel very blessed to be a part of this community. Please feel free to contact me if you have questions.

Barb Higgins

Board Training Appendix B

*****Refer to Appendix A re: General Board Membership Responsibilities*****

Beginning in January 2020 the Board of Trustees will participate in regular trainings to address all aspects of board duties and the function of the board as a support system and overseer of the school.

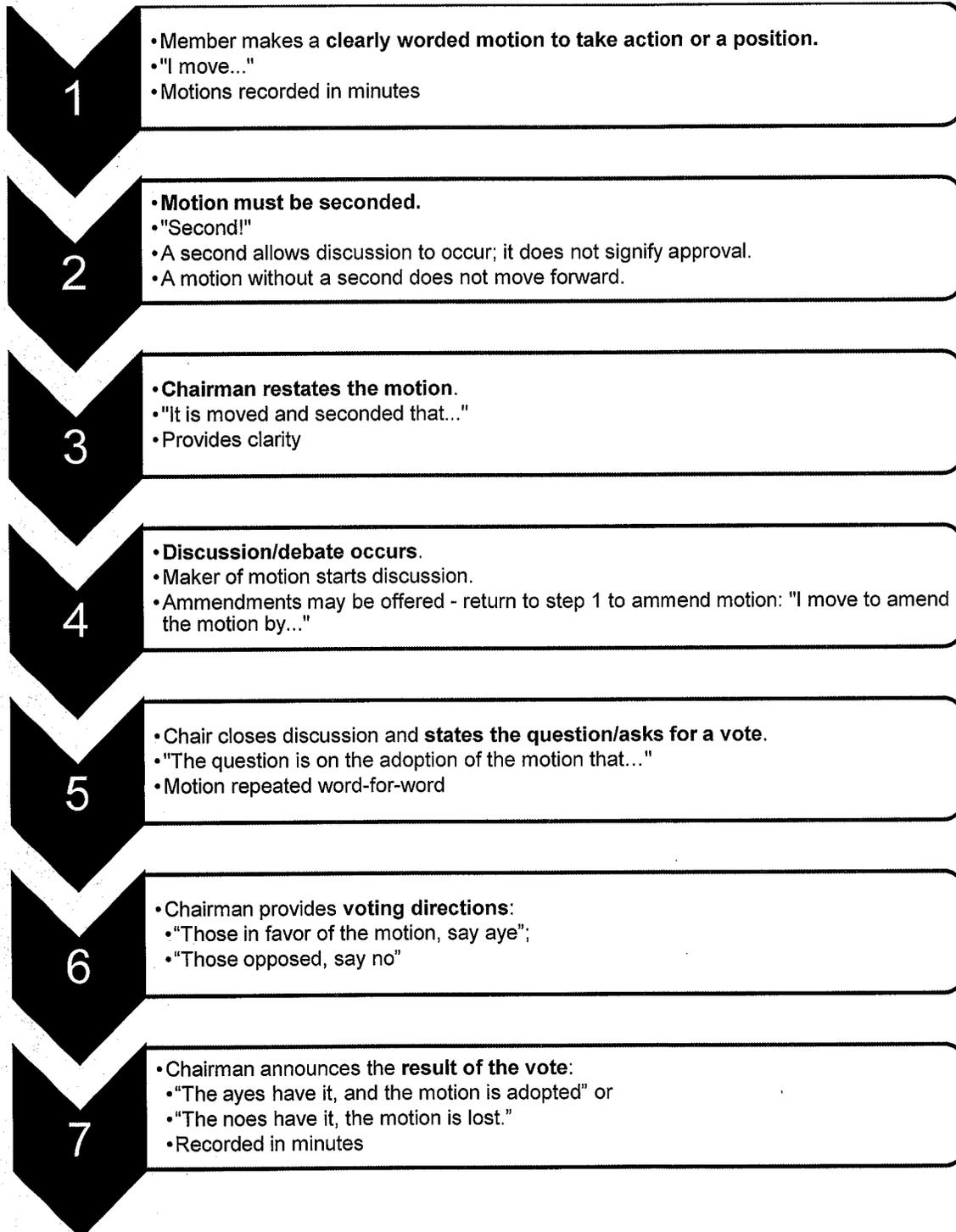
Roberts Rules (Appendix B-Item 2) and meeting organization was presented by board member Caroletta Alicea at the October 2019 meeting. This will be repeated at the January meeting for new board members.

Dean Graziano from the DOE came to CCCS on December 4th and did a presentation on Teamwork and Partnerships. He provided information via PowerPoint and handouts. He also provided feedback forms, suggestions for locating partnerships and programs, and a homework assignment that each board member find two potential contact. He will return the last week of January for part two.

Barbara Higgins and Stephanie Alicea will host a school board retreat on Saturday, January 4th from 9:00am to 12:00pm. They will provide an overview of school progress and updates on current issues. They will present and facilitate goal setting (SMART Goals) across each committee as well as the development and improvement of the existing strategic plan. Committee chairpersons will set a schedule for their meetings at this time.

Robert's Rules of Order Cheat Sheet

HOW TO INTRODUCE NEW BUSINESS – The Main Motion Process



Robert's Rules of Order Cheat Sheet

**APPENDIX B
ITEM 2**

WHAT DO I SAY?

| To Do This | Motion | You Say This | Debate Allowed? | Vote Required |
|--|-------------------|---|------------------------|----------------------|
| Introduce Business | Main | "I move that..." | Yes | Majority |
| Second a Motion | Second | "Second!" | No | No |
| Change the Wording or add Clarity of a Motion | Amend | "I move to amend the motion by..." (adding words; striking out words; substitute words) | Yes | Majority |
| Send to Committee | Commit/Refer | "I move the motion be referred to ..." | Yes | Majority |
| Postpone Action until a Specific Time | Postpone | "I move the motion be postponed until..." (provide a specific time on the agenda or next meeting date) | Yes | Majority |
| Postpone Action until an Unspecified Time (a motion will be required to discuss in the future) | Lay on the Table | "I move to lay the motion on the table." | No | Majority |
| Limit Debate | Limit Debate | "I move that the debate on this motion be limited to (one) speech of (two) minutes for each member." | No | Two-thirds |
| End Debate or Request a Vote | Previous Question | "I move the previous question." | No | Two-thirds |
| Take Intermission | Recess | "I move to recess for (time)." | No | Majority |
| Close Meeting | Adjourn | "I move to adjourn." | No | Majority |

Robert's Rules of Order Additional Information

Why follow Robert's Rules of Order?

- Allows for democratic speech and action
- Preservers order
- Rights of the organization supersede the rights of individuals
- Facilitates group decisions

Meeting Agendas

1. Approval of Minutes
2. Reports (from officers, committees, task forces)
3. Unfinished Business (replaces term "old business")
4. New Business – items brought forward by motion procedure

Meeting Minutes

- Minutes are a legal record of meetings and the organization.
- Minutes are a record of what is done at a meeting, not what is said.

Minutes should include:

1. Name, date and location of meeting
2. List of attendees (note presence of a quorum)
3. Time meeting was called to order
4. Conflict of Interest & Antitrust Avoidance Affirmation
5. Approval of previous meeting minutes
6. Motion text and name of maker
7. Status/results of motions
8. Time meeting was adjourned

Minutes do not include:

- Discussion
- Personal opinion
- Name of seconder of a motion is not necessary
- Motions withdrawn
- Entire reports (rather attach to minutes)

Motion

- A motion is a formal proposal by a member that the group take a certain action or position.
- A main motion is required to begin the decision making process.
- A motion occurs prior to discussion

Ground Rules for Debating

- Remarks must be germane (relevant and appropriate to the discussion); stay on subject.
- Debate issues, not personalities

Robert's Rules of Order Additional Information

Subsidiary Motions

Assist in treating or disposing of a main motion

- **Postpone Indefinitely** = a way to dispose of an embarrassing motion before it can be brought to vote
- **Amend** = a way to clarify or modify wording
 - Amendments should say exactly where in the main motion the change is to be made, and precisely what words to use.
 - Amendments must be germane
 - Follow the motion process for an amendment, then follow procedure to vote on the newly revised main motion.
 - Rather than amend an amendment; ask group to strike down the pending amendment vote then offer a different version.
- **Commit/Refer** = when additional time or information is needed, the item may be sent to a committee or task force (either an existing or newly created)
 - Before voting on a main motion, you may feel the main motion may require additional study and/or redrafting.
 - Motion to commit or refer should specifically state the committee and deadline
 - A special committee may be formed through the motion to commit (motion should include committee make-up and deadline)
 - Motion is debatable, but only about the matters of the referral and not on the main motion
- **Postpone to a Certain Time** = to move to a later time on the agenda or to the next meeting
 - A time is specified when motion will be addressed
 - Preferred over laying on the table
- **Limit or Extend Debate** = when circumstances call for shorter or longer speech
- **Previous Question** = to close debate and bring to an immediate vote
- **Lay on the Table** = lay motion aside temporarily without setting a time for its consideration
 - Taken up again, via motion process, when the majority decides
 - Often misused term for postpone to a certain time

Motions that Bring a Question Before the Assembly Again

1. **Take from the Table** = resume consideration of a main motion
2. **Rescind, Repeal or Annul** = cancel something that has been previously adopted
3. **Amend Something Previously Adopted** = proposal to modify wording or text previously adopted
4. **Discharge a Committee** = if a question has been referred or a task assigned to a committee that has not made a final report the committee may be discharged to allow the Board to take action or to drop the motion
5. **Reconsider** = within the same meeting a motion has been voted on the question may come before the assembly again as if it had not been voted on

Robert's Rules of Order Information for Chairs

Effective Presiding

1. Start On Time
2. Stick to the Agenda
3. Memorize Frequently Used Procedures
4. Make Sure All Know What is Being Debated and Voted On
 - a. See that motions are worded clearly
 - b. Repeat wording of motions frequently
 - c. Make the effects of amendments clear
5. Learn How to Conduct Voting

Voting

Types of Votes

1. **Majority*** = More than half of the votes cast by persons entitled to vote, excluding blanks or abstentions. Whenever a majority vote of the Board of Directors is taken, it shall mean of the quorum present.
2. **Two-Thirds** = two-thirds of the votes cast by persons entitled to vote, excluding abstentions. Whenever a two-thirds vote of the Board is required, it shall mean of the entire Board whether voting or not.
3. **Majority of Entire Membership** = a majority of the total number of those who are members of the voting body at the time of the vote

*Note: A majority vote is different than a plurality vote, which is the largest number of votes (which may be less than a majority) when there are three or more alternatives. Under Robert's Rules of Order, a plurality vote is not sufficient. Re-vote to achieve a majority.

Voting Methods

1. Voice Vote
2. Standing Vote
3. Show of Hands Vote
4. Counted Vote
5. Ballot Vote

Putting the Motion to a Vote

When no one seeks the floor to debate, the chairman asks, "Is there any further debate?"

Voice Vote

The question is on the adoption of the motion that ... (repeat the motion)

Those in favor of the motion, say aye

[pause]

Those opposed, say no

[pause]

The ayes have it and the motion is adopted

- or -

The noes have it and the motion is lost

Robert's Rules of Order Information for Chairs

Show of Hands Vote

The question is on the adoption of the motion that ... (repeat the motion)

Those in favor of the motion will raise the right hand

[Pause]

Those opposed will raise the right hand

[Pause]

Majority vote:

The affirmative has it and the motion is adopted

- or -

The negative has it and the motion is lost

Two-thirds vote:

There are two-thirds in the affirmative and the motion is adopted.

- or -

There are less than two-thirds in the affirmative and the motion is lost

Counted Show of Hands Vote

The question is on the adoption of the motion that ... (repeat the motion)

Those in favor of the motion will raise the right hand and keep it raised until counted

[Pause]

Those opposed will raise the right hand and keep it raised until counted

[Pause]

There are ___ in the affirmative and ___ in the negative

Majority vote:

The affirmative has it and the motion is adopted

- or -

The negative has it and the motion is lost

Two-thirds vote:

There are two-thirds in the affirmative and the motion is adopted.

- or -

There are less than two-thirds in the affirmative and the motion is lost

Wednesday, December 4, 2019

Dean Graziano

Presentation Feedback

- It was informative;
- Creative Ideas;
- Expanded on Ideas CCCS is currently implementing;
- Open invitations to several opportunities for partnerships i.e. meeting in Dover, RV, etc.;
- First of multiple trainings - returning January 2020;
- Slides kept interest - slides with more information (i.e., sample letters, scripts, etc.) will be forwarded;
- Used positive visualizations.

Presenter Feedback

- For presentation he used a ppt, his voice and a handout, with extras for board;
- Verbal, Non-Verbal and Visual cues were used throughout our experience;
- Dynamic and kept our interest;
- Passionate;
- Strong public speaker;
- Connected with audience and relaxed;
- Kept it simple;
- Made eye contact;
- Moved around and used the powerpoint as a presentation aide, not a crutch;
- Made an impact without using words - facial expressions, or otherwise;
- Sprinkled in his experiences throughout presentation;;
- Work on pauses.
- Expected a full two hours. He did a two hour presentation in an hour, and we hope we didn't miss any information.

Board Roles and Responsibilities Appendix C

Refer to Appendix A

The administration and board members have organized a meeting schedule and will be participating in a board retreat on Saturday January 4th. In the process of standardizing the meeting schedule and outlining responsibilities many of the goals for the board will be realized.

Board meetings will be monthly beginning in January. Both full board and committee agendas will be addressed at these meetings.

Meetings will take place on the third Wednesday of every month.

January 15th, February 19th, March 18th, April 15th, May 20th, June 17th

Summer meetings will be planned at the June meeting and will focus on committee work and issues that may be present themselves at the time.

FUNDRAISING PLAN Appendix D

Completed Fundraising Events

1. **"Custom Ink" Apparel Sales** (school shirts and sweatshirts) Two campaigns have been completed, one in September and one in November thus far netting \$550 to be used for activities related to our charter.
2. **Holiday Chocolate Sales** Students sold chocolate bars which were delivered in hand decorated holiday themed covers netting \$280 which will also be used for activities related to our charter.
3. **School Picture Sales.** A parent came and took school photos. Families purchased them and CCCS received a \$100 donation from the profits. This money will be used for activities related to the charter.
4. **Craft Fair at the Steeplegate Mall.** Students created crafts during special art classes taught by a parent. They sold their items netting \$180

TOTAL FUNDS RAISED **\$1,210.00**

Donations 09/01/2019-12/21/2019

- | | |
|--|--------|
| 1. Donation Depot donated forty office chairs (\$100 per chair value) | \$4000 |
| 2. The MollyB Foundation donated a school trip to Altitude Trampoline Park. | \$180 |
| 3. Deloitte Consulting donated an indoor basketball hoop with 8 balls | \$250 |
| 4. CCCS Parent donated a new quality ping pong table | \$600 |
| 5. A CCCS Board Member donated to activities related to our charter | \$100 |
| 6. Another CCCA Board Member donated to activities related to the charter | \$200 |

TOTAL DONATIONS (Cash and in kind) **\$5,330.00**

Future Fundraising Plans

1. **School Spirit Week/Winter Carnival/Dance** - February 2020 Schoolwide Community Dance that culminates a week of team building student activities. \$500 Goal
2. **Spring Service Auction** April 17, 2020 Students and families will offer their services for a daylong yardwork and spring cleaning blast to coincide with the City of Concord's Spring Yard Waste Pickup. Concord citizens can sign up ahead of time or hail us on site. \$750 Goal
3. **Spring Custom Ink Campaign** featuring clothing as well as water bottles and hats with the CCCS logo. \$500 Goal
4. **Market Days** June 2020 We will host a variety of activities, products for sale as well as a raffle. Goal \$1,000 Goal
5. **Barb's Track Camp** June 2020 Students work as counselors and instructors and donate their "salary" to the school. \$500 Goal

TOTAL GOAL AMOUNT **\$3,250.00**

Along with these grassroots fundraising initiatives board members are tasked with putting Dean Graziano's teachings to work beginning the process of creating partnerships with local businesses and community groups. The Fundraising Committee will solidify plans at the Board Retreat.

Public Access to Policies Appendix E

CCCS Policies are currently a part of the Student/Parent Handbook which is available to the public on the school website.

The CCCS charter is on the school website. This is relevant as school policies are included in the charter.

A dedicated "CCCS Policies" heading is being added to the site and will be ready for review by the January 9th meeting. (Final policy review and proof-read will occur at the January 4th, board retreat.

Strategic Plan for School Growth Appendix F

Included on the template provided for us from Jane Waterhouse is a very basic beginning to the requested 5 Year plan.

All basic components requested are outlined here, however, more in depth work on this plan will require board participation and input. Part of the January 4th Board Retreat will focus on the creation and development of this plan. The initial focus is on creating and maintaining culture. Much of the evaluation of these kinds of goals is subjective. These goals come from both our charter and our School Culture document. (Appendix Z) More specific goals around enrollment numbers, staff additions and building issue will follow.

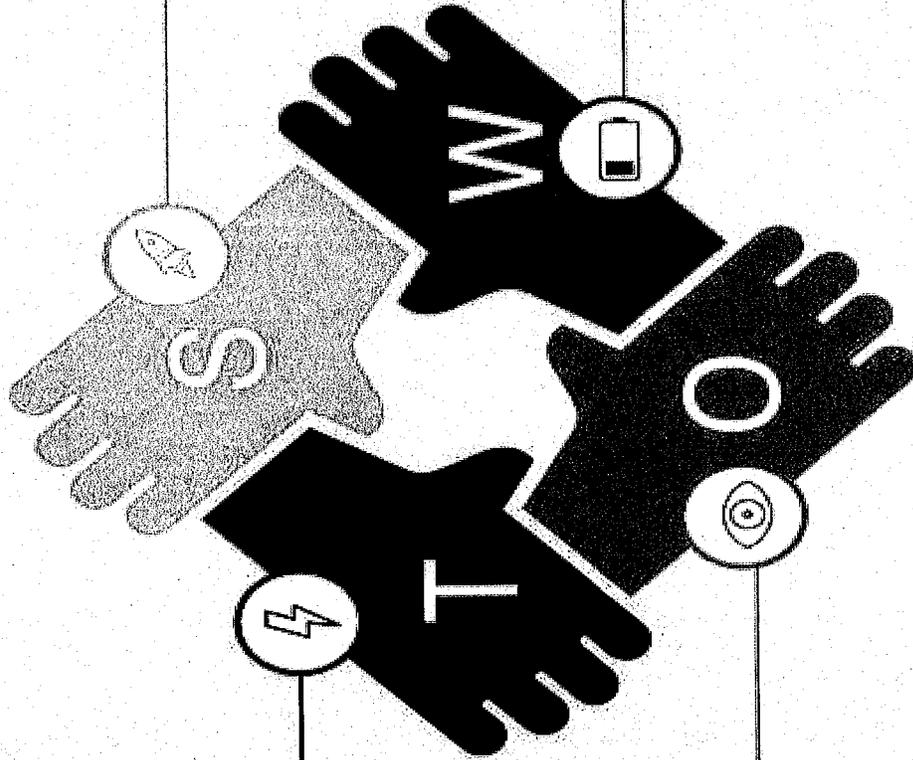
The timeline for a fully written and workable five year strategic plan is completion by June 30, 2020. With each board committee formulation aspect of this plan specific to the issues addressed by their committee the plan will address all aspect of success maintenance and growth of CCCS.

|  New Hampshire Department of Education | | CAPITAL CITY CHARTER SCHOOL Five Year Strategic Plan | |
|---|--|---|--|
| https://www.umassd.edu/fycm/goal-setting/resources/smartgoals/ | | | |
| 1. Goal and Description: Maintain School Culture of Service | | | |
| Objectives | Outcome | Measurement | Progress Checks |
| Objective 1.1: Improve and grow the culture of CCCS | Main tenants of Service will be maintained and developed | All activities will be synonymous with service. | Ongoing – see school culture Appendix Z |
| 2. Goal and Description: Become a Known Force of Service in Community | | | |
| Objectives | Outcome | Measurement | Progress Checks |
| Objective 2.1: The CCCS Community will give and receive as a part of everyday life in and out of school. | Best practices shared for others to mimic and implement. | CCCS becomes the “go to” for giving and receiving (track how many call and ask us) | Prime Auto in Manchester contacted CCCS Board for Toys for Tots 12/19. Ongoing – see school culture Appendix Z |
| 3. Goal and Description: Continued Improvement | | | |
| Objectives | Outcome | Measurement | Progress Checks |
| Objective 3.1: Establish a continued process of improvement | Investigate innovative and effective all school techniques that have proven and realistic solutions. | Increased family offerings by 20% Increased organizational and cultural support by 40% | Ongoing During Monthly Board Meetings and in committee meetings as necessary |

| | | | | |
|---|---|---|--|---|
| <p>Objective 3.2: To assess various growth strategies for CCCS that meets the needs of the students, families.</p> | <p>Survey all stakeholders to determine whether CCCS is successful in meeting their expectations and assess their level of satisfaction</p> | <p>Surveys of parents, community members, students, teachers. (also board and administration) Will decide if CCCS should have current activities continue, expanded or abandoned? What, if any, new activities should be considered?</p> | <p>**Crucial to be ongoing and continuous, flexible to change and growth.</p> | <p>July 2019 EOY Serurvey 12/2019 Survey</p> |
| <p>Objective 3.3: Continuous improvement in area of communication</p> | | | | |
| <p>4. Goal and Description: Fortify CCCS's sustainability through smart growth strategies</p> | | | | |
| <p>Objectives</p> | | | | |
| <p>Objective 4.1: Increase the ratio of parent volunteer involvement during day.</p> | <p>96% participation from parents</p> | <p>Increase of two-three parent members per month.</p> | <p>**Crucial to be ongoing and continuous, flexible to change and growth.</p> | <p>Since 9/19 five families have volunteered time/services/goods</p> |
| <p>Objective 4.2: Positive operating fund balance</p> | <p>Increase fundraising See Appendix D</p> | <p>% goal annually</p> | <p>Finance committee monthly review</p> | <p>Jan 2020 finance meeting/Plodzick & Sanderson see Appendix J</p> |



SWOT ANALYSIS



STRENGTHS

- Charter is in a central location
- Administrators, Board, Educators, and Staff are all of a mind of service, education and kindness
- In spite of newness and recent difficulties, we are known by schools and community members.

WEAKNESSES

- Not enough outside service as of yet, still gaining partners.
- Still gaining partnerships for outside service opportunities
- Facility stability - creates some challenges - working to improve this currently.

THREATS

- Lack of parental/guardian involvement

OPPORTUNITIES

- Go to for "Giving and Receiving"

Committees Appendix G

Refer to Appendix A for list and description of committees.

The process for taking and posting meeting minutes is as follows:

Meeting minutes are taken by the Board Secretary. Once finalized they are emailed to both The Head of School and The Managing Director, one of whom will post them to the website.

Should the Board Secretary be absent from the meeting, another board member will take the minutes.

Meeting minutes from Wednesday Meetings will be posted by the following Friday.

(The meeting minutes are currently up to date on the website, the heading needs to be modified to reflect this.)

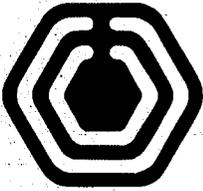
Administration and Board Evaluation Appendix H

CCCS is currently in the process of developing new and improving existing evaluation measures for administration, individual board members and the board as a whole.

One of the main agenda items for our January 4th board retreat will be finalizing these evaluation measures. Currently online for board members and school administrators to review are a number of surveys for consideration. Some are self-evaluating tools while others require the input from one another.

Stephanie Alicia has researched several examples of such evaluation tools and Barbara Higgins has collected examples of administrator evaluation tools from other public and charter schools. This information will be shared during the retreat with a goal of finalizing and approving these tools by February 15th, 2020.

We will be using the existing CCCS goal: Build Advisory Board Participation and Trainings (Appendix D) as well as the current procedures listed in our school policies as guidelines for where to focus evaluation such that the board will produce meaningful and relevant information.



270 LOUDON ROAD
CONCORD, NH 03301
WWW.CAPITALCITYCHARTER.COM

Evaluating the Board

APPENDIX H

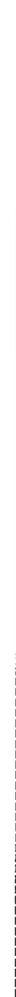
There is room for improvement on even the best of boards. A good way to identify how a board can improve is to ask the board members to compare its performance with the best principles and practices of board governance. The board may also go out to the board membership at large to gain its perspective on the board's performance.

Just as important as the survey or evaluation process itself is the board's follow up, i.e., the response of the board to the message from the process. If the board fails to address an obvious area of improvement, it will not only have squandered an opportunity to improve, it will also send the signal that it is not interested in improving the way it governs.

Whether it's used with self-evaluations or evaluations by the board members, the form can vary in length and level of detail. Regardless of the length of the form:

- Keep it simple.
- Require responses from all board members
- Make public the summary responses, but keep individual responses confidential
- Communicate plans to address areas needing improvement – be transparent
- Conduct evaluations periodically and track results over time

The form below is a form that has been used by various boards for self-evaluation, and CCCS Board has adopted this form. Even with its length, the average time to complete the survey is five minutes. There is also an open-ended question at the bottom of the form to allow you to expand on some of their answers or concerns. This adds to the time for completion, but it offers flexibility in your honest responses. This form is on the Internet survey service like Survey Monkey, where the responses can be quickly input, kept confidential, and viewed in real time.



Self-Evaluation by the Board of Directors

Indicate your extent of agreement with the statements below by circling the appropriate number.

| | Strongly Agree | 1 | 2 | 3 | 4 | 5 | 6 | Strongly Disagree |
|---|----------------|---|---|---|---|---|---|-------------------|
| Linkage with membership | | | | | | | | |
| 1 | | | | | | | | |
| As a group, our board is proactive in its efforts to understand the views of the board members. | | | | | | | | |
| 2 | | | | | | | | |
| The members of the board put the interests of the board above their personal and constituent interests. | | | | | | | | |
| 3 | | | | | | | | |
| The board holds itself accountable to the board members for its performance. | | | | | | | | |
| 4 | | | | | | | | |
| The board communicates with the members in a timely, transparent manner. | | | | | | | | |
| Strategic Direction | | | | | | | | |
| 5 | | | | | | | | |
| Board members share a common vision of what is best for the board now and in the future. | | | | | | | | |
| 6 | | | | | | | | |
| The board thinks and acts strategically. | | | | | | | | |
| 7 | | | | | | | | |
| The content of board meetings is at an appropriate level for a governing body. | | | | | | | | |

Board Structure and Processes

| | Strongly Agree | 3 | 4 | 5 | Strongly Disagree | |
|--|----------------|---|---|---|-------------------|---|
| 8 New board members are adequately briefed and equipped to contribute early in their term. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9 Committees are appropriately sized, include the right members, and have clear responsibilities. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10 Committee reports are timely, comprehensive, succinct, and valuable. | 1 | 2 | 3 | 4 | 5 | 6 |
| 11 There is a climate of trust on the board. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12 Board members support board decisions outside the boardroom, even when they disagree with them. | 1 | 2 | 3 | 4 | 5 | 6 |
| 13 Individual views of board members are respected by their colleagues. | 1 | 2 | 3 | 4 | 5 | 6 |
| 14 The Nominating Committee is provided appropriate guidance on the qualities needed for board candidates. | 1 | 2 | 3 | 4 | 5 | 6 |
| 15 Board members respect confidential information outside of board meetings. | 1 | 2 | 3 | 4 | 5 | 6 |

- 16 Board meetings afford adequate time for a full discussion of issues. 1 2 3 4 5 6
- 17 Board meetings are general efficient. 1 2 3 4 5 6
- 18 The board receives adequate training on governance principles and practices. 1 2 3 4 5 6
- 19 Individual board members are held accountable for their performance. 1 2 3 4 5 6

Board Relationship with Managing Director

- 20 The board acts in accordance with its role as policy makers and not as operation implementers. 1 2 3 4 5 6
- 21 The board holds the MD & HOS accountable for accomplishing his/her objectives. 1 2 3 4 5 6
- 22 All board members understand the process for evaluating the MD & HOS's performance. 1 2 3 4 5 6
- 23 The board's current process for evaluating the MD & HOS's is appropriate and fair. 1 2 3 4 5 6
- 24 All board members have adequate opportunity to input their views regarding the MD & HOS's goals. 1 2 3 4 5 6

Strongly Agree Strongly Disagree

25 The goals for MD & HOS's evaluation appropriately reflect what is important for his/her role at the board.

1 2 3 4 5 6

26 The board receives timely information that is sufficient for it to monitor operational performance.

1 2 3 4 5 6

Overall Evaluation

Strongly Agree Strongly Disagree

27 Overall the board is efficient and effective

1 2 3 4 5 6

Student Recruitment Plan and Timeline Appendix I

Given recent events here at CCCS active student recruitment has not been fully addressed. A major piece of attracting students to any school is the unique mission of the school and the success said school has in fulfilling it. Through the process of implementing the improvements addressed in this report it is hoped that one positive outcome will be increased enrollment.

Current Actions that will support increased enrollment

1. Hiring of a behavior specialist who can address specific needs current in our student population and provide training to staff in managing these behaviors.
2. Implementation of school wide enrichment and team building activities.
3. Implementation of a weekly Community Service Day
4. Increased participation from more board members and more regular board meetings
5. Increased attention to parent communication and student attendance.

The above five actions all serve to strengthen the identity of CCCS and its student population. Improving student behavior, creating a team atmosphere, and getting out into the community as a school performing service activities will connect the school to the community members it is serving. Improving the input and time of our board members generates another level of community connection and tightening up daily communication and policy creates positive feedback about CCCS.

Specific Goals for Student Recruitment

Goal #1 Increase enrollment to 50 students June 2020

This goal will take precedence over more long-term recruitment plans and will rely on the above improvements. A clear vision of who we are and what we do will solidify our student population and lend itself to growth.

Goal #2 Start the 2020-2021 school year with 70 students September 2020

The following activities will be used to meet this goal

1. Open House Events (May and July)
2. Share School Literature with surrounding school districts.
3. Become a presence in local media (Concord Monitor, PATCH, WKXL.NHPR)
4. Become a more regular presence on social media
5. Create incentives for student recruitment by our families.

As we seek to increase our student population it will always be important to maintain and improve our existing school culture. As we develop a clear idea about the ideal CCCS student or family we can more accurately market ourselves in the future.

Timely DOE and CPS Reporting Submissions Appendix J

A letter of engagement was received from Plodzik and Sanderson on December 11th. (enclosed here). As of this writing CCCS has done the following to rectify issues in this area.

1. Hiring of an experienced bookkeeper.
2. Purchase of updated and more relevant version of Quickbooks.
3. Reorganization of the chart of accounts.

There is nothing complete currently. Plodzik and Sanderson estimates this information should be available February 11th, 2020.



December 11, 2019

To the Members of the Board of Trustees
and Ms. Stephanie Alicea, Head of School
Capital City Charter School
270 Loudon Road
Concord, NH 03301

We are pleased to confirm our understanding of the terms of our engagement and the nature and limitations of the services we are to provide for Capital City Charter School.

We will apply the agreed-upon procedures listed in the attached schedule that were specified and agreed to by Capital City Charter School (the specified party) on the analysis of Federal expenditure reimbursements requested under the Expanding Opportunities Through Quality Charter Schools Program Grants to State Entities subaward (CFDA No. 84.282)(Charter School Grant) of Capital City Charter School for the period July 1, 2017 through June 30, 2019. Our engagement to apply agreed-upon procedures will be conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. The sufficiency of the procedures performed or to be performed is solely the responsibility of Capital City Charter School and we will require an acknowledgment in writing of that responsibility. Consequently, we make no representation regarding the sufficiency of the procedures described in the attached schedule either for the purpose for which the agreed-upon procedures report has been requested or for any other purpose.

Because the agreed-upon procedures listed in the attached schedule do not constitute an examination or review, we will not express an opinion or conclusion on the analysis of Federal expenditure reimbursements requested under the Charter School Grant. In addition, we have no obligation to perform any procedures beyond those listed in the attached schedule.

We plan to begin our procedures on January 6, 2020 and, unless unforeseeable problems are encountered, the engagement should be completed by February 11, 2020.

We will issue a written report upon completion of our engagement that lists the procedures performed and our findings. Our report will be addressed to Capital City Charter School. If, for any reason, we are unable to complete any of the procedures, we will describe in our report any restrictions on the performance of the procedures, or not issue a report and withdraw from this engagement. You understand that the report is intended solely for the information and use of the Capital City Charter School Board of Trustees and management, and the New Hampshire Department of Education, and should not be used by anyone other than these specified parties. Our report will contain a paragraph indicating that had we performed additional procedures, other matters might have come to our attention that would have been reported to you.

An agreed-upon procedures engagement is not designed to detect instances of fraud or noncompliance with laws or regulations; however, we will communicate to you any known and suspected fraud and noncompliance with laws or regulations affecting compliance with allowable cost provisions and period of performance requirements for Federal expenditure reimbursements requested under the Charter School Grant that come to our attention. In addition, if, in connection with this engagement, matters come to our attention that contradict compliance with allowable cost provisions and period of performance requirements for Federal expenditure reimbursements requested under the Charter School Grant, we will disclose those matters in our report.

You are responsible for compliance with allowable cost provisions and period of performance requirements for Federal expenditure reimbursements requested under the Charter School Grant and that they are in accordance with 2 CFR Part 200; and for selecting the criteria and procedures and determining that such criteria and procedures are appropriate for your purposes. You are also responsible for, and agree to provide us with, a written assertion about your compliance with allowable cost provisions and period of performance requirements for Federal expenditure reimbursements requested under the Charter School Grant. In addition, you are responsible for providing us with (1) access to all information of which you are aware that is relevant

PLODZIK & SANDERSON, P.A.
Certified Public Accountants

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Sylvia Y. Petro, MSA, CFE

* Also licensed in Maine

** Also licensed in Massachusetts

*** Also licensed in Vermont

Capital City Charter School
December 11, 2019
Page 2

to the performance of the agreed-upon procedures on the subject matter, (2) additional information that we may request for the purpose of performing the agreed-upon procedures, and (3) unrestricted access to persons within the entity from whom we determine it necessary to obtain evidence relating to performing those procedures.

At the conclusion of our engagement, we will require certain written representations in the form of a representation letter from management that, among other things, will confirm management's responsibility for the analysis of compliance with allowable cost provisions and period of performance requirements for Federal expenditure reimbursements requested under the Charter School Grant in accordance with 2 CFR Part 200.

Michael J. Campo, CPA is the engagement partner and is responsible for supervising the engagement and signing the report or authorizing another individual to sign it.

We estimate that our fees for these services will range from \$6,500 to \$8,500. The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes sixty days or more overdue and will not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket expenditures through the date of termination.

We appreciate the opportunity to assist you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us. If the need for additional procedures arises, or the procedures need to be modified, our agreement with you will need to be revised. It is customary for us to enumerate these revisions in an addendum to this letter. If additional specified parties of the report are added, we will require that they acknowledge in writing their agreement with the procedures performed or to be performed and their responsibility for the sufficiency of procedures.

Sincerely,



Plodzick & Sanderson, P.A.

RESPONSE:

This letter correctly sets forth the understanding of Capital City Charter School.

By:
 Title:
 Date:

By:
 Title:
 Date:



Family and Stakeholder Involvement Appendix K

PTA Managing Director Barbara Higgins will initially take on the “teacher” role in CCCS’s PTA. Parent representatives are Bethany Judge and Michelle Chapman. While our heat issue prevented our December meeting from occurring, a meeting is scheduled for January 15th preceding the board meeting.

The agenda items for this meeting include:

- Meeting Schedule
- Communications (PTA Newsletter)
- Recruitment
- Roles and Responsibilities

CCCS has a core group of very active parents who are enthusiastic about taking this next step.

Partnerships

CCCS has established working relationships and partnerships with several local organizations and businesses.

Rotary Club of Concord.

Head of School Stephanie Alicea is an active member of The Rotary and has paired students with this organization since the school opened. Students were part of the Holiday Cards for the Military program in 2018 and 2019. An upcoming event CCCS students are preparing for is the Four Way Speech Test which addresses the four principles of The Rotary 1. Is it the truth 2. Is it fair to all concerned, 3. Will it build good will and better friendships? 4. Will it be beneficial to all concerned? Students in grades 10,11,12 participate in a local contest which includes a speech on any topic they feel is timely, interesting and important. Topics must meet Rotary Standards. They can progress through the state and national levels. We also participate in Spring Clean up and Holiday Bell Ringing.

Concord Police Department

Liberty the service dog, Officer Howe and handler Lenny O’Keeffe have visited CCCS twice introducing Liberty and this program to our students. Several officers have toured the school and interacted with students in an effort to become familiar with CCCS.

Steeplegate Mall Management (as well as mall venues.):

CCCS is included in all mall communications and events. As we become a part of this mall community more opportunities come forward. CCCS is also in the process of setting up programs for students at The Zoo Health Club and Altitude Trampoline Park. We have full access to the mall open areas daily.

Prime Auto Mercedes (Manchester) This business has recently paired with us as a vehicle for sharing their service efforts. We work as a facilitator of distribution or a contact connection. We are disseminating toys Monday 12/23/19 on behalf of their toy drive.

Goals for Partnerships Recent training with Dean Graziano on establishing community connections and building relationships will be the starting point for a concerted effort in this area. Board members will take an active role as well as our families. CCCS would like to add four partnerships by June 2020.

Timely DOE and CPS Reporting Submissions Appendix J

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PLODZIK & SANDERSON, P.A.
Certified Public Accountants

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At the conclusion of our engagement, we will require certain written representations in the form of a representation letter from management that, among other things, will confirm management's responsibility for the analysis of compliance with allowable cost provisions and period of performance requirements for Federal expenditure reimbursements requested under the Charter School Grant in accordance with 2 CFR Part 200.

Michael J. Campo, CPA is the engagement partner and is responsible for supervising the engagement and signing the report or authorizing another individual to sign it.

We estimate that our fees for these services will range from \$6,500 to \$8,500. The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes sixty days or more overdue and will not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket expenditures through the date of termination.

We appreciate the opportunity to assist you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us. If the need for additional procedures arises, or the procedures need to be modified, our agreement with you will need to be revised. It is customary for us to enumerate these revisions in an addendum to this letter. If additional specified parties of the report are added, we will require that they acknowledge in writing their agreement with the procedures performed or to be performed and their responsibility for the sufficiency of procedures.

Sincerely,



Plodzik & Sanderson, P.A.

RESPONSE:

This letter correctly sets forth the understanding of Capital City Charter School.

By:
Title:
Date:

By:
Title:
Date:



Surveys: School Staff (and Student) Surveys Appendix L

A hard copy of the 2018-2019 School Survey is included in this report. This was referenced orally at the last meeting.

Hard Copies of the following are also included:

A Parent Survey (K-12) has been published on the CCCS website. Several parents have completed it so far. This survey seeks to research information on family demographics and willingness to be involved. Also, as a way for families who might be in need to be identified. Answers are anonymous.

A Student Survey has also been published on the CCCS Website. The survey looks at satisfaction with school and teachers. It looks at likes and dislikes as well as ideas for improvement. Behavior and social demographics are also revealed.

A Teacher Survey has been published on the CCCS website. It looks into teacher engagement, attitudes regarding school, motivation and interest. This will be a place for teachers and staff to answer anonymously and will be used to generate conversation.

Since answers are anonymous, percentages and ranges will be published on the website. Discussion of these results will be discussed at board meetings and with the PTA. Summaries and analysis will be shared via email.



PARENT - END OF YEAR SURVEY 2018 - 2019

Family Name: CCCS SUMMARY OF SURVEYS COMPLETED. Grade: 6-9

TOTAL COMPLETED: 39%

My student worked hard this year.

| | | |
|----------------|---------|-----|
| Not at all | Usually | 58% |
| Sometimes. 16% | Always | 25% |

My student's teacher was responsive to emails/inquiries, etc.

| | | | | |
|--------------|---------|-----|-----|-----|
| Not at all | Usually | 50% | N/A | 25% |
| Sometimes 8% | Always | 50% | | |

My student was allowed choices in how to complete activities.

| | | | | |
|--------------|---------|-----|-----|----|
| Not at all | Usually | 33% | N/A | 8% |
| Sometimes 8% | Always | 41% | | |

My teacher makes me work hard so I learn what I need to know.

| | | |
|--------------|---------|-----|
| Not at all | Usually | 33% |
| Sometimes 8% | Always | 33% |

My student will be returning in the Fall of 2019-2020.

| | |
|---------|--------|
| Yes 83% | No 16% |
|---------|--------|

Is there anything else you can tell me about your child and the experience at CCCS that you think would assist us in improving our program next Fall?

1. Would like a more in depth ELA program
2. There should be some distinction between 8th grade and younger students use of cell phones.
3. With ADHD he learns differently and using more tactics to teach to him directly would help him.
4. More communication via email.
5. I am so grateful (student) has this time for a Charter School, it changed her a lot for the better and she makes us proud every day.
6. We feel this was by far the best choice for (student)'s education. However we would like to see more PE classes, but also understand what you have to work with.
7. Student missed an unacceptable amount of school days this year,

8. Questioned the entire school calendar, and start time (7:30-3:30) it should be 7 - 3. number of days and vacation - cut March out.
9. She seems to really like it. I know I love her going to CCCS.
10. Sometimes I feel like I don't know much about what he's learning because there is no homework and he never brings anything home.

Is there anything else you can tell me about your child that you think would help me support his/her learning this coming year?

1. I think Math and reading homework once a week wouldn't be a bad thing. Maybe give them several nights to complete.
2. (Student) attending school everyday will be the biggest factor as to whether or not he is successful next year.
3. My child is very smart, very hard working and stresses a lot about schoolwork. He seeks perfection even though we continually encourage him not to, and stiles to put all of his energy into his homework.
4. Continue to work closely with him and retain his focus and attention.
5. Not at this time, thank you.

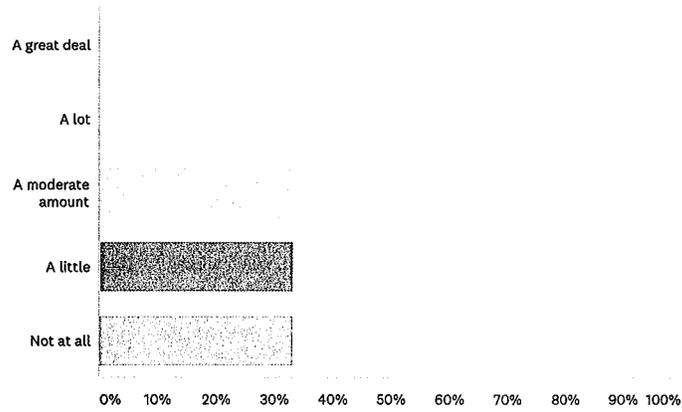
High School Student Feedback Survey

QUESTION SUMMARIES DATA TRENDS INDIVIDUAL RESPONSES

Q1

How much do you enjoy going to school?

Answered: 3 Skipped: 0

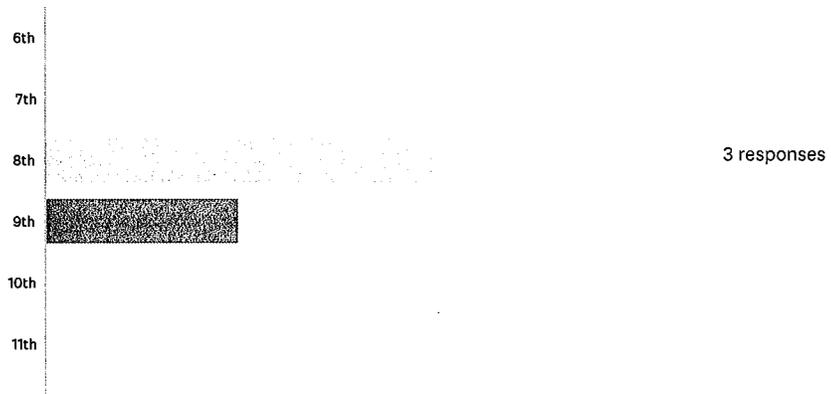


| ANSWER CHOICES | RESPONSES | |
|-------------------|-----------|----------|
| A great deal | 0.00% | 0 |
| A lot | 0.00% | 0 |
| A moderate amount | 33.33% | 1 |
| A little | 33.33% | 1 |
| Not at all | 33.33% | 1 |
| TOTAL | | 3 |

Q2

What grade are you in?

Answered: 3 Skipped: 0



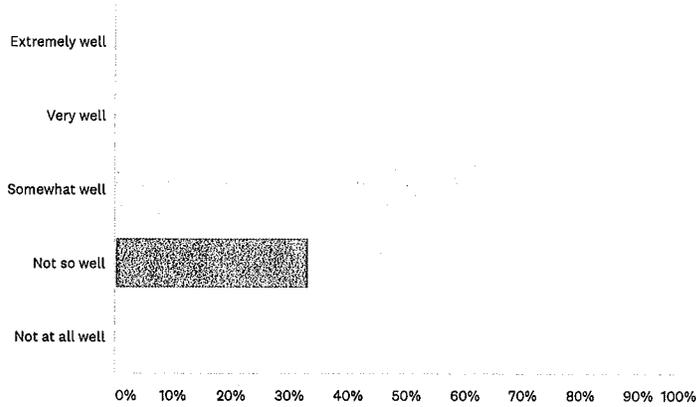
Share Link <https://www.surveymonkey.com/re:> COPY SHARE SETTINGS Share Tweet Share

| ANSWER CHOICES | RESPONSES | |
|----------------|-----------|---|
| 6th | 0.00% | 0 |
| 7th | 0.00% | 0 |
| 8th | 66.67% | 2 |
| 9th | 33.33% | 1 |
| 10th | 0.00% | 0 |
| 11th | 0.00% | 0 |
| 12th | 0.00% | 0 |
| TOTAL | | 3 |

Q3

How well do you get along with your classmates?

Answered: 3 Skipped: 0



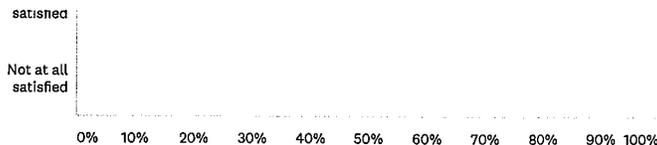
| ANSWER CHOICES | RESPONSES | |
|-----------------|-----------|---|
| Extremely well | 0.00% | 0 |
| Very well | 0.00% | 0 |
| Somewhat well | 66.67% | 2 |
| Not so well | 33.33% | 1 |
| Not at all well | 0.00% | 0 |
| TOTAL | | 3 |

Q4

How satisfied are you with your teachers?

Answered: 3 Skipped: 0



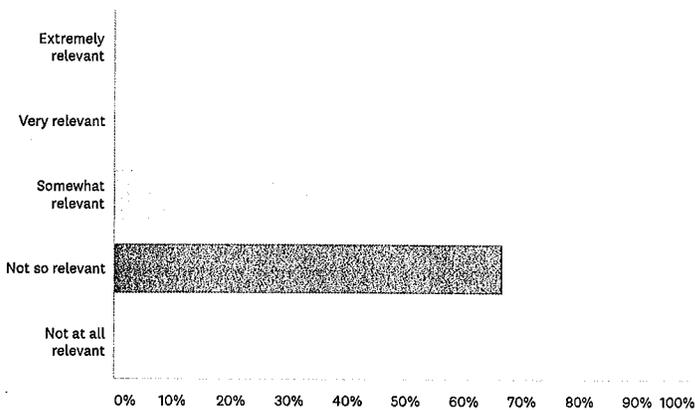


| ANSWER CHOICES | RESPONSES | |
|----------------------|-----------|----------|
| Extremely satisfied | 33.33% | 1 |
| Very satisfied | 0.00% | 0 |
| Somewhat satisfied | 66.67% | 2 |
| Not so satisfied | 0.00% | 0 |
| Not at all satisfied | 0.00% | 0 |
| TOTAL | | 3 |

Q5 🗨️

How relevant do you think what you're learning at school is to what you want to do in the future?

Answered: 3 Skipped: 0

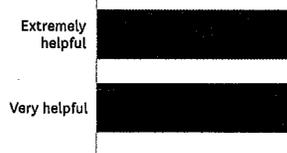


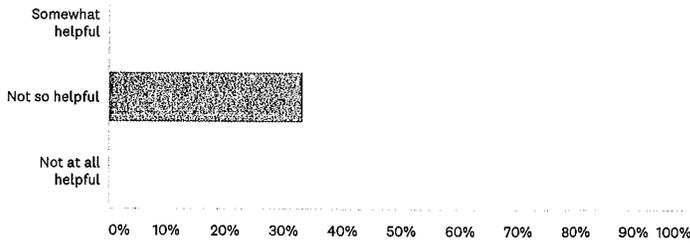
| ANSWER CHOICES | RESPONSES | |
|---------------------|-----------|----------|
| Extremely relevant | 0.00% | 0 |
| Very relevant | 0.00% | 0 |
| Somewhat relevant | 33.33% | 1 |
| Not so relevant | 66.67% | 2 |
| Not at all relevant | 0.00% | 0 |
| TOTAL | | 3 |

Q6 🗨️

How helpful are your teachers when you ask questions?

Answered: 3 Skipped: 0





| ANSWER CHOICES | RESPONSES | |
|--------------------|-----------|----------|
| Extremely helpful | 33.33% | 1 |
| Very helpful | 33.33% | 1 |
| Somewhat helpful | 0.00% | 0 |
| Not so helpful | 33.33% | 1 |
| Not at all helpful | 0.00% | 0 |
| TOTAL | | 3 |

Q7



What is your favorite class?

Answered: 3 Skipped: 0

Math

12/12/2019 1:31 AM

Biology

12/9/2019 3:43 PM

None

12/9/2019 1:11 PM

Q8



What suggestions do you have for improving this school?

Answered: 3 Skipped: 0

I honestly don't know. But vote Becca 2020 for school president and I'll try my best :)

12/12/2019 1:31 AM

Higher levels of teaching

12/9/2019 3:43 PM

Explain things easier step by step

12/9/2019 1:11 PM

Q9

Anything else you'd like to share?

Answered: 3 Skipped: 0

Nope

12/12/2019 1:31 AM

No

12/9/2019 3:43 PM

No

12/9/2019 1:11 PM

Powered by  SurveyMonkey

Check out our sample surveys and create your own now!

Parent Survey

SUMMARY → DESIGN SURVEY → PREVIEW & SCORE → COLLECT RESPONSES → ANALYZE RESULTS → PRESENT RESULTS

RESPONDENTS: 5 of 5

SAVE AS

QUESTION SUMMARIES INSIGHTS AND DATA TRENDS INDIVIDUAL RESPONSES

Insights

TOTAL RESPONSES
5

COMPLETION RATE
100%

TYPICAL TIME SPENT
3m:34s

is this useful?

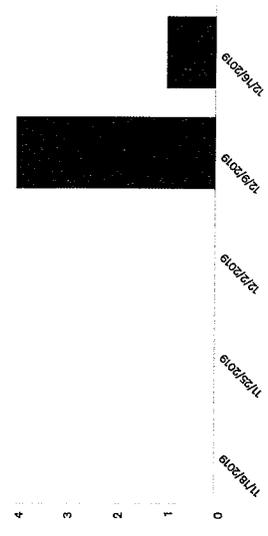
is this useful?

What would you like to see here?

Trends

Responses (by week)

First: 12/9/2019 Zoom: 11/18/2019 to 12/16/2019

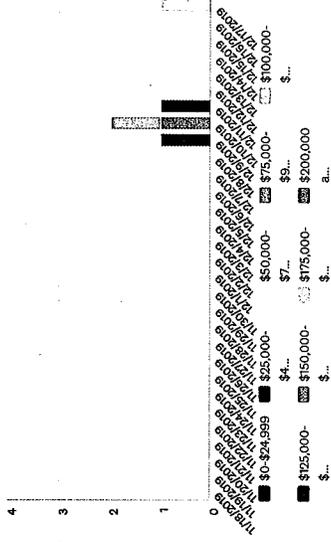


Weekly (Starting on the date)

Q1 (by day)

What is your approximate average household income?

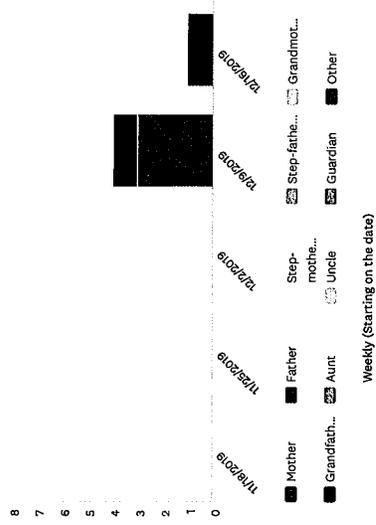
Answered: 5 Skipped: 0 First: 12/9/2019 Zoom: 11/18/2019 to 12/17/2019



Q2 (by week)

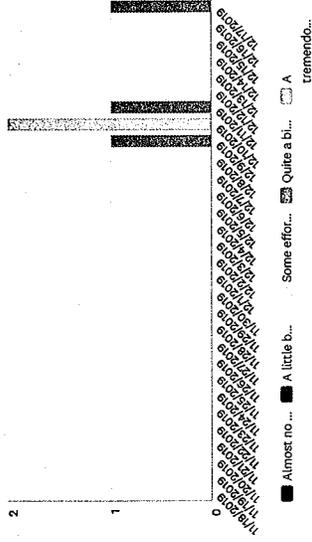
What is your relationship to your child?

Answered: 5 Skipped: 0 First: 12/9/2019 Zoom: 11/18/2019 to 12/16/2019



Q3: How much effort do you put into helping your child learn to do things for himself/herself?

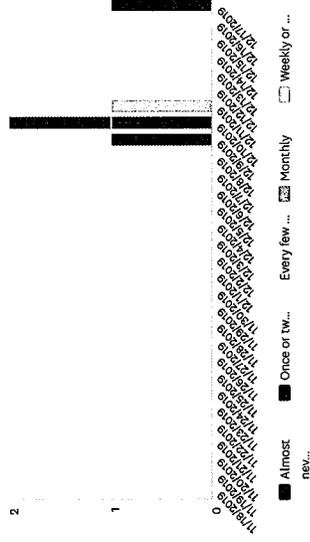
Answered: 5 Skipped: 0 First: 12/9/2019 Zoom: 11/18/2019 to 12/17/2019



Q4 (by day)

In the past year, how often have you discussed your child's school with other parents from the school?

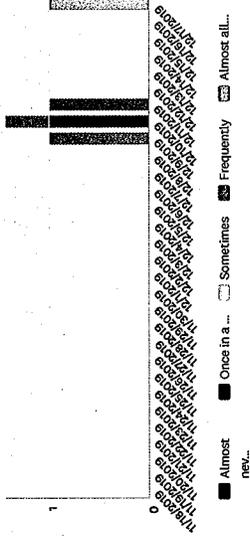
Answered: 5 Skipped: 0 First: 12/9/2019 Zoom: 11/18/2019 to 12/17/2019



Q5 (by day)

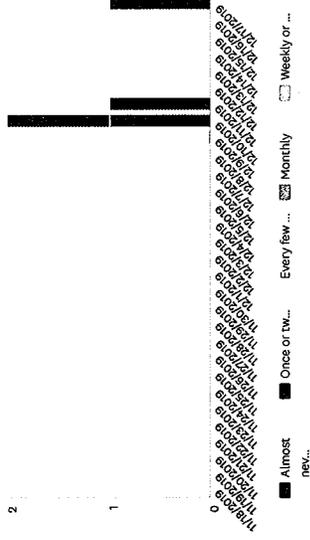
How often do you help your child understand the content he or she is learning in school?

Answered: 5 Skipped: 0 First: 12/9/2019 Zoom: 11/18/2019 to 12/17/2019



Q6 (by day) In the past year, how often have you helped out at your child's school?

Answered: 5 Skipped: 0 First: 12/9/2019 Zoom: 11/18/2019 to 12/17/2019



Q7 (by day) How often do you help your child engage in activities which are educational outside the home?

Answered: 5 Skipped: 0 First: 12/9/2019 Zoom: 11/18/2019 to 12/17/2019



EXPORTS
PAID FEATURE
Export your survey data in .PDF, .XLS, .CSV, .PPTX, or SPSS format.
UPGRADE

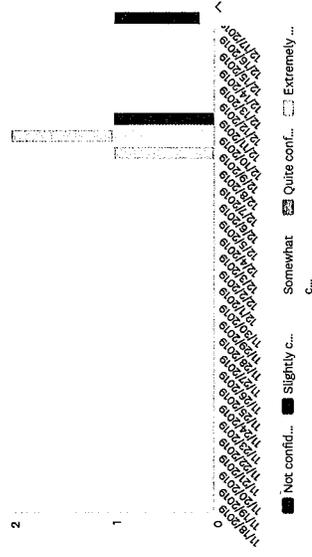
Products
Enterprise
Get more security survey data
Audience
Collect survey responses from global consumer products
Integrations & |
Easily connect your business systems
CX
Understand & improve customer experience (NPS®)
Engage

Almost
 Once in a ...
 Sometimes
 Frequently
 Almost all...
 nev...

- TechValidate**
Capture & transfer feedback into case
- Wufoo**
Gather data & pay forms
- Apply**
Collect, review & n online
- Usabilla**
Get in-the-momen digital channels
- Net Promoter Score**
trademarks of Bain & Reichheld and Satme

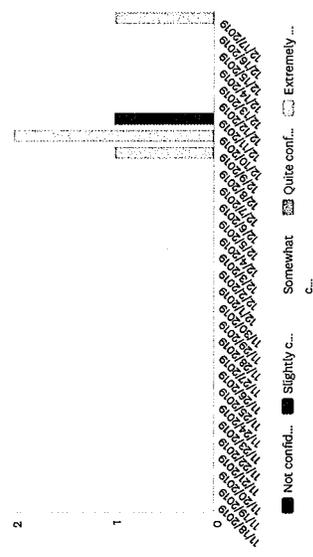
Q8 (by day)
 How confident are you in your ability to make sure your child's school m your child's learning needs?

Answered: 5 Skipped: 0 First: 12/9/2019 Zoom: 11/18/2019 to 12/17/2019



Q9 (by day)
 How confident are you in your ability to help your child deal with his or her emotions appropriately?

Answered: 5 Skipped: 0 First: 12/9/2019 Zoom: 11/18/2019 to 12/17/2019



APPENDIX I

Q10 (by day)

How well do administrators at your child's school create a school environment that helps children learn?

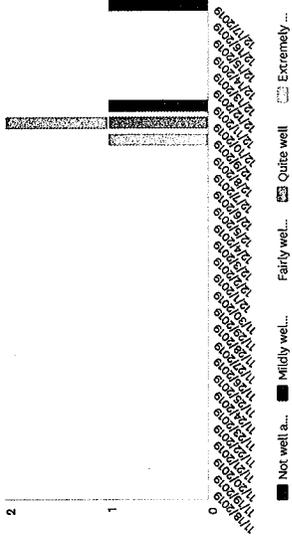
Answered: 5 Skipped: 0 First: 12/9/2019 Zoom: 11/18/2019 to 12/17/2019

Chart Type

Display Options

Trend by...

Zoom



Legend: Not well at all, Mildly well, Fairly well, Quite well, Extremely well

ENGLISH



School Climate Survey

School Staff

We want to know what YOU think about your school.

The information from the survey will help us improve student relationships, learning conditions, and the school's overall environment.

YOUR answers are confidential.

Your answers will be combined with those of other school staff.

No one will be told how you answered.

This survey is voluntary.

You do NOT have to answer any question if you do not want to, but we hope you will answer as many questions as you can.



INSTRUCTIONS

Please read each question carefully, and circle the number under the one answer that most closely fits your opinion. We appreciate your taking the time to do the survey.

BEGIN YOUR SURVEY BELOW ↓

1. Please indicate how much you agree or disagree with the following statements about YOUR SCHOOL:

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|--|----------------------|----------|---------|-------|-------------------|
| a. The school's schedule allows adequate time for teacher collaboration. | 1 | 2 | 3 | 4 | 5 |
| b. The school's schedule allows adequate time for teacher preparation and planning. | 1 | 2 | 3 | 4 | 5 |
| c. Students at this school learn ways to manage time. | 1 | 2 | 3 | 4 | 5 |
| d. The school environment is clean and in good condition. | 1 | 2 | 3 | 4 | 5 |
| e. I take pride in the appearance of the school. | 1 | 2 | 3 | 4 | 5 |
| f. I feel safe outside on the school grounds. | 1 | 2 | 3 | 4 | 5 |
| g. I feel safe in the hallways and bathrooms. | 1 | 2 | 3 | 4 | 5 |
| h. I feel safe in the classrooms. | 1 | 2 | 3 | 4 | 5 |
| i. Students are safe at this school. | 1 | 2 | 3 | 4 | 5 |
| j. In this school, we teach ways to resolve disagreements so that everyone can be satisfied with the outcomes. | 1 | 2 | 3 | 4 | 5 |
| k. Students at this school are well-behaved. | 1 | 2 | 3 | 4 | 5 |

PLEASE GO TO THE NEXT PAGE →

2. Please indicate how much you agree or disagree with the following statements about YOUR SCHOOL:

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|----------|---------|-------|----------------|
| a. Students at this school don't care about learning. | 1 | 2 | 3 | 4 | 5 |
| b. I spend a great deal of time dealing with students' social and emotional challenges. | 1 | 2 | 3 | 4 | 5 |
| c. The school community has high expectations of all students. | 1 | 2 | 3 | 4 | 5 |
| d. Students have pride in the school. | 1 | 2 | 3 | 4 | 5 |
| e. My class enrollments are too large. | 1 | 2 | 3 | 4 | 5 |
| f. Students at this school get the chance to work independently. | 1 | 2 | 3 | 4 | 5 |
| g. School administrators give me useful feedback on my teaching. | 1 | 2 | 3 | 4 | 5 |
| h. Some students at this school just cannot be motivated to do the work. | 1 | 2 | 3 | 4 | 5 |
| i. Students at this school are encouraged to think critically. | 1 | 2 | 3 | 4 | 5 |
| j. I have access to the tools I need to do my job. | 1 | 2 | 3 | 4 | 5 |
| k. I am dissatisfied with opportunities for my professional growth. | 1 | 2 | 3 | 4 | 5 |
| l. I look forward to coming to work every day. | 1 | 2 | 3 | 4 | 5 |
| m. I spend too much of my teaching time on disciplining students. | 1 | 2 | 3 | 4 | 5 |
| n. The best teachers and staff are retained at this school. | 1 | 2 | 3 | 4 | 5 |

PLEASE GO TO THE NEXT PAGE →

3. Please indicate how much you agree or disagree with the following statements about YOUR SCHOOL:

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|----------|---------|-------|----------------|
| a. Teachers have close working relationships with each other. | 1 | 2 | 3 | 4 | 5 |
| b. Teachers talk with students about ways to understand and control emotions. | 1 | 2 | 3 | 4 | 5 |
| c. At this school, teachers are treated and respected as educational professionals. | 1 | 2 | 3 | 4 | 5 |
| d. At this school, it is common for students to tease and insult one another. | 1 | 2 | 3 | 4 | 5 |
| e. Parents respect their children's teachers. | 1 | 2 | 3 | 4 | 5 |
| f. I do <u>not</u> have enough autonomy over my classroom. | 1 | 2 | 3 | 4 | 5 |
| g. Adults who work in this school treat students with respect. | 1 | 2 | 3 | 4 | 5 |
| h. Adults who work in this school typically work well with one another. | 1 | 2 | 3 | 4 | 5 |
| i. Many students at this school go out of their way to treat other students badly. | 1 | 2 | 3 | 4 | 5 |
| j. Teachers at this school build strong relationships with students. | 1 | 2 | 3 | 4 | 5 |
| k. The code of student conduct is fair. | 1 | 2 | 3 | 4 | 5 |
| l. The school consistently enforces the code of student conduct. | 1 | 2 | 3 | 4 | 5 |
| m. Parents are actively involved with the school. | 1 | 2 | 3 | 4 | 5 |
| n. Students respect their teachers. | 1 | 2 | 3 | 4 | 5 |
| o. Parents are made to feel welcome in this school. | 1 | 2 | 3 | 4 | 5 |
| p. Parents know what is going on in this school. | 1 | 2 | 3 | 4 | 5 |
| q. Parents are aware of what is expected of their child at this school. | 1 | 2 | 3 | 4 | 5 |
| r. Parents care about how their child performs in school. | 1 | 2 | 3 | 4 | 5 |

PLEASE GO TO THE NEXT PAGE →

4. Please indicate how much you agree or disagree with the following statements about YOUR SCHOOL:

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
|---|-------------------|----------|---------|-------|----------------|
| a. Students in this school respect each other's differences (for example, gender, race, culture, etc.). | 1 | 2 | 3 | 4 | 5 |
| b. I am proud to tell others that I work at this school. | 1 | 2 | 3 | 4 | 5 |
| c. School administrators recognize teachers for a job well-done. | 1 | 2 | 3 | 4 | 5 |
| d. The school staff respects and embraces diversity. | 1 | 2 | 3 | 4 | 5 |
| e. School administrators communicate effectively with others from diverse backgrounds. | 1 | 2 | 3 | 4 | 5 |
| f. This school encourages students to get involved in extracurricular activities. | 1 | 2 | 3 | 4 | 5 |
| g. School administrators follow through on commitments. | 1 | 2 | 3 | 4 | 5 |
| h. School administrators involve teachers in decision making and problem solving. | 1 | 2 | 3 | 4 | 5 |
| i. School administrators and staff communicate with each other effectively. | 1 | 2 | 3 | 4 | 5 |
| j. School administrators promote the success of all students. | 1 | 2 | 3 | 4 | 5 |
| k. School administrators hold themselves to the same high expectations as others. | 1 | 2 | 3 | 4 | 5 |
| l. School administrators back me up when I need it. | 1 | 2 | 3 | 4 | 5 |
| m. School administrators are aware of what goes on in the classrooms. | 1 | 2 | 3 | 4 | 5 |
| n. This school is a good place for me to work and learn. | 1 | 2 | 3 | 4 | 5 |

THIS IS THE END OF THE SURVEY. THANK YOU!

Disseminate Best Practices to other Charter and Non-Charter Public Schools

Appendix M

Head of School Stephanie Alicea and teacher Catherine Steenbeke attended a Service-Learning Conference in New York in July 2019. Several conference-initiated activities have become a part of the CCCS daily routine. CCCS was provided with a copy of "The Complete Guide to Service-Learning" by Catherine Berger Kaye. Also, an instructional binder full of PD Ideas and Service-Learning Activities for students.

Inservice PD Day Friday February 7th Stephanie Alicea will lead a full day workshop on several key principals from the above workshop for CCCS staff.

Best Practices Conference March 20th Barbara Higgins and Stephanie Alicea will lead a workshop on Service-Learning across subject areas.

Through **regular parent emails and school communications**, best practices in academic and service areas will be shared with the CCCS community.

A **Calendar of PD events** will be posted for school community members to attend.

PTA Newsletters, Board Letters, and Social Media postings will contain information related to Best Practices for both school community and the public to benefit.

Through preparation of presentation for the Charter School Conference Barbara Higgins and Stephanie Alicea will share at the **CPS meeting in April 2020**.

Appendix N

EDUCATION PLAN:

#1. Implementation Fidelity and Effectiveness of the Curriculum and Defined Measures of Competencies

#3. Student Attainment of Expected Knowledge and Skills

CCCS hired a Nationally Certified Behavior Analyst to assist in the organization and analysis of student files (related to achievement and intervention needs.) Upon completion of this task, specific groups will be created called Academic Intensive which will seek to improve math and reading skills. Working with Barbara Higgins (NH Certified in Special Education student progress will be monitored weekly. These academic intensives will take place three times per week during study periods.

EDUCATION PLAN:

#7. Education, Academic Goals, Objectives and a Timeline for Accountability.

At the writing of this document it is Christmas vacation. Much of the information requested in each area of Appendix N require significant collaboration with teachers. I will bring the template provided by Jane, with our goals, objectives, and the timeline to the January 9th meeting.

#8. Closing Achievement Gaps

We have school wide performance rankings in Appendix Z Item 2.

We have enclosed the Students SAS analysis.

Using this information coupled with the information being generated by our behavior specialist's file review a thorough evaluation will occur by years end.

#9. Annual School Program Review and Needs Assessment to Inform Curriculum and Instruction

CCCS teachers continually use current performance to dictate curriculum and lesson choices. They are in tune with the strengths and weaknesses of the student population. I will orchestrate regular check ins and oversee regular student evaluations throughout the remainder of the school year.



Appendix N

July 2019

RE: STUDENT'S SAS TESTING RESULTS & ANALYSIS FOR CCCS

Currently CCCS is following State Standards (Common Core) by using Houghton Mifflin produced books in Math, Science and ELA. We have devised our own mix of Social Studies Curriculum with the help of the book A History of US: Eleven-Volume Set and supplemental readings, books and other sources.

What we found at CCCS was, as educators we had to "fill holes: students that came to us were already performing at "lower than or meeting proficiency", but performed low on our tests. This may be not only due to the knowledge they came with to CCCS, but also the time of year we performed the tests (late May). Whether they were "passed along" in other schools or lost the information over time. Most are at or lower than proficient overall, but some outliers include above proficiency in all or some areas.

In order to improve our students performance going forward, we have a plan with many prongs in place to help boost their learning as follows:

We have and will continue to follow all State and Federal Guidelines regarding any IEP or 504 modification. Our school is set up so that those with needs for modification or a separate space to work, are given those things because they are built into the program. More importantly we have been diligent in conducting careful instruction, extra instruction at all times throughout the year. We use multi media, provide extra resources (written and digital) to students at all times.

In the future, we plan to meet with district schools to set up special education services that are in the best interests of the students and that will meet the students' IEPs, as this past year the transition of staff in some districts allowed for our students to be overlooked.

Students working below grade level – Develop and implement a Title I program that will provide additional support. Through the annual program evaluation, determine where the gaps are and revise their education plan to address the gaps and needs of each student immediately. This will be accomplished through the annual program evaluation, teacher meetings and updates, the increase in parent communication directly with Teachers, instead of the Head of School who is not in the classroom everyday. An increase of vetted volunteers to assist with reading, math and concepts in science or history that are difficult for students.

We will also plan to test students as soon as the SAS goes live in 2020.

Test Score & Teacher Rankings

Student are ranked from highest ability to lowest ability

6th Grade

Student 1

(CCCS Teacher Grade)

Math: 2

Science: 2

ELA: 2

Social Studies: 3

Student 2

(CCCS Teacher Grade)

Math: 1

Science: 2

ELA: 1

Social Studies: 1

7th Grade

Student 3

DOE Test:

Math: Level 2- Score 515

ELA: Level 4- Score 693

(CCCS Teacher Grade)

Math: 4

Science: 4

ELA: 4

Social Studies: 4

Student 4

(CCCS Teacher Grade)

Math: 4

Science: 3

ELA: 3

Social Studies: 2

Student 5

(CCCS Teacher Grade)

Math: 4

Science: 3

ELA: 3
Social Studies: 2

Student 6
(CCCS Teacher Grade)
Math: 4
Science: 4
ELA: 3
Social Studies: 2

Student 7:
(CCCS Teacher Grade)
Math: 3
Science: 3
ELA: 2
Social Studies: 3

Student 8:
(CCCS Teacher Grade)
Math: 4
Science: 3
ELA: 2
Social Studies: 3

Student 9:
(CCCS Teacher Grade)
Math: 3
Science: 3
ELA: 3
Social Studies: 3

Student 10:
DOE Test:
ELA: Level 1- Score 539

(CCCS Teacher Grade)
Math: 3
Science: 2
ELA: 1
Social Studies: 2

Student 11:
(CCCS Teacher Grade)
Math: 2

Science: 3
ELA: 1
Social Studies: 2

Student 12:
(CCCS Teacher Grade)

Math: 2
Science: 2
ELA: 1
Social Studies: 2

Student 13:
(CCCS Teacher Grade)

Math: 1
Science: 0
ELA: 1
Social Studies: 2

Student 14
(CCCS Teacher Grade)

Math: 0
Science: 0
ELA: 1
Social Studies: 1

8th Grade

Student 15:
(CCCS Teacher Grade)

Math: 3
Science: 3
ELA: 3
Social Studies: 4

Student 16:
(CCCS Teacher Grade)

Math: 3
Science: 3
ELA: 3
Social Studies: 2

Student 17:
(CCCS Teacher Grade)

Math: 3
Science: 2

ELA: 2
Social Studies: 3

Student 18:

Math: Level 1- Score 452
ELA: N/A

(CCCS Teacher Grade)

Math: 2
Science: 2
ELA: 3
Social Studies: 2

Student 19:

(CCCS Teacher Grade)

Math: 2
Science: 2
ELA: 1
Social Studies: 2

Student 20:

(CCCS Teacher Grade)

Math: 2
Science: 1
ELA: 1
Social Studies: 2

9th Grade

Student 21:

Math: Level 1- Score 472
Science: Level 1- Score 839
ELA: Level 1- Score 602

(CCCS Teacher Grade)

Math: 3
Science: 4
ELA: 4
Social Studies: 3

Student 23:

(CCCS Teacher Grade)

Math: 4
Science: 4
ELA: 3
Social Studies: 3

Student 24:
(CCCS Teacher Grade)
Math: 4
Science: 3
ELA: 3
Social Studies: 3

Student 25:
(CCCS Teacher Grade)
Math: 3
Science: 3
ELA: 2
Social Studies: 4

Student 26*:
Math: Level 3- Score 607
ELA: Level 3- Score 702
Science: Level 1- Score 832

(CCCS Teacher Grade)
Math: 3
Science: 3
ELA: 3
Social Studies: 3
*High ability low effort

Student 27:
Math: Level 2- Score 584
ELA: Level 2- Score 644
Science: Level 1- Score 832

(CCCS Teacher Grade)
Math: 3
Science: 3
ELA: 2
Social Studies: 3

Student 28:

(CCCS Teacher Grade)

Math: 2

Science: 3

ELA: 2

Social Studies: 2

Student 29:

(CCCS Teacher Grade)

Math: 2

Science: 3

ELA: 2

Social Studies: 2

Student 30:

(CCCS Teacher Grade)

Math: 1

Science: 4*

ELA: 4*

Social Studies: 3

*Because of effort

Student 31*:

(CCCS Teacher Grade)

Math: 1

Science: 2

ELA: 2

Social Studies: 1

*Great ability, lack of attendance.

Student 32:

(CCCS Teacher Grade)

Math: 0

Science: 0

ELA: 0

Social Studies: 0

10th & 11th Grade:

Student 33:

(CCCS Teacher Grade)

Math: 4
ELA: 4
Social Studies: 4

Student 34*:
(CCCS Teacher Grade)
Math: 3
ELA: 3
Social Studies: 3
*High effort, medium ability

Student 35:
(CCCS Teacher Grade)
Math: 3
ELA: 3
Social Studies: 2

Student 36*:
(CCCS Teacher Grade)
Math: 2
ELA: 2
Social Studies: 2
*High ability low attendance due to illness

Student 37*:
(CCCS Teacher Grade)
Math: 2
ELA: 2
Social Studies: 1
*High ability low effort

Student 38*:
(CCCS Teacher Grade)
Math: 3
ELA: 1
Social Studies: 3
*Poor effort

Student 39:
(CCCS Teacher Grade)
Math: 2
ELA: 1
Social Studies: 2

Student 40:
(CCCS Teacher Grade)
Math: 1
ELA: 1
Social Studies: 1

Student 41:
(CCCS Teacher Grade)
Math: 1
ELA: 1
Social Studies: 1

Student 42:
(CCCS Teacher Grade)
Math: 0
ELA: 0
Social Studies: 1

Health and Physical Education Appendix O

Barbara Higgins was hired in November to teach Health and PE. She taught classes from November 4th to November 22nd. After the Thanksgiving Break she began functioning as Managing Director. Due to the time constraints the PE/Health curriculum in a formal sense has been put on hold until Semester Two.

During the remainder of Semester One the school population will participate in the enclosed walking activity. In an effort to incorporate physical activity into daily routines it must become something in which all teachers and staff participate.

We are in the process of negotiating discounted rates with Altitude Trampoline Park and The Zoo Health Club, two businesses located in the mall so that students will have twice monthly experiences in each venue. We will be getting a Manual Elliptical Machine and a Treadmill in January. We have a Ping-Pong Table and an indoor Basketball Hoop. Formalizing the use of these machines and equipment during lunch and study halls will provide another easy opportunity to include movement in the CCCS daily routine.

Enclosed here are course descriptions for Health and for PE which contain units of study and student expectations. Specific curriculum will be from the lessons I taught at CHS. I will use state guidelines for competencies in the units identified.

Appendix 0

Health 2019-2020

Barb Higgins
Capital City Charter School
bhiggins@capitalcitycharter.com

Course Description:

In Health Education students will acquire information and skills which foster wellness and the development of positive health attitudes and behaviors. Areas of study will focus on stress identification, management, and dealing with change; mental health; exploring relationships; substance abuse; misuse; and body systems. Through activities and projects *students will show competency in identifying concepts related to wellness promotion and disease prevention; identifying risky behaviors and strategies used to prevent them and promote a healthy lifestyle; and identify a broad range of school and community resources that can assist in maintaining wellness.*

Course Outcomes:

As a result of successful completion of Health Education the student will;

1. Identify physical and emotional changes that result from stress caused by change and techniques to cope with change in order to prevent stress related disorders.
2. Explain the interrelationship of the mind and body and its effects on mental health.
3. Outline the levels of Maslow's Hierarchy of Needs and describe the influences on the developmental of self-esteem.
4. Demonstrate the ability to utilize effective interpersonal communication skills.
5. Identify practical refusal skills that can be effective in pressure situations.
6. Recognize characteristics of unhealthy relationships and develop skills to both avoid and deal with them.
7. Describe the physical, mental, social, and possible legal consequences of drug use.
8. Explain wellness promotion and disease prevention for specific body systems.
9. Identify a base of community resources that can assist individuals in maintaining personal wellness.

Classroom Behavior:

1. Attend class and be on time
2. Be prepared to work and have fun!
3. Meet deadlines for assignments.
4. Be actively involved as a member of the class or when working in groups.
5. Be a contributor, a good listener, and be a courteous participant.
6. Treat fellow students, staff members, substitute teachers and quest speakers with respect and be cooperative.

Classroom Space: You are expected to pick-up after yourself in your immediate area.

Absences and Make-up Work:

You are expected to make up any work you miss because of absences. All make-up work must be completed in a timely fashion. It is your responsibility to complete this process. Use your classmates to find out what was missed and let me know what you need. Extra help is gladly given,

Course Evaluation:

| | |
|---------------------------|-----|
| Tests and Quizzes | 20% |
| Service Projects | 20% |
| Class work/Participation | 20% |
| Binder/Journal | 20% |
| Quarter Final Examination | 20% |

Student Signature

Parent / Guardian Signature

Physical Education
Barb Higgins
Capital City Charter School
Email: bhiggins@capitalcitycharter.com

Course Description

This course will introduce concepts related to wellness promotion and disease prevention. Wellness enhancing behaviors, reduction of health risks, goal setting and decision making skills will be discussed. Students will explore their own personal health and fitness in an effort to make them informed decision makers as it pertains to their own health and well being. Service to others will provide the activity hours in this class. Raking leaves, shoveling snow, cleaning someone's house are all physical activities that will satisfy the activity hours.

Materials

Always come to class with a writing utensil. You will need a 1" three ring binder specifically for this class. Please put some white lined paper in it for note taking.

Classroom Behavior

Be on time.
Be polite, thoughtful and respectful of yourself and others.
Work hard and have fun.
Be an active participant.

Make Up Work

It is your responsibility to get caught up on work that you have missed. I can be reached via email or here at school.

Course Evaluation

| | |
|----------------------|-----|
| Journal/Binder | 20% |
| Service Projects | 20% |
| Quizzes/Tests | 20% |
| Classroom Activities | 20% |
| Final Exam | 20% |

All components and activities are graded equally in an effort to address all kinds of student learning styles. If you have questions regarding your grade let me know.

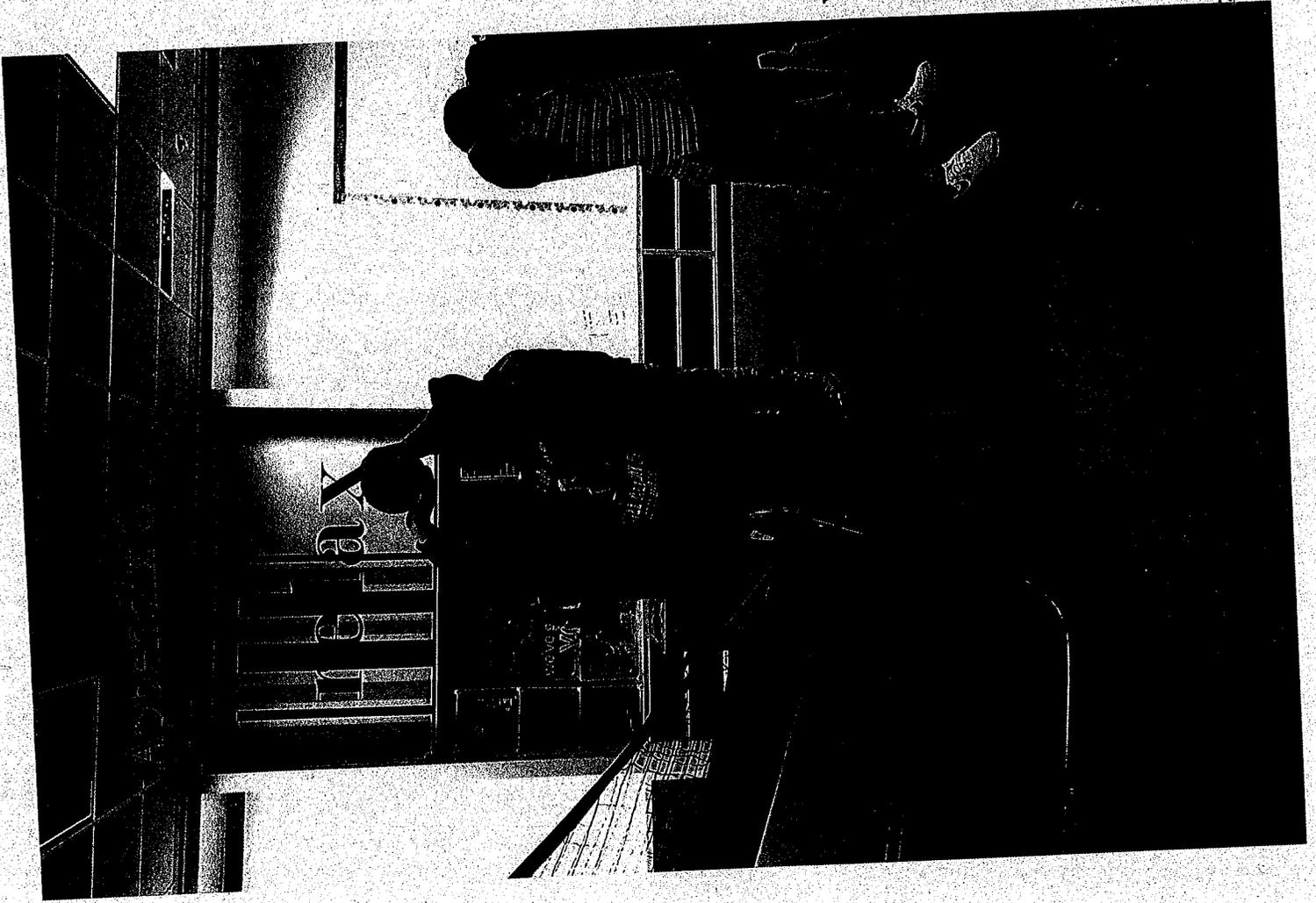
Student Signature _____

Parent Signature _____

Appendix C

CCGS

Health & Fitness

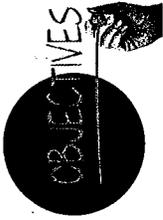


**WALK ACROSS THE
COUNTRY (OR ANY
GEOGRAPHIC AREA)
CONTENT AREA: SOCIAL
STUDIES, MATHEMATICS**

Appendix 0

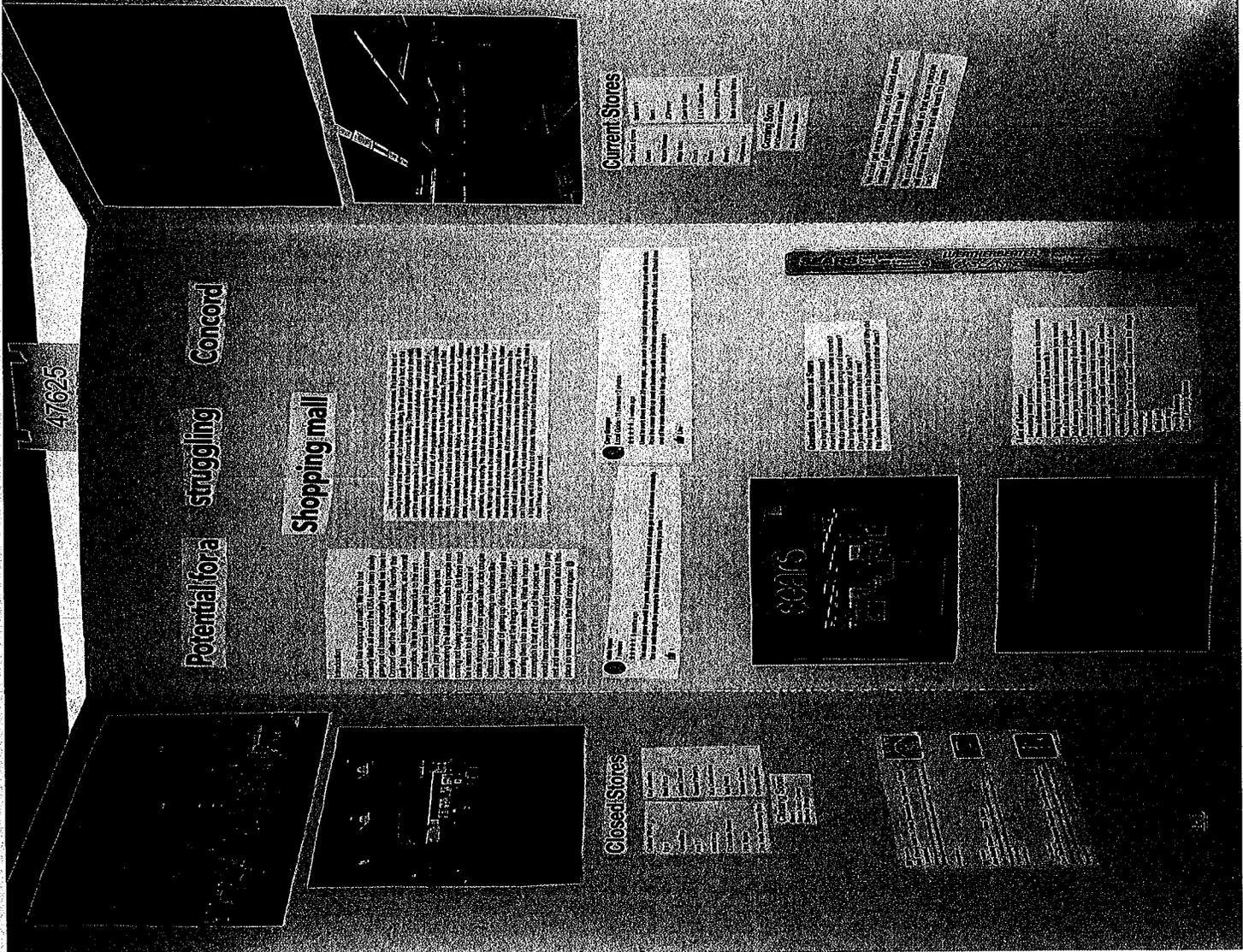


- US or NH State Map (local maps can be used also)
- Pins/tacks



Students get into shape by walking and chart how far they've gone by marking an equivalent distance on a map.

LESSON TIME: 30-50 minutes, initial lesson, then ongoing as progress is made across the chosen area



Mathematics

Data, Analysis, Statistics, and Probability:
Visual displays are used to represent data

PROCEDURE:

1. Students can walk or jog at school or chart the distance they walk to school, maybe on a specific day each week.
2. City maps allow them to accurately chart how far they've gone. Each student picks a starting point on the map, then draws in each day the distance they've gone toward a destination.
3. To expand the options or opportunities for learning, students can use state or country maps.
4. Have parents help out by walking with their child. Having one parent along can double the distance; both parents can triple the distance. Stress the positives of exercising with child (time to connect, cut out the need for so many after school activities, good role model).
5. Students can pick their own imaginary starting and ending points, or the entire class can start from the same place and try for the same destination.
6. Your class could walk as a group across the country, adding the total distance traveled by your students to the map.
7. 3. Post map in a prominent place in the classroom; extend thumbtacks/yarn to show the daily progress across the Colorado or the United States. Advertise or celebrate each day as class 'reaches' a new city, town, or state.

Appendix 0

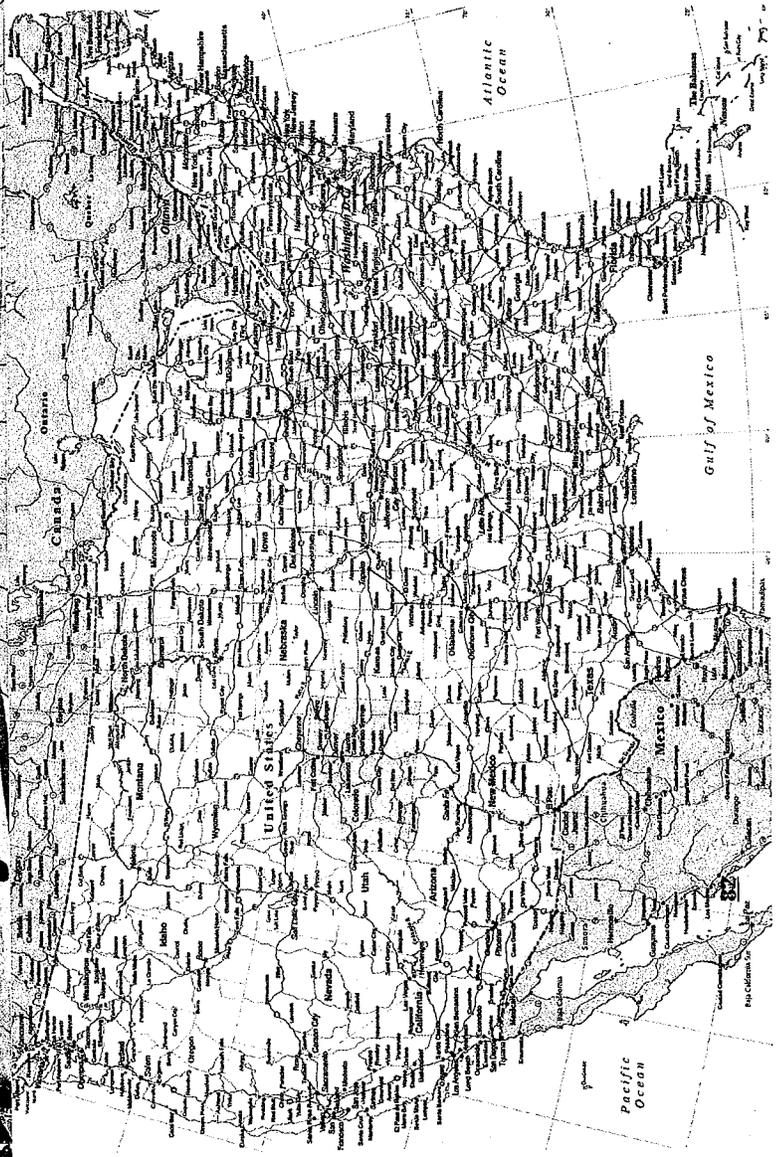
CONTENT AREA:

Social Studies: Geography

1. Use various geographic tools and sources to answer questions about the geography of the United States

OPTIONS/VARIATIONS:

- Become space travelers; each mile walked equals one light year.
 - Walk through history by letting each mile equal one year, one century or one thousand years.
 - Walk between battlefields during the Civil War era.
 - As the class makes progress and reaches a new town or state, use this as an opportunity for students to do some research about the location.
- Each 'landing' becomes an opportunity for additional research or a report



Title Programs Appendix P

Grants are currently on hold until the completion of Plodzik and Sanderson audit. Behavioral Analyst Aimee Szumiesz and Barb Higgins will use information from this audit to assess needs and apply for appropriate funds. The goal will be implementation of funds and services by April 2020.

Special Education IEP's, 504's, Economically Disadvantaged, At Risk, Needy, ELL, Migrant, Refugee, Neglected, Delinquent Appendix Q

12/3/19 Barbara Higgins, NH Certified in Special Education began file review of Concord students. Two referral meetings have occurred to date for students in need of services.

12/17/19 Aimee Szumiesz Nationally Certified Behavior Analyst began thorough review of student files locating identified and formerly identified students, 504 students and others who may be at risk. A list of required services and hours per week is being created.

12/20/19 Parent meeting with truant student. Referral with sending district is set up, school attendance plan set up, schoolwork is being provided. Follow up meeting is set up for 01/10/20.

12/22/19-01/03/20 Complete file review and summary of services required will be completed by Aimee Szumiesz, Stephanie Alicea and Barbara Higgins.

01/10/20 Meeting scheduled at RMS for Barbara Higgins, Aimee Szumiesz and Stephanie Alicea to meet with the principal and special education director to assess current RMS students and their needs.

The plan is to engage sending districts as soon as possible in the delivery of required services. All districts with students in need of services will be contacted and meetings scheduled as needed.

More specific information with greater detail will be available at the January 9th meeting.

School Culture Appendix R

See Appendix Z Item 8

See Appendix I

See Appendix M

Aspect of information in each of the above Appendices address this question.

CAPITAL CITY CHARTER SCHOOL

Creating and Maintaining School Culture

"We need your service, right now, at this moment in history. I'm not going to tell you what your role should be; that's for you to discover. But I am asking you to stand up and play your part. I am asking you to help change history's course".

-- President Barack Obama, upon signing the
Edward M. Kennedy Serve America Act, 2009

In the creation of Capital City Charter School these words, spoken by a US President dedicated to service echoing the sentiment of one of America's greatest families, the action of "standing up and playing your part" stood out as a key ingredient in student success. Each of us, teacher and student, need to bring our best selves to the table. If we can find and use our personal strengths to feed one another, then no one will go hungry. As illustrated in The Parable of the Long Spoons, if we as a community be sure that no one is hungry then everyone will be well fed.

In her "Complete Guide to Service Learning" Cathryn Berger Kaye lists five components that are that are critical to successful service-learning endeavors.

- Investigation**
- Preparation and Planning**
- Action**
- Reflection**
- Demonstration**

While easily applied to service experiences and activities, they are also pertinent to attitudes and behaviors around teaching and learning. Normalizing these components into every day actions will make this way of thinking automatic.

These interdependent stages of successful service-learning will create a process that is key to both student's and teacher's effectiveness and critical to their learning and teaching transferable skills and content. This, in turn will help build a school community of critical thinkers, global and collaborative learners and teachers ready to take on what lies ahead.

All school activities, lessons, meetings and events will at the very least use these five actions as the basis for creation and follow through. Keeping an eye (and heart) on successful service will maintain the school's primary mission of taking today's students and transforming them into tomorrow's changemakers.

Daily school-wide activities such as morning meeting, enrichment, and advisory will strive to provide chances for teachers and students to share ways in which they can improve or are already succeeding. In an atmosphere of non-judgement students will learn to plan and share their investigations, preparations, actions and reflections. By doing this demonstration is achieved on a very basic level. School wide lunch shared together allows for the down time and freedom of expression children and teachers need in order to connect and create community.

A dedicated Service Day, taking CCCS students into the community to serve organizations and populations will foster and cultivate a lifestyle of giving. Opening the eyes of CCCS community members

to the needs and struggles around them affords students and teachers both the chance to see where they fit in, and about for what they can show gratitude and ways to express it.

These Service Days will supplement and support the academic side of learning as much as the curriculum and classwork. Staff and students alike will endeavor to share what they have learned and experienced in a way to maintain and grow culture.

Finally, through involvement in nearby communities, sharing our success and growth on our school website and regular communication with parents we can become well known and recognized as the go to resource for all things service related.

Stephanie Alicea Head of School

Barbara Higgins Managing Director

Fiscal Management Whose Responsibility Appendix S

Finance Committee See Appendix A

Financial Update from School Director will be available at completion of Plodzik and Sanderson Audit

Financial Position Appendix T

Financial Audit will provide information necessary to answer this question.

School Sustainability Systems in Place Appendix U

| | |
|---------------------------|---|
| *Board Training | See Appendix A |
| *Board Committees | See Appendix A |
| *Fundraising Plan | See Appendix D |
| *Growth in Partnerships | See Appendix K |
| *Student Recruitment Plan | See Appendix I |
| *PTA and Parent Liaison | See Appendix K |
| *Plodzick and Sanderson | In Process |
| *Staff Benefits | Staff receive no medical or other benefits. Each staff member is allotted sick (or personal) days per school year. They are not cumulative. |

Relationships with Sending Districts Appendix V

While we are beginning to have a positive relationship with Concord, we already have positive ongoing relationships with all of the other sending districts. With the addition of Behavior Analyst Aimee Szumiesz and Special Education Director Barbara Higgins, communication with Concord has greatly improved in regard to students entitled to services. More regular service delivery and contact for students with appropriate district staff will increase the ability and willingness for students to access clubs and activities in Concord like their classmates from other districts already do.

Developing Partnerships Appendix W

See Appendix B and Appendix K

Student and Employee Retention and Recruitment Appendix X

Student Recruitment Plan See Appendix I

Employee Benefits See Appendix U

Student, Teacher, and Family Surveys Appendix Y

See Appendix L

Items Missed in May Audit Appendix Z

This is the email I received from Jane which has become Appendix Z

1. Social studies Curriculum resources (Name)
2. Copy of spreadsheet from ThinkWave of grade level student assessment data
3. Sample Progress and Report Cards
4. Sample Newsletter
5. Sample surveys and analysis
6. Board Meeting Minutes – no current ones
7. Have you completed teacher observations and evaluations and do you have records?
8. School Culture – Page 26 of Charter

The State Board asked about these items at the November meeting, so it is probably prudent to include them in your evidence as Appendix Z and numbered as they are above. If you have included the evidence in another section, please just provide that link, for example, if the social studies curriculum can be found in Appendix N, just add this information (Please see Appendix N).

Please contact me if you have questions or need anything.

Best regards,

Jane

Jane Waterhouse | Charter School Administrator
New Hampshire Department of Education
Division of Education Analytics & Resources
Bureau of Federal Accountability
101 Pleasant Street | Concord, NH 03301
Phone: 603-271-6813
Jane.Waterhouse@doe.nh.gov

Here is a brief explanation of each request sent to Jane Waterhouse.

1. Social Studies Curriculum Name
https://www.amazon.com/Teaching-U-S-History-Thematically-Document-Based/dp/080775868X/ref=sr_1_2?keywords=Teaching+US+History+Thematically&qid=1576525061&sr=8-2
Along with this book Justin uses a website called The World History Project www.whp.com
Many lessons come from educational sites including PBS and NPR. Depending on the unit he has pulled lessons from Khan Academy. I have included a page for him detailing his HS Curriculum. (This was in the binder)
2. While the included Teacher Rankings are not directly from ThinkWave I asked the faculty to rank our school based on NECAP Scores, SAS or school testing. They noticed missing NECAP results in the folders of many of our new students. This page reflects the use of CCCS performance and State Testing to rank our students. Tomorrow I will have current data from ThinkWave to send. Do you want HOW we get the data or ACTUAL student data? I have the SAS data that Steph already included; do I need to amend this at all?
3. I have included two report cards that are from current students as well as two progress reports. The report cards and progress reports are the same two students. (While these are not the ones that were in the binder, there are examples of both included already.)
4. I have attached our October Newsletter (this was in the folder) I will send you the December Newsletter once it is finalized. I can supply you with the three from last year should you want them. *December Newsletter was not finished on 12/26.*
5. On the home page of our website is an embedded survey for students and families. There are three surveys already in the folder. There are both beginning and end of year surveys. What needs to be different? I believe you have the analysis for last year already. Steph and I will update it. Is this what you're looking for? *Sample Surveys are included.*
6. There are currently board minutes in the folder from May, August, and October 2019. I will gather minutes from the training with Dean, and the early November meeting. *Board minutes are updated.*
7. I haven't gotten here yet. I will do tomorrow. Teacher evaluations are included.
8. We are putting together school culture process now. *School Culture document is created.*

Appendix Z Item 1

| 9-12 Social Studies Precolonial America | Competencies and Standards | Ten Themes | Assignments and Resources | Vocabulary | Teaching U.S. Hist- Thematically |
|--|---|----------------------------------|---|--|---|
| <p>Natives Before Colonization</p> | <p>SS:GE:12:2:1, SS:GE:12:3:4, SS:GE:12:5:1, SS:WH:12:1.2</p> | <p>E, F C, G A, E, F</p> | <p>Independent research on different Native Nations { HYPERLINK "https://www.npr.org/ assets/news/2014/06/ Tribal_Nations_Map_ NA.pdf" } { HYPERLINK "https://www.khanaca demy.org/humanities/ us- history/precontact- and-early-colonial- era/before- contact/a/pre- contact-americas- lesson-summary" } { HYPERLINK "https://www.readwor ks.org/article/America n-Indians/0634bd33- b8e7-4333-97e1- 4da62e2bbaa8" \l "articleTab:content/" } "Great Law of Peace" { HYPERLINK "https://americanindia n.si.edu/sites/1/files/p df/education/Hauden osauneeGuide.pdf" } Iroquois Confederacy Primary source</p> | <p>Beringia, Three Sisters, Irrigation, Pueblos, Mississippians, Algonquians, Iroquois Confederacy & assignment vocab,</p> | <p>p. 23-26 Question: What are some ways in which people have been governed? How do you think the Native Americans were governed?</p> |

Appendix Z Item 1

| 9-12 Social Studies Precolonial America | Competencies and Standards | Ten Themes | Assignments and Resources | Vocabulary | Teaching U.S. Hist. Thematically |
|--|-------------------------------|------------|---|---|-------------------------------------|
| Europe Before New World Colonization | SS:WH:12:4.2 | C, F, G | Meso-America (links in class notes) { HYPERLINK "https://www.khanaca demy.org/humanities/ us- history/precontact- and-early-colonial- era/before- contact/a/pre- colonization- european-society" } { HYPERLINK "https://www.readwor ks.org/article/The- Age-of- Exploration/bfc09169- 4ee1-402f-8280- 9962498cb6e7" } "articleTab:content/st epreadsSection:conte nt/questionsetsSectio n:517/answerKey:fals e/" } | Middle Ages, Black Death, Catholicism, Navigators, Quadrant, Compass | |

Appendix Z Item 1

| 9-12 Social Studies Precolonial/America | Competencies and Standards | Ten Themes | Assignments and Resources | Vocabulary | Teaching U.S. Hist. Thematically |
|--|--|--------------------------|--|--|---|
| Native/European Relations | SS:GE:12:4.5, SS:WH:12:2.1, SS:WH:12:2.3 | A, F, I D, E, I; F, I | <p>{ HYPERLINK "https://www.readw ks.org/article/Native- American- Conflicts/ffb356b4- bb75-4efe-9069- 7c7e8a8c8a90" \l "articleTab:content/q uestionsetsSection:28 73/answerKey:false/" } { HYPERLINK "https://www.readwor ks.org/article/Explorat ion-Trade-and- Colonization/78b04be 7-0820-4459-81fe- 7fc620610848" \l "contentSection:93d 17365-cac9-4c5e- b687- 3a2349a10152/article Tab:content/" } { HYPERLINK "https://www.readwor ks.org/article/America n-Indians/0634bd33- b8e7-4333-97e1- 4da62e2bbaa8" \l "articleTab:content/" } { HYPERLINK "https://www.history museum.ca/virtual- museum-of-new-</p> | Columbian exchange, smallpox, Spanish Armada c. 1588, Fur trade, Jaques Cartier, Western Sea | p. 107-108 Question: What were Christopher Columbus' economic and social goals? |

Appendix Z Item 1

| 9-12 Social Studies Precolonial America | Competencies and Standards | Ten Themes | Assignments and Resources | Vocabulary | Teaching U.S. Hist. Thematically |
|--|--|-----------------------|---|--|-------------------------------------|
| Decline of Native Nations | SS:GE:12:3.4 | C, F, I | france/the-explorers/" } project { HYPERLINK "https://www.readwor ks.org/article/Tension s-and-War-between- Native-Americans- and-US- Settlers/4a1c8ed1- 4e98-4866-85f0- 5f8dbaaad60e" \\ "!articleTab:content/c ontentSection:8ac51b 05-d52c-4d46-99c0- 434964b94ab1/" } | Expansionism, smallpox, genocide | |
| Rise of Colonies | SS:GE:12:4.2, SS:WH:12:1.2, SS:WH:12:5.5 | C, E, J A, E, F, I | { HYPERLINK "https://www.readwor ks.org/article/Explorat ion-Trade-and- Colonization/78b04be 7-0820-4459-81fe- 7fc620610848" \\ "!contentSection:93d 17365-cac9-4c5e- b687- 3a2349a10152/article Tab:content/" } | Champlain & New France, Sir Raleigh, Jamestown, Pilgrims | |

Appendix Z Item 1

| 9-12 Social Studies Precolonial America | Competencies and Standards | Ten Themes | Assignments and Resources | Vocabulary | Teaching U.S. Hist. Thematically |
|--|--|-------------------------------|--|---|-------------------------------------|
| Colonial New England | SS:GE:12:4:2 SS:GE:12:4:5 SS:WH:12:2.1 | C, E, J A, F, I D, E, I | { HYPERLINK "https://www.pbs.org/ wgbh/americanexperi ence/features/pilgrims -chapter-1/" } { HYPERLINK "https://www.thought co.com/new- hampshire-colony- 103873" } { HYPERLINK "https://sbm.oncell.co m/en/sites- 30679.html" } | Pilgrims, Mayflower, John Mason, Plymouth, Mayflower Compact | |

*Metro, Rosalie. Teaching U.S. History Thematically: Document-Based Lessons for Secondary Classrooms. Teachers College Press, 2017.

Ten Themes:

A-Conflict and Cooperation; **B**-Civic Ideals, Practices, and Engagement; **C**-People, Places, and Environment; **D**-Material Wants and Needs; **E**-Cultural Development, Interaction, and Change; **F**-Global Transformation; **G**-Science, Technology, and Society; **H**-Individualism, Equality, and Authority; **I**-Patterns of Social and Political Interaction; **J**-Human Expression and Communication

Standards:

{ HYPERLINK "http://www.corestandards.org/ELA-Literacy/RH/9-10/4/" }
Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
{ HYPERLINK "http://www.corestandards.org/ELA-Literacy/RH/9-10/1/" }

Appendix Z Item 1

Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

Geography:

SS:GE:12:2.1: Discuss the changing meaning and significance of place, e.g., London as a Roman outpost in Britain or as the center of a global empire in the 1800s. (Themes: E: Cultural Development, Interaction, and Change, F: Global Transformation) (Themes: C: SS:GE:12:3.4: Compare the carrying capacity of different ecosystems in relation to land use, e.g., steppe or savanna. (Themes: C: People, Places and Environment, G: Science, Technology, and Society)SS:GE:12:4.1: Identify world population trends in both numbers and patterns, e.g., urban development or the availability of water. (Themes: C: People, Places and Environment, F: Global Transformation, I: Patterns of Social and Political Interaction)
SS:GE:12:4.2: Distinguish how culture traits shape the character of a region, e.g., Buddhism in Southeast Asia or the French language in Quebec. (Themes: C: People, Places and Environment, E: Cultural Development, Interaction, and Change, J: Human Expression and Communication)
SS:GE:12:4.5: Demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales, e.g., the reunification of Germany or the Hutus and Tutsis in Rwanda. (Themes: A: Conflict and Cooperation, F: Global Transformation, I: Patterns of Social and Political Interaction)
SS:GE:12:5.1: Appraise the significance of the global impact of human modification of the physical environment, e.g., the dispersal of animal and plant species worldwide or soil degradation. (Themes: C: People, Places and Environment, F: Global Transformation)

World History:

SS:WH:12:1.2: Evaluate the strengths and weaknesses of international and regional political organizations, e.g., the Delian League, the United Nations or the Warsaw Pact. (Themes: A: Conflict and Cooperation, E: Cultural Development, Interaction, and Change, F: Global Transformation)
SS:WH:12:2.1: Describe how traders and merchants have been instrumental in spreading ideas and beliefs to new areas, e.g., Arab traders in Africa, Europeans to Australia and Micronesia, or Western business representatives in East Asia. (Themes: D: Material Wants and Needs, E: Cultural Development, Interaction, and Change, I: Patterns of Social and Political Interaction)
SS:WH:12:2.3: Assess the impact of migrations of peoples on the receiving societies, e.g., Chinese to Southeast Asia, Europeans to Latin America, or formerly colonized peoples to Europe. (Themes: F: Global Transformation, I: Patterns of Social and Political Interaction)
SS:WH:12:4.2: Analyze the impact of the Industrial Revolution around the world, e.g., the emergence of the factory system or the search for markets in Asia and Africa. (Themes: C: People, Places and Environment, F: Global Transformation, G: Science, Technology, and Society)
SS:WH:12:5.5: Determine the basis for ranking social groups within a given culture, e.g., religious knowledge, wealth, or military power. (Themes: I: Patterns of Social and Political Interaction)

Filename: 9-12 Curriculum '19-'20[466] for Dec26.docx
Directory: /Users/stephanie/Library/Group
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Author: Capital City Charter
Keywords:
Comments:
Creation Date: 12/22/19 11:46:00 AM
Change Number: 2
Last Saved On: 12/22/19 11:46:00 AM
Last Saved By: Capital City Charter
Total Editing Time: 2 Minutes
Last Printed On: 12/22/19 11:47:00 AM
As of Last Complete Printing
Number of Pages: 6
Number of Words: 807
Number of Characters: 7,031 (approx.)

Andrew *Smith*





Dashboard Messages Accounts

Latest Messages

| | | Upcoming Assignments | | |
|---------------|----------------|--|-----------------------------------|--|
| Nov. 15, 2019 | Administrator | Grading Scale | All Students, All Teachers | 22 Nov 2019 ELA, 8.1 Essay Project Project 4 points (0.4x) |
| Oct. 28, 2019 | Administrator | PLEASE READ CHANGE IN DATE PICTURE DAY & NOV 5 | All Students, All Teachers | More Assignments → |
| Oct. 24, 2019 | Administrator | Memo to Parents | All Students, All Teachers | 9 hours ago ELA, 8.1 Holes 47-50 Participation 4 4 points (0.4x) |
| Oct. 23, 2019 | Administrator | Dance Friday CHANGE IN TIME!! | All Students, All Teachers | yesterday ELA, 8.1 Holes 43-46 Classwork 4 4 points (0.4x) |
| Oct. 23, 2019 | Administrator | Fall Newsletter | All Students, All Teachers | yesterday ELA, 8.1 Holes 40-42 Participation 4 4 points (0.4x) |
| Oct. 20, 2019 | Administrator | DONT FORGET ABOUT SPIRIT WEEK!!! | All Students, All Teachers | 18 Nov 2019 Science, 8.1 Relationships in the ecosystem Project 96 100 points (10x) |
| Oct. 17, 2019 | Steenbeke, Ms. | Project work | Math In Focus, 10.1.1, Math in... | 18 Nov 2019 ELA, 8.1 Holes 36-39 Classwork 4 4 points (0.4x) |
| | | | | 18 Nov 2019 ELA, 8.1 Essay work day Classwork 3 4 points (0.4x) |
| | | | | 15 Nov 2019 Math In Focus, 8.1 Blizzard bag Homework 4 4 points (0.4x) |
| | | | | More Results → |

Welcome Capital City Public Charter School • 2019 - 2020

| All Terms | Expand all | |
|--------------------------------|------------|---------------------------------|
| All Classes | | Lego League, 8.1 - Wolbert, Mr. |
| Advisory, 8.1 | Quarter 1 | 98.22 |
| ELA, 8.1 | Calculated | 98.22 |
| Enrichment, ALICEA | Quarter 2 | |
| Enrichment, MR. PALMER | Semester 1 | 98.22 |
| Enrichment, MR. PALMER & GUEST | Calculated | 98.22 |
| Enrichment, STEENEBEKE | Quarter 3 | |
| Enrichment, WOLBERT | Quarter 4 | |
| History, 8.1 | Semester 2 | |
| Lego League, 8.1 | | |
| Lunch, 1 | | |
| Math In Focus, 8.1 | | |
| Morning Gathering | | |
| Science, 8.1 | | |
| Study 8.1 | | |

Shubert

Welcome Capital City Public Charter School 2019 - 2020

Grading Scales add grading scale

Letter Grades (default grading scale)

| Grade | Minimum | Maximum | GPA Value | Honors GPA Value | Earns Credits | Edit |
|-------|---------|---------|-----------|------------------|---------------|------|
| 4+ | 97.0 | 100 | 4.3 | 5.3 | Y | |
| 4 | 93.0 | 96.99 | 4.0 | 5.0 | Y | |
| 4- | 90.0 | 92.99 | 3.7 | 4.7 | Y | |
| 3.5 | 85.0 | 89.99 | 3.3 | 4.3 | Y | |
| 3 | 83.0 | 84.99 | 3.0 | 4.0 | Y | |
| 3- | 80.0 | 82.99 | 2.7 | 3.7 | Y | |
| 2.5 | 77.0 | 79.99 | 2.3 | 3.3 | Y | |
| 2 | 73.0 | 76.99 | 2.0 | 3.0 | Y | |
| 2- | 70.0 | 72.99 | 1.7 | 2.7 | Y | |
| 1.5 | 67.0 | 69.99 | 1.3 | 1.3 | Y | |
| 1 | 59.0 | 66.99 | 1.0 | 1.0 | Y | |
| 0 | 0.0 | 58.99 | 0.0 | 0.0 | N | |

Add grade

MS-ETS1-1 (custom grading scale)

Capital City Public Charter School
To Implement A Service-Learning Program Of Education To Students Of
Today & Change-Makers Of Tomorrow

270 Loudon Road
 Suite 6000A
 Concord, NH 03301

Semester 1 Report Card

7

| Course | Teacher | Quarter 1 | Quarter 2 | Quarter 3 | Quarter 4 |
|---|------------|-----------|-----------|-----------|-----------|
| Advisory, 8.1 | M. Wolbert | 4.0 | | | |
| COMMUNICATION COMPETENCY | | 3 | | | |
| CREATIVE THINKING COMPETENCY CONTINUUM OF PROFILES | | 4 | | | |
| CRITICAL THINKING COMPETENCY CONTINUUM OF PROFILES | | 4 | | | |
| PERSONAL AWARENESS & RESPONSIBILITY CONTINUUM OF PROFILES | | 4 | | | |
| POSITIVE PERSONAL & CULTURAL IDENTITY CONTINUUM OF PROFILES | | 4 | | | |
| SOCIAL RESPONSIBILITY CONTINUUM OF PROFILES | | 4 | | | |
| Art History, 8.1 | M. Wolbert | | | | |
| ELA, 8.1 | M. Palmer | | | 100.65 | |
| COMMUNICATION COMPETENCY | | | | | |
| CREATIVE THINKING COMPETENCY CONTINUUM OF PROFILES | | | | | |
| CRITICAL THINKING COMPETENCY CONTINUUM OF PROFILES | | | | | |
| PERSONAL AWARENESS & RESPONSIBILITY CONTINUUM OF PROFILES | | | | | |
| POSITIVE PERSONAL & CULTURAL IDENTITY CONTINUUM OF PROFILES | | | | | |
| SOCIAL RESPONSIBILITY CONTINUUM OF PROFILES | | | | | |
| History, 8.1 | M. Wolbert | | | | 4.0 |

Be The Change You Want To See In The World

Grade Legend
 A+ = 97 - 100% B- = 80 - 82.99% D = 63 - 66.99%
 A = 93 - 96.99% C+ = 77 - 79.99% D- = 60 - 62.99%

| | | |
|---|--------------|-------|
| Math In Focus, 8.1 | M. Steenbeke | 99.61 |
| COMMUNICATION COMPETENCY | | 4 |
| CREATIVE THINKING COMPETENCY CONTINUUM OF PROFILES | | 4 |
| CRITICAL THINKING COMPETENCY CONTINUUM OF PROFILES | | 4 |
| PERSONAL AWARENESS & RESPONSIBILITY CONTINUUM OF PROFILES | | 4 |
| POSITIVE PERSONAL & CULTURAL IDENTITY CONTINUUM OF PROFILES | | 4 |
| SOCIAL RESPONSIBILITY CONTINUUM OF PROFILES | | 4 |
| Science, 8.1 | M. Steenbeke | 98.3 |

Quarterly Average: 61
GPA 2.40

Cumulative GPA: 3.58

Attendance

| | |
|---------|----|
| Present | 47 |
| Absent | 0 |
| Tardy | 1 |

Capital City Public Charter School

To Implement A Service-Learning Program Of Education To Students Of Today & Change- Makers Of Tomorrow

| | | | |
|------------------------|--------------------|-----------------------|-------------|
| Student Name: | | School Year: | 2019 - 2020 |
| Student ID: | | Report Period: | Semester 1 |
| Principal Name: | Stephanie C Alicea | Grade: | 7 |

Please keep this report for your own record. Please contact your teacher directly with any comments, concerns or questions you have regarding this report.

Academic Legend: Grade Level Expectations

| | | |
|----------------|-----|--|
| N/A | N/A | Standard has not yet been covered. |
| 60% | 1 | The key concepts, processes and essential skills are not yet evident. |
| 66-77% | 2 | Is beginning to develop and apply key concepts, processes and essential skills. |
| 78-89% | 3 | Has developed and is applying key concepts, processes and essential skills. Meets grade level expectations. |
| 90-100% | 4 | Consistently develops, applies and extends key concepts, processes and essential skills. Works beyond grade level. |

School Attendance

| | | | | |
|--------|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| Absent | 0 | 0 | 0 | 0 |
| Tardy | 1 | 0 | 0 | 0 |

Effort, Attitude & Skills Assessment Code

| | | | |
|-----------|-----------|-----------|-------------------|
| EX | Excellent | S | Satisfactory |
| G | Good | NI | Needs Improvement |

Advisory, 8.1

| | | | | |
|---|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| Overall Grade | | | | |
| COMMUNICATION COMPETENCY | | | | |
| CREATIVE THINKING COMPETENCY CONTINUUM OF PROFILES | | | | |
| CRITICAL THINKING COMPETENCY CONTINUUM OF PROFILES | | | | |
| PERSONAL AWARENESS & RESPONSIBILITY CONTINUUM OF PROFILES | | | | |
| POSITIVE PERSONAL & CULTURAL IDENTITY CONTINUUM OF PROFILES | | | | |
| SOCIAL RESPONSIBILITY CONTINUUM OF PROFILES | | | | |

Art History, 8.1

| | | | | |
|----------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 |
| Overall Grade | | | | |

ELA, 8.1

| | | | | |
|---|--------|---|---|---|
| | 1 | 2 | 3 | 4 |
| Overall Grade | 103.79 | | | |
| COMMUNICATION COMPETENCY | 4 | | | |
| CREATIVE THINKING COMPETENCY CONTINUUM OF PROFILES | 4 | | | |
| CRITICAL THINKING COMPETENCY CONTINUUM OF PROFILES | 4 | | | |
| PERSONAL AWARENESS & RESPONSIBILITY CONTINUUM OF PROFILES | 4 | | | |
| POSITIVE PERSONAL & CULTURAL IDENTITY CONTINUUM OF PROFILES | 4 | | | |
| SOCIAL RESPONSIBILITY CONTINUUM OF PROFILES | 4 | | | |

History, 8.1

| | | | | |
|----------------------|-------|---|---|---|
| | 1 | 2 | 3 | 4 |
| Overall Grade | 96.65 | | | |

Math In Focus, 8.1

| | | | | |
|--|---|---|---|---|
| | 1 | 2 | 3 | 4 |
|--|---|---|---|---|

| | | | | |
|---|-------|--|--|--|
| Overall Grade | 99.07 | | | |
| COMMUNICATION COMPETENCY | 4 | | | |
| CREATIVE THINKING COMPETENCY CONTINUUM OF PROFILES | 4 | | | |
| CRITICAL THINKING COMPETENCY CONTINUUM OF PROFILES | 4 | | | |
| PERSONAL AWARENESS & RESPONSIBILITY CONTINUUM OF PROFILES | 4 | | | |
| POSITIVE PERSONAL & CULTURAL IDENTITY CONTINUUM OF PROFILES | 4 | | | |
| SOCIAL RESPONSIBILITY CONTINUUM OF PROFILES | 4 | | | |

Science, 8.1

| | | | | |
|----------------------|-------|---|---|---|
| | 1 | 2 | 3 | 4 |
| Overall Grade | 97.66 | | | |

Teacher Comments

ELA, 8.1 Amazing student!

COMMUNICATION COMPETENCY Adam is constantly doing great work in class

| | |
|----------------------|-------|
| Teacher Signature: | Date: |
| Principal Signature: | Date: |

Certificate of Progress

This certifies that _____
has been assigned to grade _____ next year.

Principal

Date

Capital City Charter School



Lets Talk Lunch!

Just a reminder that on Tuesday and Friday we take the kids to the food court for lunch. The average cost is \$5.00. All other days your child needs to bring their lunch. In addition, to the food they need to bring bowls, forks and spoons etc. We do not always have these items in stock. Several children are getting dropped off without anything to drink as well. We all know the importance of being hydrated.



Reminder!! February school vacation is coming up. No school February 25th thru March 1st

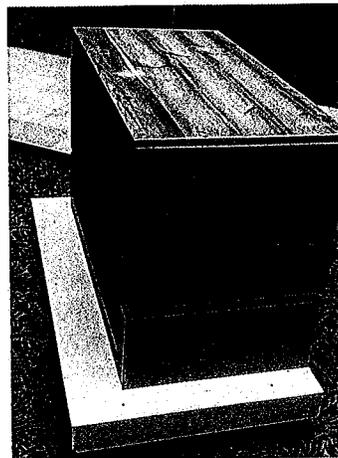
Attention: We are starting to work on our yearbooks. Please let the school know if you do not want your child involved in this project.

Cheers! To a great Hot Chocolate fundraiser for the Big Brother and Big Sisters Program. We can't wait for the check presentation event!

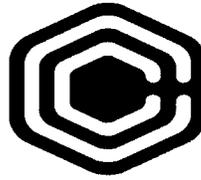


CCCS Food Drive

Now that the holidays are over there is still a huge demand for food. CCCS is stepping up to assist with this. You can drop off non-perishable items until Wednesday the 20th. Be on the look out for our new CCCS drop box that will be located at the school entrance. The kids are in the process of constructing, placing and decorating. This will allow for the community to perform donation drop offs when the school is not open.



We are in need of old mascara tubes with the wands for an upcoming service learning project! We will be collecting them for next few months!



CAPITAL CITY PUBLIC
CHARTER SCHOOL

DATES TO REMEMBER

IN AN EFFORT TO MAKE THE LAST MONTH OF SCHOOL SEAMLESS, BELOW YOU WILL FIND SIGNIFICANT EVENTS AND DATES LISTED:

- MAY 10 - NO SCHOOL
- TESTING MAY 28, 29, 30 MU - 31
- MAY 27 - NO SCHOOL - MEMORIAL DAY
- TDB - 8TH - 10TH GRADE FIELD TRIP
- JUNE 6 - 8TH GRADE MOVE - UP CEREMONY
- JUNE 7 - LAST DAY OF SCHOOL

SERVICE PROJECTS

- FOOD COLLECTION FOR THE FRIENDLY KITCHEN UNTIL MAY 30TH - DELIVERY JUNE 3RD-4TH
- PURCHASE OF OUR COMMUNITY'S ANIMALS TO BENEFIT THE PURCHASE OF A KEVLAR VEST FOR AT LEAST ONE K9 OFFICER. GOAL \$2,000.00
- GARDEN - RAISED GARDEN BED BUILDER NEEDED - COMPOST/LOAM DONATION NEEDED.
- LOCK - IN CHAPERONES NEEDED

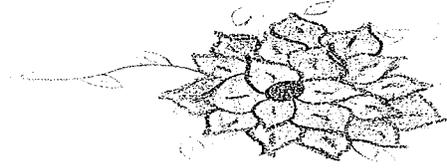
REMINDERS ABOUT LUNCH

TUESDAYS & FRIDAYS STUDENTS CAN ORDER OR GO TO THE FOOD COURT.

PLEASE REMEMBER TO BRING IN A LUNCH EVERYDAY.

OUR JUST IN CASE ITEMS ARE BEING EATEN AND DEPENDED ON ON A DAILY BASIS. FEEL FREE TO DONATE MONEY OR FOODS TO REPLENISH THE JUST IN CASE SUPPLIES.

THANK
YOU!



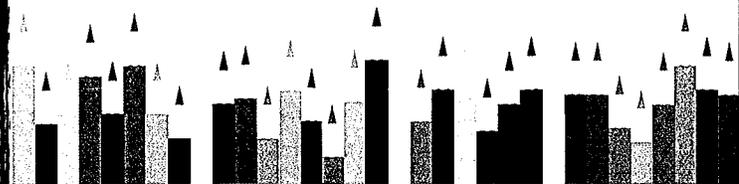
Parents & Students of CCCS

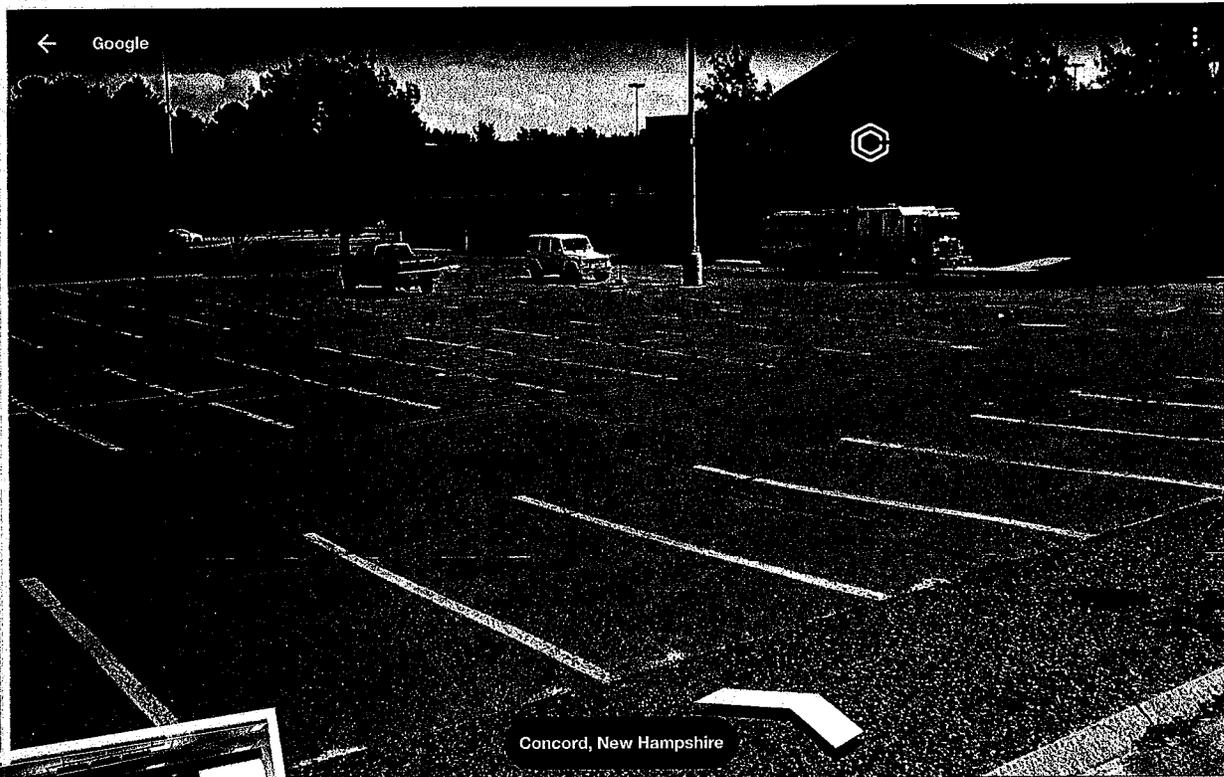
I would like to, on behalf of CCCS and the Board, thank all of you who chose to take the leap! I am very excited to be able to continue being part of the Future Change-Makers in this area and NH. We are lucky to have each and every one of you!

Updates & Announcements

ChangeMakers of Tomorrow

The weather outside is becoming delightful. With that said, the parents of our Young Gentleman and Ladies should refresh their memories about our Dress Code policy that includes short length, undergarments showing, and proper foot attire to name a few.





NEXT YEAR

CCCS IS PLANNING TO EXPAND AND WE WILL SERVE STUDENTS GRADE 6 - 10.

ATTACHED YOU WILL FIND A SURVEY ABOUT RETURNING NEXT YEAR, AS I HOPE YOU WILL!

YOU WILL ALSO FIND DIFFERENT PERMISSION SLIPS FOR FIELD TRIPS!

Inaugural Year

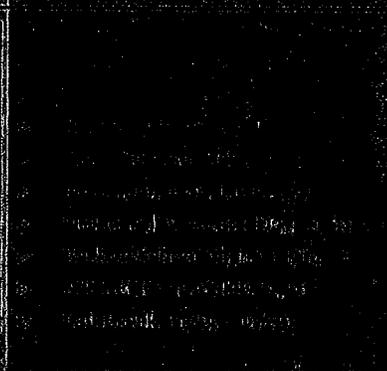
IN AN EFFORT TO MAKE THE LAST FEW DAYS OF YOUR 8TH GRADERS EXPERIENCE AND ALSO REQUESTS FOR THE MOVE UP CEREMONY:

• **FIELD TRIP NEEDS:**

- CHAPERONES
- SNACK PACKS
- DRINKS (GATORADE/POWERADE)

• **MOVE UP CEREMONY:**

- IT WILL TAKE PLACE AT CCCS
- WE ARE PLANNING TO HAVE A POT LUCK - PLEASE SEND THE SIGN UP SHEET BACK IN WITH YOUR CHILD OR EMAIL INFO@CAPITALCITYCHARTER.COM SUBJECT: POT LUCK!



THE PURPLE AND GOLD NEWSLETTER

PREPARATION IS KEY TO SUCCESS

Hello Capital City Charter Community!

We are off to a great start! assistance and cooperation up more efficient and safe. flow smoothly, please pull side of our building and of your car is (West facing) "oneway" out toward TD

As a reminder, for the particularly with our important that parents students in when arriving when leaving early.



We appreciate your in making after school pick To help the car pool line in one way from the "Zoo" entrance - so that the front facing TD Bank, and exit Bank. Thank you again!

safety of your children, campus, it is very come into school to sign late and sign them out

We here at Capital City Public Charter School (CCCS) work to create an environment in which students academic, social, and personal skills improve our schools and our communities by working together with the service learning curriculum at the core to ensure each child's success. Please be vigilant in checking Thinkwave (www.thinkwave.com), our cloud Based School Information System and your email to stay on top of missing work, grades, announcements and general updates.

Parent- Student Handbooks.

You can find all information pertinent to this year on our website, on Thinkwave and in our Parent- Student Handbook. Please take a moment and go to our website under "Current and Future Families" to find our handbook and discuss it with your student(s). There are families that have not turned in

"Education is our passport to the future, for tomorrow belongs to the people who prepare for it today."

*- Bill Martin Jr.
Shabazz*

DURING THE COMING SEASON - PLEASE BE KIND AND KIDDIE SICK STUDENTS BECOME THROUGH SCHOOL. WE APPRECIATE YOUR EXCELLENCE, WE DON'T WANT CONTAGIOUS SICKNESS IN SCHOOL!

Student, Teacher, and Family Surveys

See Appendix L

Board Meeting Minutes - See Appendix A ITEM 2

| IV. INSTRUCTIONAL PRACTICES AND CLASSROOM ROUTINES | Strong | Some | None |
|--|--------|------|------|
| 1) Varied student groupings : individual; pairs; small groups. | X | | |
| 2) Used multiple modes of instruction , with emphasis on active learning. | X | | |
| 3) Made flexible use of classroom space, time, materials. | X | | |
| 4) Communicated clear directions for multiple tasks. | X | | |
| 5) Provided effective rules/routines that supported individual needs. | X | | |
| 6) Displayed effective classroom leadership/management . | X | | |
| Comments: | | | |

| V. POSITIVE, SUPPORTIVE LEARNING ENVIRONMENT | Strong | Some | None |
|--|--------|------|------|
| 1) Demonstrated respectful behavior toward students. | X | | |
| 2) Demonstrated sensitivity to different cultures/ethnicities. | | X | |
| 3) Acknowledged/celebrated student strengths/successes . | | X | |
| 4) Active participation by a broad range of students. | | X | |
| 5) Students comfortable asking questions/requesting assistance. | | X | |
| 6) Emphasis on competition against self , not other students. | | X | |
| Comments: | | | |

| VI. QUALITY CURRICULUM | Strong | Some | None |
|---|--------|------|------|
| 1) Lesson targeted one or more State learning standards . | | X | |
| 2) Lesson focused on important ideas , issues, or problems. | | X | |
| 3) Tasks emphasized thought/meaning vs. drill & practice . | | X | |
| Comments: | | | |
| More need to follow curriculum chosen by school and board. Sensitivity? | | | |

| VII. PREPARATION FOR & RESPONSE TO LEARNER NEEDS | Strong | Some | None |
|---|--------|------|------|
| 1) Showed proactive preparation for a variety of student needs. | | X | |
| 2) Attended appropriately to students who struggle with learning (LD; ELL; reading; etc.). | | X | |
| 3) Attended appropriately to students with physical/behavioral challenges . | | X | |
| 4) Attended appropriately to advanced students. | | X | |
| Comments: | | | |

| VIII. EVIDENCE OF DIFFERENTIATION | Strong | Some | None |
|---|--------|------|------|
| 1) Content: e.g. materials of varied readability and/or interest; multiple ways to access ideas/information; etc. | | X | |
| 2) Process: e.g., tiering; contracts; compacting; readiness-based small-group instruction; different homework; choices about how to work (alone, pair, small group); tasks in multiple modes; variety of scaffolding; etc.. | X | | |
| 3) Products: e.g., product assignments with multiple modes of expression; with choices about how to work (alone, pairs, small group); opportunity to connect learning with individual interests; variety of assessment tasks; variety of scaffolding; etc. | X | | |
| Comments (example of differentiation based on readiness, interest, & learning profile): | | | |

1a. Did the lesson meet the needs of learners at **all achievement levels**? (✓ one only)

(1) Yes (2) No

1b. If No, toward what **type/s of student** did the lesson seem geared? (✓ all that apply)

(1) Below basic (2) Basic (3) Proficient (4) Advanced

Examples:

1.15.06/Classroom Observation Form-DI—Used with permission

Acknowledgements: This instrument was created with Carol Tomlinson by Strategic Research, LLC as part of a program evaluation contracted by the Richland 2 School District in Columbia, South Carolina. Inquiries should be addressed to StrategicRsrch@aol.com.

CAPITAL CITY CHARTER SCHOOL

Creating and Maintaining School Culture

"We need your service, right now, at this moment in history. I'm not going to tell you what your role should be; that's for you to discover. But I am asking you to stand up and play your part. I am asking you to help change history's course".

-- President Barack Obama, upon signing the
Edward M. Kennedy Serve America Act, 2009

In the creation of Capital City Charter School these words, spoken by a US President dedicated to service echoing the sentiment of one of America's greatest families, the action of "standing up and playing your part" stood out as a key ingredient in student success. Each of us, teacher and student, need to bring our best selves to the table. If we can find and use our personal strengths to feed one another, then no one will go hungry. As illustrated in The Parable of the Long Spoons, if we as a community be sure that no one is hungry then everyone will be well fed.

In her "Complete Guide to Service Learning" Cathryn Berger Kaye lists five components that are that are critical to successful service-learning endeavors.

Investigation

Preparation and Planning

Action

Reflection

Demonstration

While easily applied to service projects and activities, they are also pertinent to attitudes and behaviors around teaching and learning. Normalizing these components into every day actions will make this way of thinking automatic.

These interdependent stages of successful service-learning will create a process that is key to both student's and teacher's effectiveness and critical to their learning and teaching transferable skills and content. This, in turn will help build a school community of critical thinkers, global and collaborative learners and teachers ready to take on what lies ahead.

All school activities, lessons, meetings and events will at the very least use these five actions as the basis for creation and follow through. Keeping an eye (and heart) on successful service will maintain the school's primary mission of taking today's students and transforming them into tomorrow's changemakers.

Daily school-wide activities such as morning meeting, enrichment, and advisory will strive to provide chances for teachers and students to share ways in which they can improve or are already succeeding. In an atmosphere of non-judgement students will learn to plan and share their investigations, preparations, actions and reflections. By doing this demonstration is achieved on a very basic level. School wide lunch shared together allows for the down time and freedom of expression children and teachers need in order to connect and create community.

A dedicated Community Service Day, taking CCCS students into the community to serve organizations and populations will foster and cultivate a lifestyle of giving. Opening the eyes of CCCS community

members to the needs and struggles around them affords students and teachers both the chance to see where they fit in, and about for what they can show gratitude and ways to express it.

These Service Days will supplement and support the academic side of learning as much as the curriculum and classwork. Staff and students alike will endeavor to share what they have learned and experienced in a way to maintain and grow culture.

Finally, through involvement in nearby communities, sharing our success and growth on our school website and regular communication with parents we can become well known and recognized as the go to resource for all things service related.

Stephanie Alicea Head of School

Barbara Higgins Managing Director

Education Plan Item 6. Public Access to Curriculum Appendix Z Item 9

A summary of our school curriculum is currently available on the website. Many companies require a school sign in for permission to view specific lessons and curriculum. We are working on creating more detailed summaries of all curriculum used so anyone looking at our website can get an overview of what is offered at CCCS. Access to our current website and curriculum will be ready for review at the January 9th meeting.



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Holt McDougal Online MATH
Text Book

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| | | |
|--|--|--|
| <p>Capital City Charter School Phone: 603.227.3333 Email: info@capitalcitycharter.com</p> | <p>Home Our School Academics</p> |  <p>New charter school to open in empty mall department store July 31, 2018</p> |
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Readopt with amendment Ed 1307, effective 7-14-18 (Document #12573), to read as follows:

PART Ed 1307 RULES FOR THE ROBOTICS EDUCATION FUND

Ed 1307.01 Purpose of the Robotics Education Fund. The purpose of the robotics education fund is to motivate and encourage public school and chartered public school students in New Hampshire to pursue education and career opportunities in science, technology, engineering, and mathematics while building critical life and work-related skills.

Ed 1307.02 Scope. Grants from the robotics education fund shall be available to any eligible public school or chartered public school for the purpose of financing the establishment of a robotics team and its participation in competitive events.

Ed 1307.03 Definitions.

(a) “Department” means the commissioner’s office of the department of education, or designee.

(b) “Eligible public school or chartered public school” means any public school which meets the minimum standards or a chartered public school as defined in RSA 194-B in the state of New Hampshire.

Ed 1307.04 Uses of Grant Funds for the Robotics Education Fund.

(a) Grant funds administered through the robotics education fund shall be limited to:

(1) ~~the purchase of robotics kits;~~

(2) ~~stipends for coaches; and~~

(3) ~~the payment of associated costs from participation in competitions; and~~

(4) *Costs associated with events, including, but not limited to:*

(1) *Registration fees;*

(2) *Transportation costs; and*

(3) *Required uniforms and supplies; and*

(b) *Grant recipients shall submit a report to the department detailing expenditures at the end of each fiscal year for which grant funds are received.*

Ed 1307.05 Eligibility Criteria. A public school or chartered public school which is applying for a grant from the robotics education fund shall demonstrate that:

- (a) It has established a partnership with, or has a valid letter of commitment from, at least one sponsor, business entity, institution of higher education or technical school for the purpose of participation in a robotics competition;
- (b) It has developed a budget for the current year of the application;
- (c) It has not received a grant from the ~~R~~robotics ~~E~~education ~~D~~development ~~P~~program in the prior year; and
- (d) It has identified at least one competitive event in which the team or club will participate.

Ed 1307.06 Robotics Education Development Program Grant Application.

(a) A public or chartered public school shall complete and file the “New Hampshire Robotics Education Application Form,” ~~November~~ **January 2019** edition, electronically to the department of education.

~~(b) The grant application period shall be announced on the department’s website pursuant to availability of grant funds and the application period shall be open for no less than 30 calendar days~~ ***To be considered for robotics education grant funds for the following biennium, applications shall be completed and filed with the department no later than July 1 of the year prior to the biennium in which grants are to be dispersed.***

(d) Pursuant to RSA 188-E:25, V, no school shall receive more than one grant every two years, however, a school district may receive multiple grant awards. A school may support multiple teams through the use of a single grant.

Ed 1307.07 ~~Review of Robotics Education Development Program Grant Application~~***Application Review and Approval.***

(a) The department shall review all grant applications within 15 business days of the application deadline as established in Ed 1410.06(b). In making a decision the ~~bureau of career development~~ ***department*** shall approve an application if the school has met all the criteria set forth in Ed 1410.05 (a)-(d).

(b) Approval of an application does not constitute a grant award. Grant allocations for all approved applications will be based on the funds available in the following biennium.

~~(b)~~ (c) If the amount of grant funds requested exceeds the balance in the fund that is available in any year, the commissioner shall not prorate the grant awards, but preference shall be given to schools that have a higher percentage of students in the school’s average daily membership in attendance who are eligible for a free or reduced-price meal as defined in RSA 198:38, VII. Secondary preference shall be given to schools which did not receive a grant in the previous year due to lack of funds.

(ed) In the event that additional funds exist after all initial grant application requests have been met, the commissioner shall award schools additional grants for additional requested teams in accordance with (b) above and RSA 188-E:24-a, V.(b).

Ed 1307.08 Robotics Education Development Program Grant Disbursement. Grants will be disbursed as a single payment each year of the grant through the business office of the department of education.

Appendix I

| Rule | Statute |
|-------------|----------------|
| Ed 1307 | RSA 188-E:24-a |

Amend Ed 306.18(a)(7), effective 3-27-14 (Document #10047), cited and to read as follows:

Ed 306.18 School Year.

(a) Pursuant to RSA 189:1 and RSA 189:24, each school district shall maintain a school year as provided below:

(7) A school district may ~~submit a plan to the commissioner that will allow schools to~~ conduct instruction remotely for up to 5 days per year when the school has been closed due to inclement weather or other emergency. The *district shall create a* plan *that* shall include procedures for participation by all students. Academic work shall be equivalent in effort and rigor to typical classroom work. There shall be an assessment of all student work for the day. At least 80 percent of students shall participate for the day to count as a school day.

RULEMAKING NOTICE FORM

NOTE: ADDITIONAL NOTICE
See page one of the instructions regarding additional notice.

Notice Number 2019-161 Rule Number Ed 1102.04(h) and Ed 1119.01

1. Agency Name & Address: State Board of Education, c/o NH Department of Education, 101 Pleasant Street, Concord, NH 03301
2. RSA Authority: RSA 186-C:16, I and VIII
3. Federal Authority: 34 CFR Part 99
4. Type of Action: Adoption, Amendment (X), Repeal, Readoption, Readoption w/amendment (X)

5. Short Title: Confidentiality Requirements for Education of Children with Disabilities

6. (a) Summary of what the rule says and of any proposed amendments: Ed 1102.04(h) is being amended to clarify the definition of a parent in relation to the education of children with disabilities. Ed 1119.01 on confidentiality requirement for education of children with disabilities is being readopted with amendment to reflect a change in the statutory requirements of RSA 186-C:10-a on retention of individualized education programs.

6. (b) Brief description of the groups affected: School districts, parents, students and the Department of Education are affected by these rules

6. (c) Specific section or sections of state statute or federal statute or regulation which the rule is intended to implement:

Table with 2 columns: Rule, Statute. Row 1: Ed 1102.04(h), RSA 186-C:16, VIII. Row 2: Ed 1119.01, RSA 186-C:10-a

RULEMAKING NOTICE FORM - Page 2

7. Contact person for copies and questions including requests to accommodate persons with disabilities:

Name: **Amanda Phelps** Title: **Administrative Rules Coordinator**
Address: **Department of Education** Phone #: **(603) 271-2718**
101 Pleasant Street Fax#: **(603) 271-3830**
Concord, NH 03301 E-mail: **amanda.phelps@doe.nh.gov**
TTY/TDD Access: Relay NH 1-800-735-2964
or dial 711 (in NH)

8. Deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **October 17, 2019**

Fax E-mail Other format (specify):

9. Public hearing scheduled for:

Date and Time: **October 10, 2019 at 10:00 a.m.**
Place: **NH Department of Education, State Board Room, 101 Pleasant St., Concord, NH**

10. Fiscal Impact Statement (Prepared by Legislative Budget Assistant)

FIS # 19:166, dated 9-11-19

1. Comparison of the costs of the proposed rule(s) to the existing rule(s):

There is no difference in cost when comparing the proposed rules to the existing rules. Any cost or benefit is attributable to RSA 186-C:10 -a and not the rules.

2. Cite the Federal mandate. Identify the impact on state funds:

34 CFR Part 99 mandates requirements for confidentiality and record retention. There is no impact on state funds.

3. Cost and benefits of the proposed rule(s):

A. To State general or State special funds:

None.

B. To State citizens and political subdivisions:

None.

C. To independently owned businesses:

None.

11. Statement Relative to Part I, Article 28-a of the N.H. Constitution:

Relative to Part I, Article 28-a of the N.H. Constitution, there are no added costs for these proposed rules to the state. These rules clarify a process that is already in place regarding record keeping.

Amend Ed 1102.04(h), effective 3-24-17 (Document #12141), cited and to read as follows:

Ed 1102.04 Definitions N-R.

(h) “Parent” means a biological or adoptive parent, surrogate parent, or a guardian. Parent does not mean the state when the state has legal guardianship *pursuant to 34 CFR 300.30 and 34 CFR 300.520.*

Readopt with amendment Ed 1119.01, effective 3-24-17 (Document #12141), to read as follows:

Ed 1119.01 Confidentiality Requirements.

(a) Each participating agency shall comply with 34 CFR 300.610-300.627, relative to confidentiality of information, including compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232G, (FERPA) and its implementing regulations in 34 CFR Part 99.

(b) Each LEA and private provider of special education shall adopt a policy regarding the retention and destruction of special education records ~~and shall comply with the following requirements:~~ *pursuant to RSA 186-C:10-a.*

~~(1c) An LEA shall not destroy a student’s special education records prior to the student’s 25th birthday, except with prior written consent of the parent or, where applicable, the adult student, pursuant to 34 CFR 300.624(b). The LEA must maintain a copy of the last IEP that was in effect prior to the student’s exit from special education until the student’s 60th birthday. An LEA may retain and store the student’s special education records in electronic form or any other form. An LEA shall provide a parent or adult student a written notice of its document destruction policies upon the student’s graduation with a regular high school diploma or at the transfer of rights or whichever occurs first. The LEA shall provide public notice of its document destruction policy at least annually.~~

~~(2d) A private provider of special education shall not destroy a student’s special education records prior to the student’s 25th birthday, except with prior written consent of the parent or, where applicable, adult student, pursuant to 34 CFR 300.624(b). A private provider of special education may destroy a student’s special education records prior to the student’s 25th birthday if the private provider of special education has sent all of the student’s records or copies of such records to the most recent LEA of record. A private provider of special education may retain and store the student’s special education records in electronic form or any other form. A private provider of special education shall provide a parent or adult student a copy of its document destruction policy upon the student’s discharge from the private provider of special education.~~

Edit: Adjust indent.

(ee) Each participating agency shall comply with the safeguard provisions of 34 CFR 300.623. The department or the LEA shall provide notice to parents in accordance with 34 CFR 300.612.

Appendix I

| Rule | Statute |
|---------------|--------------------|
| Ed 1102.04(h) | RSA 186-C:16, VIII |
| Ed 1119.01 | RSA 186-C:10-a |

Amend Ed 1102.04(h), effective 3-24-17 (Document #12141), cited and to read as follows:

Ed 1102.04 Definitions N-R.

(h) “Parent” means a biological or adoptive parent, surrogate parent, or a guardian *pursuant to 34 CFR 300.30*. Parent does not mean the state when the state has legal guardianship ~~pursuant to 34 CFR 300.30 and 34 CFR 300.520~~.

Readopt with amendment Ed 1119.01, Effective 3-24-17 (Document #12141) to read as follows:

Ed 1119.01 Confidentiality Requirements.

(a) For the purposes of this section, in addition to Ed 1102.04(h), parent means an adult student as defined in 20 USC 1232g(d).

~~(ab)~~ Each participating agency shall comply with 34 CFR 300.610-300.627, relative to confidentiality of information, including compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232G, (FERPA) and its implementing regulations in 34 CFR Part 99.

~~(bc)~~ Each LEA and private provider of special education shall adopt a policy regarding the retention and destruction of special education records pursuant to RSA 186-C:10-a.

~~(cd)~~ An LEA may retain and store the student’s special education records in electronic form or any other form. An LEA shall provide a parent or adult student a written notice of its document destruction policies upon the student’s graduation with a regular high school diploma or at the transfer of rights or whichever occurs first. The LEA shall provide public notice of its document destruction policy at least annually.

~~(de)~~ A private provider of special education may destroy a student’s special education records prior to the student’s 26th birthday if the private provider of special education has sent all of the student’s records or copies of such records to the most recent LEA of record. A private provider of special education may retain and store the student’s special education records in electronic form or any other form. A private provider of special education shall provide a parent or adult student a copy of its document destruction policy upon the student’s discharge from the private provider of special education.

~~(ef)~~ Each participating agency shall comply with the safeguard provisions of 34 CFR 300.623. The department or the LEA shall provide notice to parents in accordance with 34 CFR 300.612.

Appendix I

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New Hampshire
State Board of Education
Londergan Hall, Room 100F
101 Pleasant Street
Concord, NH 03301
Minutes of the December 12, 2019 Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education was convened at 9:20 AM at the State Department of Education, 101 Pleasant Street, Concord, NH. Drew Cline presided as Chairman.

Members present: Drew Cline, Chairman, Kate Cassady, Cindy Chagnon, Sally Griffin, and Helen Honorow. Ann Lane and Phil Nazzaro were not able to attend due to prior commitments. Frank Edelblut, Commissioner of Education, and Christine Brennan, Deputy Commissioner, were also in attendance.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Sally Griffin led the pledge of allegiance.

AGENDA ITEM III. PUBLIC COMMENT

Bonnie Dunham, New Hampshire State Advisory Committee (SAC), thanked the Board for the work they have done that has helped her son live a

productive and happy life. She appreciates childhood special educator certification and its emphasis on inclusiveness and suggested restoring the requirements that support students gaining self-advocacy skills.

Kevin Hicks, Fall Mountain School District, has many concerns about the Charlestown withdrawal. The decision should go to the voters, but he does not feel they are ready to withdraw because of the costs involved. He is respectful of the issues raised by Charlestown residents, but they should be properly informed about the financial impact of withdrawal. The majority report does not present this impact, so he asked the Board to table the request until a more detailed plan is presented.

Dan Moulis, Superintendent, SAU #74, Barrington School District, announced that two teams of Barrington students competed at a robotics competition at the University of New Hampshire. One team finished in 14th place and the other finished in 3rd place. He also said the Bud Carlson Academy is on track to become the first certified trauma skills school in the state.

Jim Morse, Superintendent, SAU #5, Oyster River School District, said New Hampshire stands out as one of the top performing school systems in the country and has some of the highest performing students. He noted the support of the Board around trauma-based schools and multi-tiered support around behavioral issues and praised the work of the Governor's Diversity and Inclusion Committee

Steve Zadavec, Superintendent, SAU #52, Portsmouth School District, spoke about the work being done in his district to address equity and opportunity. The data on outcomes bothered officials, leading them to assemble an index around issues like chronic absence and the number of students on free and reduced lunch. The district has also hired a family outreach specialist to partner with local preschools to expand access to children who cannot afford it, launched an opportunity fund to support students who cannot afford to participate in extracurricular activities, and a futures program that helps students go to college.

AGENDA ITEM IV. PRESENTATIONS/REPORTS/UPDATES

A. Student/Merrimack Valley School District

This agenda item was removed.

B. Rollinsford School District SAU 56 Withdrawal Committee Report

Robert Gadomski, Superintendent of Schools, Rollinsford and Somersworth School Districts, provided a brief history of the withdrawal plan initiated by Somersworth. In the past, Rollinsford high and middle school students were tuitioned into Somersworth systems. Now, they go to Marshwood. Each district formed its own withdrawal committee, and both have agreed that a withdrawal is

best for both districts. The plan calls for Rollinsford to separate from SAU 56 and contract services back with Somersworth.

MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassady, that the State Board of Education recommend the Rollinsford School District's SAU 56 withdrawal committee report.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

C. Jaffrey-Rindge Cooperative School District Withdrawal Feasibility Study Committee Recommendation Report

Chris Rockland, Chairman, Jaffrey-Rindge Cooperative School District Withdrawal Feasibility Study Committee, and John McCarthy, Jaffrey-Rindge Cooperative School Board, presented the committee's findings on withdrawal. The district has historically used the funding formula based on property valuation. Due to recent changes, though, Jaffrey now receives more than Rindge, which now pays approximately \$2600 more than Jaffrey.

After a proposed change to the apportionment was met with a mixed response, a committee was formed to examine the impact of withdrawal. The plan

the committee drafted calls for keeping pre-K-5 students in Rindge and paying tuition and joining another district for 6-12 students. No district has expressed interest in taking them, but some have indicated they would consider a tuition agreement.

MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassady, that the State Board of Education support the Jaffrey-Rindge Cooperative School District Withdrawal Feasibility Study Committee's recommendation to stay in their current joint district.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

D. Fall Mountain Regional School District Withdrawal Committee and Minority Committee Reports for the Withdrawal of Charlestown from the Fall Mountain Regional School District Cooperative Update

Albert St. Pierre, Chair, Withdrawal Study Committee, Fall Mountain Regional School District Cooperative, said there was a 10-0 vote to accept the changes to the withdrawal plan. He asked the Board to approve the provision of RSA-195:29 and allow the plan to be submitted to voters.

Chairman Cline asked about the language that calls for the makeup of Charlestown's school board to be determined by the secretary of state and attorney general. Ms. Helen Honorow said she did not think the Board could approve a plan with that provision. Charlestown Attorney James O' Shaughnessy said if Charlestown withdraws, there is no defined process for how to build the school board. Unless Fall Mountain amends its articles of agreement, the decision would have to be made by someone at the state level. The language is vague because no one wants to suggest what it will be without guidance in the law. Commissioner Edelblut suggested amending the language to say the process for determining the school board will go to the state level if the articles of agreement are not otherwise amended.

Mary Henry, Vice Chair, Fall Mountain Regional School Board and Vice Chair, Withdrawal Minority Committee, noted that the minority committee voted only on the changes to the report, not the report itself. The minority committee still opposes the withdrawal. She also noted that the district shares the cost of special education. If Charlestown withdraws, it would have to pay an additional \$500,000 per year. In a bad fiscal year, it would be unable to cover those costs. Moreover, the district would not be able to guarantee the level of education it provides if Charlestown leaves.

Ms. Henry spoke about the apportionment formula, which was set up to give smaller towns an equal voice on how the district conducts business. It calls for a

2/3 vote, but Charlestown only needs a 50% vote. She asked the attorney general to determine which number is needed to approve a withdrawal.

She also spoke about what the majority committee did not consider:

- Charlestown is liable for 46% of post-employment benefit costs. If a teacher moves to Charlestown and loses seniority, the town should be responsible for the monies earned elsewhere in the district.
- Charlestown is currently two months behind its payments to the district and is often behind on tax payments. If Charlestown cannot meet these obligations, how will it meet its obligations as a separate district?

She understands why Charlestown wants to leave and would love to approve the withdrawal but cannot because it is not in the best interest of the district. She asked the Board to reject the withdrawal plan.

William Stahl, Fall Mountain School Board, mentioned some of the costs shared by the district:

- Charlestown Primary School: The district paid for the remodeling and the minority committee estimates its current value at \$650,000, but a

proper process is needed to determine the true value and the personal value owned by the remaining town.

- Sick leave buyback: Charlestown's portion is \$290,636.
- Technology infrastructure: The district purchased this for \$185,000.

Ms. Honorow asked why taxpayers would vote for the withdrawal if finances were a concern. Ms. Henry remarked that many voters will vote yes for non-financial reasons and is concerned they are not fully aware of the financial impact of withdrawal.

Ms. Honorow asked about discussions regarding high school students. Ms. Henry said there have been discussions, but an agreement has not yet been reached. Mr. Stahl mentioned that the New England Associate of Schools and Colleges (NEASC) notified the district that any significant changes in funding, enrollment or curriculum must be reported within 60 days, and failure to address any solutions could jeopardize its accreditation.

Chairman Cline noted that Charlestown's tax rate is already double the state average and asked how it would cover the cost of withdrawal. Terry Spillsbury, Chair, Charlestown Withdrawal Study Advisory Committee, reiterated that a solid majority of Charlestown residents support withdrawal. He also said the committee could have presented numerous addenda to the plan to show all that was

discussed but chose to present what the Board needs to review. These addenda also address some of the challenges mentioned in the minority report.

Chairman Cline reiterated that the Board sent the report back looking for a cost saving but does not see it in the revision. If costs will not increase, services will likely go down, but the report does not address that. Mr. Spillsbury said the figures are based on what the districts think these things will cost and includes one-time transitional costs. Taxpayers know there will likely be a cost increase in the first year, but that can be managed down in subsequent years.

Ms. Honorow said the Board cannot see what the impact on students will be. Mr. Spillsbury said there may be ways to bridge staff and identify other efficiencies. Charlestown is responsible for 45% of the cost of maintaining 11 schools. If it withdraws, it would only be responsible for three, saving \$100,000 per year. Chairman Cline noted that the statute requires a plan for the education of students in the withdrawing district, but the proposed budget presented may not be the actual budget, which raises a lot of concerns.

Gordon Graham, Fall Mountain School District, mentioned other items that have not been addressed:

- RSA-195:2 states that the purpose of allowing cooperative districts to form is to increase educational opportunities. The Board needs to

determine whether creating an independent school district is in keeping with that purpose.

- The statute allows a cooperative or school board to consider withdrawal, but it must still assure remaining districts are able to fulfill their obligation to students.
- The statute concerning withdrawal indicates the apportionment formula can be included in a withdrawal study, but in fact, it should be included. The complexity of this formula is exceptional, and if one town withdraws, there needs to be an agreement on what percent of the apportionment would go the withdrawing district.
- The school board has consulted the attorney general as to whether a 2/3 vote is required to approve withdrawal.

Chairman Cline asked if a mathematical formula is needed. Mr. Graham said it is. This is a complex relationship, and ending it requires voters to know what they are voting for, but there is too much uncertainty in this plan. James Fenn, CFO, Fall Mountain Regional School District, said there are eight components to the apportionment formula. Variable costs can be calculated based on what happens if Charlestown leaves, but fixed costs require guidance on what the new method would be to calculate the impact of withdrawal. That is why it is important to include an apportionment formula in the plan.

Chairman Cline said the Board will consult with its legal counsel to address the issues raised.

MOTION: Cindy Chagnon made the following motion, seconded by Sally Griffin, that the State Board of Education move into non-public session to consult legal counsel in accordant with RSA 91-A:3, II(l).

VOTE: The motion was approved by roll call vote at 11:55 AM by State Board of Education members, Sally Griffin, Kate Cassady, Cindy Chagnon, Drew Cline and Helen Honorow.

MOTION: Cindy Chagnon made the motion, seconded by Kate Cassady to leave nonpublic session and return to public session.

VOTE: The motion was approved by roll call vote at 12:32 PM by State Board of Education members, Sally Griffin, Kate Cassady, Cindy Chagnon, Drew Cline and Helen Honorow.

MOTION: Cindy Chagnon made the following motion, seconded by Helen Honorow that the State Board of Education seal the minutes of the nonpublic session.

VOTE: The motion was approved by roll call vote by State Board of Education members, Sally Griffin, Kate Cassady, Cindy Chagnon, Drew Cline and Helen Honorow.

It was explained that the Board does not need a dollar-for-dollar figure, but there does need to be more definition on what the apportionment might be. Chairman Cline said RSA 195:26 requires a method for apportioning expenses, but it does not have to be a precise mathematical formula.

Ms. Honorow said she wants to know more about what Charlestown will do about the outstanding liabilities mentioned by the minority committee. In terms of apportionment, it is not clear whether the issues Mr. Fenn raised will be ongoing. She reiterated she does not want to vote for a plan that calls for the secretary of state or attorney general to get involved in forming a new school board, and she wants more detail on what will happen to the remaining districts after a withdrawal.

Chairman Cline said the Minority Committee raised the issue of computers and those expenses being fixed costs, but they are not addressed in the withdrawal plan. He recommended asking for that detail if the plan is returned for revision.

Ms. Chagnon asked about district funds spent for renovating schools in Charlestown. Chairman Cline said the withdrawal committee provided a lot of

clarifying information but was not sure that was included. He said the Board can ask for that if the plan is returned.

Ms. Honorow said the cover letter was misleading when it mentioned the unanimous vote on the changes. It suggests a unanimous vote but there was still a minority report, and it did not specify whether there will be subsequent meetings that include everyone who needs to be involved.

The Board listed the items that need to be covered by the report (*if they have not been already*):

- Sick time buyback
- Retirement costs
- Technology in the Charlestown schools that was paid for by the district
- Renovations to the Charlestown school buildings that were paid for by the district
- Other outstanding liabilities
- Composition of the school board

MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassady, that the State Board of Education send the conditional school district withdrawal plan back to the committee to address the issues of sick time buyback, retirement costs, computers and technology costs, renovation

costs, any other outstanding liabilities and the terminology assigning the attorney general or secretary of state to choose the composition of the board and the impact of withdrawal on the remaining school district.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

E. School Bullying Report for School Year 2018-2019 per RSA 193-F:6 II

Diane Fenton, Attorney, Governance Unit, NHDOE, introduced Richard Farrell and Stephen Berwick. Mr. Farrell presented highlights from the report:

- The Department received 62 referrals, most from parents.
- The most frequent complaint/issue was whether or not the release of information to the offended party was handled properly.
- The second-most frequent complaint/issue was why an incident involving a student with special needs did not result in reassignment or relocation.
- Elementary school complaints increased, and middle school complaints regarding race and gender have also increased.

Ms. Chagnon asked about the process for cyberbullying. Mr. Farrell said incidents are difficult to address because they often occur after school and during

summer break. Parents rely on local law enforcement to investigate, and many of the high-school incidents become criminal investigations.

Chairman Cline asked whether the numbers include only official complaints or actual incidents. Mr. Farrell said the data reflects what is reported by the districts. While the policies are similar from one district to another, the nature of the bullying varies and depends on what the district defines as bullying. He also acknowledged that many incidents are not reported.

Chairman Cline asked if parents are aware of the process. Mr. Farrell said many are not, nor do they know they have a right to appeal. As a result, many parents of suspended students call the Department because they feel the punishment is unfair. When they do, they learn about the appeal process.

Ms. Honorow asked if there is another solution for parents with concerns about his or her child's safety. Mr. Farrell said he refers the parent to the district and immediately notifies the superintendent of the concern.

Mr. Farrell said the Commissioner's Office issues several technical advisories, and his interactions with school resource offices have done a lot to counteract bullying in those schools.

Chairman Cline asked if it would be possible to get a report showing incidents by school. Mr. Farrell said he would speak with Caitlin Davis about that.

AGENDA ITEM V. PUBLIC HEARINGS

A. Ed 501-Ed 504 – Credential Standards for Educational Personnel; Ed 505 – Requirements for Specific Endorsements and Ed 509, Ed 512 & Ed 513 – Renewal Requirements and Denial of Credentials

Chairman Cline opened the hearing at 10:00 AM.

Ms. Dunham said her committee is unable to officially comment on the proposed rules but asked the Board to consider that the rules include all students. Research shows students learn better in inclusive settings, but the proposed rules are inconsistent in this goal. Some emphasize the need to support all students, while others specifically mention students with disabilities. She asked the Board to ensure that the rules emphasize teachers should be prepared to teach all students. For example, Ed 513.02(c)(2) should include language that addresses students with disabilities in inclusive settings.

Chairman Cline closed the hearing at 11:03 AM.

B. Ed 321 – School Building Aid

Chairman Cline opened the hearing at 11:04 AM. There was no testimony.
Chairman Cline closed the hearing at 11:35 AM.

C. Ed 507.40 & Ed 507.41 – General Special Education Teacher

Chairman Cline opened the hearing at 11:35 AM.

Esther Kennedy, Gilford School District, thanked the Commissioner for including her and other professionals in the special educators' administrators ruling, but she added that special educators should be certified. She encouraged the Board to require that all people working in special education be certified.

Chairman Cline closed the hearing at 12:50 PM.

AGENDA ITEM VI. CHARTER SCHOOL REPORTS/UPDATES

A. North Country Charter Academy Status Change Request

Lisa Lavoie, Superintendent, requested a status change to increase enrollment from 60 to 100 students to help implement the New Hampshire Career Academy (NHCA). The school is expected to accommodate students in the NHCA program starting in 2020-2021 school year.

Ms. Honorow asked if this is an addition to the charter school. Ms. Lavoie said it is, but the charter school will enter students into its data management system and manage daily attendance. The school will receive the funding but disperse it to the community college.

Ms. Honorow asked for clarification of student status. Ms. Lavoie said the sponsoring charter school administers the students, and the home district will determine whether or not to issue a district diploma; however, students are classified as college students. They can still participate in high school activities, but their college student status gives them unlimited access to college resources.

Ms. Chagnon asked if other community colleges are trying to work out the same thing. Commissioner Edelblut said other colleges will participate, and some are working out their programs right now.

MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassady, that the State Board of Education, pursuant to RSA 194-B:3, XI, authorize the North County Charter Academy to increase the charter enrollment limit to 100 students starting in the 2020-2021 academic year.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

B. Kreiva Public Charter School First Year Program Audit Action Plan Update

Jane Waterhouse, NHDOE, Charter School Administrator, presented the first-year program audit and the action plan. She then introduced Tal Bayer, Head of School, Kreiva Public Charter School.

Ms. Waterhouse noted that the report includes the progress made on some of the non-started items from the original review of the school.

Chairman Cline said the strategic plan still seems more loftily aspirational and noted it could have been more detailed in terms of how to reach the goals. He recommended adding more detail. Mr. Bayer agreed and said this was the board's first draft and was more focused on defining targets and more attainable goals. Chairman Cline recommended structuring it by listing the targets and then listing tactics needed to reach them, which will help the board set objectives.

Ms. Waterhouse highlighted progress made on several plan items:

- Fundraising: A committee has been formed, and the board is learning how to leverage their business networks. Mr. Bayer said the school is working with nonprofits to provide expertise and has joined the rotary and the New Hampshire Association of Nonprofits.
- School operations: The compensation plan is expected to be in place before the school writes contracts for the 2020-2021 school year. A committee has been formed to identify best practices, and this committee will have final approval of the plan.
- Finances: The school has contracted with an auditing firm to complete their DOE-25 and has hired a bookkeeper with experience working with charter schools.
- Title programs: Kreiva applied for Title IV funding last year and received \$10,000 but did not apply for Title I and II. Given the lack of resources, it is difficult to develop program plans and activities. Mr. Bayer said given the lack of fundraising resources, he would rather focus on hiring new staff.

Ms. Chagnon asked how many teachers are accredited. Mr. Bayer said it met the threshold this year versus 50% last year. Because of the curriculum, teachers are doing a lot of work outside the classroom, so the challenge is finding someone who will do that.

Ms. Griffin asked about enrollment. Mr. Bayer said the school has 134 students with five more wanting to enroll. He talked about the logistical challenges

that arise if a teacher is out because the staff is already so small. He mentioned that 45% of his students have special education needs along with mental trauma issues, and that number is expected to increase as other districts refer students.

Ms. Cassady asked to see the school's policies and procedures. Mr. Bayer said he is happy to share them with her.

Chairman Cline asked why parents are enrolling children with special needs into Kreiva. Mr. Bayer said there are two common traits: 1) they see a supportive teaching staff; and 2) their needs are not being met elsewhere, or they are being met but the student is still disengaged. Also, several students are LGBT students who felt unsafe or uncomfortable in their old schools.

Ms. Griffin asked Ms. Waterhouse if there were any areas of concern. Ms. Waterhouse said she had recommended more detail on academic goals and objectives. Given the student population, it could be a challenge to meet or exceed state averages, so she talked about writing strategic goals to measure academic improvement rather than how many students meet the state average.

Several Board members praised the work put into the report. Ms. Honorow suggested devoting some fundraising efforts to title funding. Ms. Griffin suggested returning in six months with an update from students. On the suggestion to hold a meeting at the school, Mr. Bayer offered to take the Board on a tour.

AGENDA ITEM VII. COUNCIL FOR TEACHER EDUCATION (CTE)**A. Program Approval Report for Rivier University's Professional Educator Preparation Programs**

Laura Stoneking, NHDOE Administrator, Bureau of Educator Preparation and Higher Education, introduced Kelly Moore Dunn, representing the two co-chairs that led the review at CTE; John Gleason, Dean of Education and Counseling and Diane Monaco, Program Director, Rivier University. After an initial review process, Rivier worked through some outstanding issues and then presented 15 programs for approval. CTE accepted the programs and voted unanimously to approve them.

Ms. Honorow asked about providing assessment data to the Board. Mr. Gleason explained the benchmark assessment system has been established and incorporated into all the programs, but because of the requirement for three semesters of reporting, Rivier has not finished the complete cycle of students in every program. He assured Ms. Honorow the numbers will be presented in the annual report.

Ms. Honorow asked for clarification on the recommendation requiring responsive action. Ms. Moore Dunn said the standard was met in other coursework, so the NA is accurate because no other action is required.

Ms. Honorow asked for clarification on evidence supporting the rating for secondary math. Ms. Moore Dunn said that program uses the same assessment system as all the other programs, so multiple forms of assessment are being used. Dean Gleason said Rivier would check on that and agreed to address it, as well as any other issues that have been raised in the annual report.

MOTION: Cindy Chagnon made the following motion, seconded by Sally Griffin, that the State Board of Education grant full seven-year approvals for the listed education preparation programs at Rivier University through December 2026: Early Childhood, Elementary Education, Secondary English Language Arts, Special Education, Emotional and Behavioral, Specific Learning Disabilities, Secondary Math, General Science, Life Science, Social Studies 5-8, Secondary Social Studies, School Counseling, School Principal, School Psychologist and English Language Arts 5-8.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

AGENDA ITEM VIII. NONPUBLIC SCHOOL APPROVAL**A. Commissioner's Nonpublic School Approval Designation Report and Request for Status Change for: 1) Compass Academy, Concord, NH; and 2) Building Block Commons, Exeter, NH**

Nate Greene, NHDOE, Administrator, Bureau of Educational Opportunities introduced Shireen Meskoob, NHDOE, Office of Nonpublic School Approval. Ms. Meskoob asked the Board to approve the renewal of two schools and a status change for a third to add 7th and 8th grade. She presented a checklist demonstrating that the schools complied with the necessary requirements.

Some Board members requested all documentation rather than a checklist, and Mr. Greene agreed to provide the documentation going forward. He also noted that these are nonpublic schools, so NHDOE is seeking approval for attendance purposes only.

Ms. Honorow noted that when approving schools for attendance purposes only, any marketing materials must explicitly say so. Mr. Greene said the application already addresses that.

MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassady, that the State Board of Education accept and approve the Commissioner's non-public school approval designation report and request for status change.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

AGENDA ITEM IX: COMMISSIONER'S UPDATE

Commissioner Edelblut awarded Mr. Berwick a certificate in recognition of 35 years of service.

Last year, New Hampshire students sent 50,000 holiday cards overseas to our troops. This year, 35 other states participated and delivered 160,000 cards. Commissioner Edelblut thanked Laura Landerman for launching the program.

The Children in the Workplace initiative launched this week, which allows employees to bring their children to work.

Another program recently put in place is an employee tuition reimbursement program. At the next Governor and Council meeting, Commissioner Edelblut will

be requesting tuition reimbursement for the first time for a staff member that is in the program.

The Fiscal Committee sent a long list of questions regarding the federal grant for \$46 million for public charter schools. Responses to the questions have been delivered to the Fiscal Committee, who will meet to discuss and hopefully approve the grant.

Ms. Honorow asked if anyone has been hired to replace Heather Gage. Commissioner Edelblut said resumes are coming in, but for now he and others are pitching in to make sure everyone is supported.

AGENDA ITEM X. OPEN BOARD DISCUSSIONS

Chairman Cline noted that the Fiscal Committee meeting is tomorrow and invited the Board to draft a comment expressing support for the charter school grant. Ms. Honorow asked to see the comment before presenting it.

MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassady, that the State Board of Education authorize Chairman Cline to write a statement for the Fiscal Committee meeting in support of charter schools.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

Chairman Cline said he will draft a note and present it to the Board for review.

Ms. Cassady asked about the cost impact to the state. Commissioner Edelblut said it costs \$8,900 to educate a child in a charter school and \$18,000 in a district school.

Ms. Honorow said Linda from the social studies review committee had expressed concern that there was not enough input in the standard review process. Chairman Cline said Linda was not aware that there were several requests to participate, so she assumed there had been no outreach. Ms. Honorow said Linda was also concerned about buy-in. Chairman Cline responded that Linda wanted to know the process once the standards were finalized, so he outlined it for her. Once the draft is complete, the first step is getting feedback from people like Linda.

AGENDA ITEM XIV. CONSENT AGENDA

A. Meeting Minutes of November 21, 2019

MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassady, that the State Board of Education approve the minutes of the November 21, 2019 meeting.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

AGENDA ITEM XII: NONPUBLIC SESSIONS

MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassady, that the State Board of Education move into nonpublic session in accordance with RSA 91-A:3, II(c).

VOTE: The motion was approved by roll call vote at 2:50 PM by State Board of Education members, Sally Griffin, Kate Cassady, Cindy Chagnon, Drew Cline and Helen Honorow.

MOTION: Cindy Chagnon made the motion, seconded by Kate Cassady to leave nonpublic session and return to public session.

VOTE: The motion was approved by roll call vote at 4:04 PM by State Board of Education members, Sally Griffin, Kate Cassady, Cindy Chagnon, Drew Cline and Helen Honorow.

MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassady, that the State Board of Education seal the minutes of the nonpublic session.

VOTE: The motion was approved by roll call vote by State Board of Education members, Sally Griffin, Kate Cassady, Cindy Chagnon, Drew Cline and Helen Honorow.

The following motion was made once the Board returned to public session.

MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassady, that the State Board of Education commence the process of placing Capital City Charter School on probationary status per RSA 194-B:16-IV and require the implementation of a remedial plan and appoint Kate Cassady to work with the Department and Capital City to develop a remedial plan to be presented at the Thursday, January 9, 2020 State Board of Education meeting.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman voting.

AGENDA ITEM XIII. TABLED ITEMS

- A. FINAL PROPOSAL – Confidentiality and Record Retention (Ed 1102.04 (h) and Ed 1119.01)

- B. Capital City Public Charter School Status Change Request

AGENDA ITEM XII. ADJOURNMENT

MOTION: Cindy Chagnon made the motion, seconded by Kate Cassady, to adjourn the meeting at 4:10 PM.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

Secretary

**Agreement Between
the
Fall Mountain Regional School District
&
Lempster School District**

THIS AGREEMENT made this 12th day of November, 2019 by and between the Lempster School District (hereinafter called "Lempster"), located in the County of Sullivan and in the State of New Hampshire, and the Fall Mountain Regional School District (hereinafter called "Fall Mountain"), located in the County of Sullivan and in the State of New Hampshire.

WHEREAS, Lempster is desirous of offering its pupils in grades nine through twelve the opportunity to attend the Fall Mountain Regional High School and Fall Mountain is willing to receive said Lempster pupils and afford them the complete course of instruction and services now given in its high school as set forth herein, and;

NOW, THEREFORE, FOR GOOD AND ADEQUATE CONSIDERATION, IT IS AGREED AS FOLLOWS:

1. Agreement to Send and Receive Students.

Fall Mountain agrees to educate Lempster high school students grades nine through twelve. Nothing in this agreement shall be deemed to prohibit Lempster from entering into other tuition agreements, reassigning students pursuant to NH RSA 193:3(I), (II) or (III) or placing students out-of-district pursuant to the Individuals with Disabilities Education Act ("IDEA") or Section 504 of the Rehabilitation Act of 1973 ("Section 504"). Pursuant to NH RSA 194:22 Fall Mountain Regional School District High School shall be deemed a high school maintained by Lempster for its resident students.

2. Term.

This agreement shall be for three (3) years, commencing July 1, 2020 and ending on June 30, 2023. This agreement may be renewed for additional periods upon the mutual consent of both parties prior to March 30 preceding termination.

3. Tuition Rate.

Notification of the number of students attending shall be received annually, no later than March 30. The rate for school year 2020-2021 (year one of this agreement) shall be \$14,500 will be based on no less than 20 students attending FMRHS. In years two and three the tuition rate shall increase by 2.0% annually to \$14,790 in school year 2021-2022

and \$15,085 in school year 2022-2023. Subsequent years will require a participation rate to remain at no less than 20 in order to maintain the volume rate.

4. Estimated Tuition.

An estimated base tuition rate shall be set by Fall Mountain and Lempster shall be notified of this estimated rate in writing by December 31st of each year for the following contract year beyond the three-year period. This limitation shall not apply to any surcharge applied to the base rate due to failure to meet minimum enrollments.

5. Equal Educational Opportunity.

Lempster pupils shall receive the same education, educational privileges, co-curricular and extra-curricular opportunities hereunder as are given to Fall Mountain pupils and shall be subject to the same student regulations as apply to Fall Mountain pupils. Any fees charged to Lempster families/students shall be the same as those fees charged Fall Mountain families/students.

6. Paraprofessional Support and Special Education.

All identified one-to-one aides specified in a Lempster student's Individualized Education Plan (IEP) and verified in writing by representatives of both Fall Mountain and Lempster, will be hired by Fall Mountain and paid for separately by Lempster. The costs of related services which cannot be provided by existing employees of Fall Mountain shall also be the responsibility of Lempster (in addition to the base tuition rate).

Lempster shall be responsible for the costs of retaining its own legal representation in special education matters pertaining to Lempster students which result in a due process hearing. Fall Mountain shall be responsible for defending itself against allegations by third parties, parents, guardians or students that it has engaged in any form of disability-based discrimination.

In the event that Lempster is the subject of a complaint to the Office for Civil Rights regarding conduct by Fall Mountain, Fall Mountain shall be responsible for the costs of responding to the complaint. In the event that Fall Mountain is the subject of a complaint to the Office for Civil Rights regarding conduct by the Lempster, the Lempster shall be responsible for the costs of responding to the complaint.

Catastrophic aid and any other aid will be credited to the student's district of residence. Fall Mountain shall supply Lempster with any service logs or other documentation required for application for Medicaid reimbursement.

The parties agree that the decision as to whether a Lempster student's needs can be met within Fall Mountain rests with the student's IEP team.

7. Estimated Enrollment.

Lempster will provide Fall Mountain Regional School District with an estimate each February 1 of the number of students it anticipates will enroll at Fall Mountain for the following school year.

8. Educational Data, Reports and Records.

Upon request, Fall Mountain shall provide Lempster with access to all Lempster student assessment data, disciplinary records, and any other data maintained as to the overall performance of Lempster students. Fall Mountain shall provide Lempster with report cards and attendance records for pupils enrolled under the provisions of this agreement. Fall Mountain and Lempster shall comply with the requirements of the Family Education Rights and Privacy Act and state privacy laws.

9. Student Discipline.

Fall Mountain shall be legally responsible for student discipline while students are under their jurisdiction and any matters arising out of such discipline including any alleged violation of student's rights will be the sole responsibility of Fall Mountain. Fall Mountain shall promptly inform Lempster of any suspensions, long-term student suspension or expulsion.

10. Tailing Out of Enrollment.

At the conclusion of the contract term, Lempster students who are already enrolled in Fall Mountain and who exhibit appropriate citizenship, attendance and academic progress shall be allowed to complete their high school education at Fall Mountain. The terms and conditions of this agreement shall continue after this agreement expires for the limited purpose of allowing the students already enrolled in Fall Mountain to continue their education and graduate from Fall Mountain.

11. Transportation.

Lempster students shall be afforded the same access to field trip and extra-curricular transportation as is provided to Fall Mountain students. Lempster shall be responsible for daily costs for transportation of Lempster students to and from the High School. Should Lempster have any emergencies they should contact the Transportation Director at 603-835-2527. Fall Mountain will assist with transportation under such circumstances to the best of its ability with costs assessed in an equitable manner.

12. Regional Vocational Education.

Lempster students shall be permitted to access and participate in all vocational and Career Technical Center programs available to Fall Mountain students.

13. Termination.

Either party may terminate this Agreement for cause. Cause shall be deemed to exist if Lempster fails to pay tuition that is lawfully due and owing or if Fall Mountain fails to provide Lempster students with an appropriate and adequate public education in accordance with this Agreement.

14. Severability.

In the event any provision of this Agreement is found to be invalid, the remaining provisions shall continue in full force and effect to the maximum extent possible.

15. State Board of Education Approval.

The parties agree that this Agreement shall be binding after its approval by the Lempster School Board, the Fall Mountain Regional School District School Board, and approval by the State Board of Education pursuant to RSA 194:22.

IN WITNESS WHEREOF said parties to this agreement, being duly authorized, do set their hands and seals on the day and year set forth above.

FALL MOUNTAIN REGIONAL SCHOOL DISTRICT SCHOOL DISTRICT





Lorraine Landry
Superintendent of Schools
Fall Mountain Regional School District

Chair, Fall Mountain Regional School Board

LEMPSTER SCHOOL DISTRICT







Dr. Michele Munson
Superintendent of Schools
Lempster School District

Chair, Lempster School Board

COMMISSIONER OF EDUCATION

Frank Edelblut

Date

Commissioner of Education

School Administrative Unit No. 7

21 Academy Street, Colebrook, New Hampshire 03576
603 / 237-5571 • 603 / 237-4961 • Fax: 603 / 237-5126

XIII, C

BRUCE BEASLEY
Superintendent of Schools
bbeasley@sau7.org

CHERYL COVILL
Business Administrator
ccovill@sau7.org

November 26, 2019

RECEIVED

DEC 02 2019

STATE DEPARTMENT
OF EDUCATION

Mr. Drew Cline
Chairman, State Board of Education
101 Pleasant Street
Concord, NH 03301

Dear Mr. Cline,

The Pittsburg School District and the Clarksville School District respectfully submit a successor Authorized Regional Enrollment Agreement (AREA) to the one due to expire June 30, 2021. The AREA Committee for the local school boards has reviewed and agreed upon changes to the existing AREA agreement. Each of the local school boards has voted in favor of the new AREA agreement.

I have enclosed a copy of the existing agreement, a markup copy that shows proposed changes, as well as a copy of the proposed new agreement. The signatures of the school board members from each district signify their approval.

The school boards are requesting approval of all changes and the new agreement from the Department of Education and the State Board of Education.

I look forward to hearing from you.

Sincerely,



Bruce Beasley
Superintendent of Schools

CC: Attorney Jill Perlow

Mission Statement

To prepare all SAU #7 students for success in whatever path they choose.

**THE CLARKSVILLE & PITTSBURG
AUTHORIZED REGIONAL ENROLLMENT AREA PLAN
BETWEEN THE SCHOOL DISTRICTS OF CLARKSVILLE AND PITTSBURG**

This Agreement is entered into pursuant to Chapter 195-A of the New Hampshire Revised Statutes Annotated, as amended, between the School Districts of Pittsburg and Clarksville.

1. Name

The name of the Authorized Regional Enrollment Area School shall be the Pittsburg School located in Pittsburg. The Pittsburg School District shall be the receiving district, and the Clarksville School District shall be the sending district and together they shall form the region which will be served by the AREA school. The receiving district shall be responsible for Grades K – 12.

2. Computation of Tuition Rates

The basis for the rate of tuition shall be the lower of: the local cost of current expenses per pupil in Grades K-8 and 9-12, or the state average cost per pupil in grades K-8 and 9-12 respectively for the school year immediately preceding that for which the charge is made and adjusted as outlined in paragraph 2. Local costs shall be computed by the Superintendent of Schools and approved by the State Department of Education prior to December 15. The tuition rates shall be made available to the sending district at the time they are published by the State Department of Education.

- A. The sending district shall pay the state average cost per pupil plus an additional \$500 per student for grades K – 8 and an additional \$800 per student for those enrolled in grades 9 – 12. The sending district reserves the right to send up to four eligible students to schools outside the receiving district. The cost per student for those enrolled at the Pittsburg School would be calculated as above.
- B. The sending district reserves the right to send an additional four eligible students at a rate as outlined in #2. The sending district shall pay the receiving district tuition (maximum of 8 (5-8) including paragraph 2 above) to schools outside the receiving district for each remaining enrolled student at the Pittsburg School at a rate, which is the average of the receiving districts actual costs (as outlined in appendix A & B) and the state average cost per pupil plus \$500 for elementary (Gr. K-8) and \$ 800 for High School (Gr. 9-12). The guidelines for sending outside the AREA school are listed in Section 3 – Attendance.
- C. If more than eight eligible students in grades K - 12 attend outside the receiving district, the sending district will pay the receiving district the receiving districts local per pupil cost as outlined in Appendices A & B for those students remaining (enrolled) at Pittsburg School.

**THE CLARKSVILLE & PITTSBURG
AUTHORIZED REGIONAL ENROLLMENT AREA PLAN
BETWEEN THE SCHOOL DISTRICTS OF CLARKSVILLE AND PITTSBURG**

3. Attendance

All students living within the sending district shall attend the AREA school if assigned to one of the grades listed in Section 1, with the following exceptions:

- A. Kindergarten eligible youngsters are not required to attend (unless mandated by law)
- B. The sending district may pay tuition to any other district for pupils requiring special education or desiring state approved career and technical education (CTE) for grades 11 and 12. In this case the sending district will also pay a pro-rated amount for the portion of the day the student is in attendance at the receiving school unless scheduling conflicts result.
- C. Residents of the sending district may pay for the tuition of their own children to attend a private school or they may provide home education in accordance with Chapter 193-A of the New Hampshire Revised Statutes Annotated. If a home educated student attends the Pittsburg School on a part time basis the tuition rate will be prorated as a portion of the day for membership.
- D. The sending district School Board shall establish guidelines that it will use to determine if a Clarksville child may attend school in a place other than Pittsburg, always with the best interests of the child being the primary factor.
- E. Calculating the number of students attending school in the receiving district from the sending district, Grades K – 12, shall be determined by the daily enrollment for calculating of the tuition rates outlined in Section 2. The number of eligible pupils from Clarksville, in resident, (excluding those enrolled in a private school, or parent(s) paying tuition to another school, or attending elsewhere for CTE or Special Education purposes or those enrolled in an approved Home Education Program) shall determine the tuition cost as outlined in Section 2 (Computation of tuition rates).
- F. If the child is allowed, under Section 3 (attendance) as amended above, to attend school elsewhere, he/she may continue to attend elsewhere in subsequent years, but will always be counted in determining if the sending district can send others elsewhere.

4. Special Education

The costs of Special Education or Section 504 support services (aide, speech and occupational therapy) provided by the receiving district for the students of the sending

**THE CLARKSVILLE & PITTSBURG
AUTHORIZED REGIONAL ENROLLMENT AREA PLAN
BETWEEN THE SCHOOL DISTRICTS OF CLARKSVILLE AND PITTSBURG**

districts shall be charged to the sending district on an individual basis for the actual costs of the services provided (when these services are unique or not included in the comprehensive programs of the school)

5. Payment Due Dates

The receiving district shall bill the sending district on a semi-annual basis with the final payment no later than June 1st. Any attendance adjustments made after June 1 will be billed or credited before June 30th.

6. Term of the Agreement

The date of operating responsibility shall be July 1, 2018 and this agreement shall run for six (6) consecutive years, expiring June 30, 2024. In any year during the term of the agreement after July 1, 2021, either the sending or receiving District may request an AREA School Plan Review Board and one shall be established under the provisions of RSA 195-A:14. No District comprising the authorized regionals enrollment AREA may withdraw from the agreement except pursuant to the provisions of RSA 195-A:14.

7. State Aid

Except as otherwise expressly provided by law, state aid shall be credited as follows:

- A. Adequacy Grants for grades K through 12 students shall be credited to the respective school district in which each student legally resides.
- B. State Building Aid shall be credited to the school district or districts that incur the direct cost of qualifying expenditures.
- C. All other state aid shall be credited to the district incurring the expenditure qualifying for such aid.

8. Facility

The receiving district will provide facilities to accommodate all students in Grades K-12 from the sending district in accordance with Section 3.

9. Joint AREA Board Meetings and Board Participation

- A. There will be at least two joint school board meetings of the Clarksville and Pittsburg School Boards annually for the purpose of consulting and advising about any and all matters of joint interest. The sending district will be advised of any improvements or changes in policies, curriculum, and other school programs and services.
- B. A member of the Clarksville School Board may attend any or all-public meetings conducted by the Pittsburg School Board in a non-voting capacity. The Clarksville

**THE CLARKSVILLE & PITTSBURG
AUTHORIZED REGIONAL ENROLLMENT AREA PLAN
BETWEEN THE SCHOOL DISTRICTS OF CLARKSVILLE AND PITTSBURG**

School Board may attend non-public sessions relating to a student who is a resident of Clarksville

10. School Board Notices

The Pittsburg School Board shall provide the Clarksville School Board with copies of all agendas and copies of the minutes of meetings so called and conducted.

11. Documentation/Reports

The Pittsburg AREA Schools shall keep the Clarksville School Board informed regarding student(s) progress, discipline and attendance for all pupils enrolled under the provisions of the written plan in accordance with the Federal Family Educational Rights and Privacy Act (FFERPA).

12. Educational

The same pupil regulations will apply to pupils from the sending district as to those of the receiving district.

13. Amendments

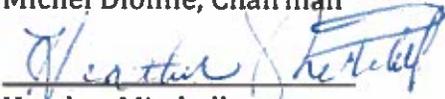
The written plan may be amended by the two districts comprising the region, consistent with the provisions of RSA 195-A, except that no amendment shall be effective unless the question of adopting such amendment is submitted at an annual or special school district meeting to the voters of the district voting by ballot with the use of a checklist, if requested, by any registered voter of the district, after reasonable opportunity for debate in open meeting and unless a majority of the voters of each district who are present and voting shall vote in favor of adopting such amendment. Furthermore, no amendment to the written plan shall be considered except at an annual or special school meeting of the two districts and unless the text of such amendment is included in an appropriate article in the warrant of such meeting. It shall be the duty of the school board of each district to hold a public hearing concerning the adoption of any amendment to the written plan at least ten days before such meeting and to cause notice of such hearing and the text of the proposed amendment to be published in a newspaper having a general circulation in the area before such hearing.

**THE CLARKSVILLE & PITTSBURG
AUTHORIZED REGIONAL ENROLLMENT AREA PLAN
BETWEEN THE SCHOOL DISTRICTS OF CLARKSVILLE AND PITTSBURG**

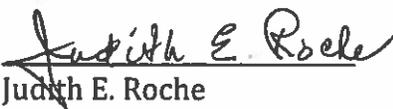
CLARKSVILLE SCHOOL BOARD



Michel Dionne, Chairman



Heather Mitchell



Judith E. Roche

DATE: Nov. 20, 2019

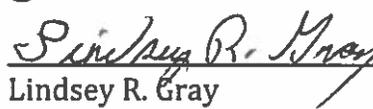
PITTSBURG SCHOOL BOARD



Toby Owen, Chairman



Jamie Gray



Lindsey R. Gray



Willard Ormsbee



Billie Paquette

DATE: 11/25/19

DATE

s/_____
Commissioner of Education

Clarksville School District
Approved by voters

Pittsburg School District
Approved by voters

DATE

DATE

| | ELEMENTARY | KINDERGARTEN | HIGH SCHOOL |
|---|------------|--------------|-------------|
| Reg Tuition, Capital and Summer School: | | | |
| Page 22, Line 14, Col. 1/2/3 Reg Tuition to NH LEAs | - | | 17,500 |
| Page 22, Line 15, Col. 1/2/3 Reg Tuition to LEAs outside NH | | | - |
| Page 22, Line 16, Col. 3 to Reg Tuition to Pinkerton/Coe Brown | | | |
| Page 22, Line 17, Col. 1/2/3 Reg Tuition to Pvt. Schs and SAUs | - | | - |
| Page 22, Line 18, Col. 1/2/3 SPED Tuition to NH LEAs | - | | - |
| Page 22, Line 19, Col. 1/2/3 SPED Tuition to LEAs outside NH | - | | - |
| Page 22, Line 20, Col. 3 SPED Tuition to Pinkerton/Coe Brown | | | |
| Page 22, Line 21, Col. 1/2/3 SPED Tuition to Pvt. Schs and SAUs | - | | - |
| Page 22, Line 22, Col. 1/2/3 SPED Residential Costs | - | | |
| Page 22, Line 23, Col. 1/2/3 Voc Tuition to NH LEAs | | | - |
| Page 22, Line 24, Col. 1/2/3 Voc Tuition to LEAs outside NH | | | - |
| LEA direct pay/ special ed/504 related services (per ARE | - | | - |
| Additional Equipment/Furniture - part of Bldg Rent | - | | - |
| Page 23, Line 12, Col. ALT Program 3/4/5 (elem, m/jh, high), d | - | | - |
| Page 23, Line 13/14/15, Col. 7 Summer School | - | | - |
| (Tuition, Capital and Summer) | - | - | - |

| | | | |
|--|-----|-----|-----|
| Estimate ADM in Attendance | | | |
| Estimate of ADM in Attendance that will be reported on the A3 | 0.0 | 0.0 | 0.0 |
| Adjustments for Part-Time Vocational Students - See Note Below | | | |
| Adjusted ADM | 0.0 | 0.0 | 0.0 |

| | | | |
|--|---|---|---|
| Compute Cost Per Pupil | | | |
| Step 1 Gross Instructional Expenditures | - | - | - |
| Step 5 Net Food Service | - | - | - |
| Step 6 Transportation | - | - | - |
| Step 7 Tuition, Capital and Summer School | - | - | - |
| Total Net Cost | - | - | - |
| by Step 8 Adjusted ADM-A | - | - | - |
| Current Expenditure Per Pupil = Net Cost /Adj ADM-A Columbia | - | - | - |

| | | | |
|--------------------------------------|---|---|---|
| Capital Cost | | | |
| Value of Building and Site | 0 | 0 | 0 |
| Furniture and Fixtures - Value | 0 | 0 | 0 |
| Capital Improvements | 0 | 0 | 0 |
| New Purchases Furniture and Fixtures | 0 | 0 | 0 |
| Total Costs | 0 | 0 | 0 |

| | | | |
|-----------------|---------|---------|---------|
| Capital Cost | | | |
| Rate x 2% / ADM | #DIV/0! | #DIV/0! | #DIV/0! |

| | | | |
|--|---------|---------|---------|
| Cost Charged to Districts outside the AREA Agreement | #DIV/0! | #DIV/0! | #DIV/0! |
|--|---------|---------|---------|

#DIV/0! #DIV/0! #DIV/0!

**THE CLARKSVILLE & PITTSBURG
AUTHORIZED REGIONAL ENROLLMENT AREA PLAN
BETWEEN THE SCHOOL DISTRICTS OF CLARKSVILLE AND PITTSBURG**

This Agreement is entered into pursuant to Chapter 195-A of the New Hampshire Revised Statutes Annotated, as amended, between the School Districts of Pittsburg and Clarksville.

1. Name

The name of the Authorized Regional Enrollment Area School shall be the Pittsburg School located in Pittsburg. The Pittsburg School District shall be the receiving district, and the Clarksville School District shall be the sending district and together they shall form the region which will be served by the AREA school. The receiving district shall be responsible for Grades K - 12.

2. Computation of Tuition Rates

A. The basis for the rate of tuition shall be the lower of: the local cost of current expenses per pupil in Grades K1-8 and 9-12, or the state average cost per pupil in grades K1-8 and 9-12 respectively for the school year immediately preceding that for which the charge is made and adjusted as outlined in paragraph 2. Local costs shall be computed by the Superintendent of Schools and approved by the State Department of Education prior to December 15. The tuition rates shall be made available to the sending district at the time they are published by the State Department of Education.

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~~1. The Kindergarten rate of tuition shall be the local cost of expenses (regular classroom and specialty programs) per pupil for the school year immediately preceding that for which the charge is made.~~

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~~2. A. The sending district shall pay the state average cost per pupil plus an additional \$500 per student for grades K1 - 8 and an additional \$800 per student for those enrolled in grades 9 - 12. The sending district reserves the right to send up to four eligible students to schools outside the receiving district. The cost per student for those enrolled at the Pittsburg School would be calculated as above.~~

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~~3. B. The sending district reserves the right to send an additional four eligible students at a rate as outlined in #2. (maximum of 8 (5-8) including paragraph 2 above) in grades 1-12 to schools outside the receiving district. The sending district shall pay the receiving district tuition (maximum of 8 (5-8) including paragraph 2 above) to schools outside the receiving district for each remaining enrolled student at the Pittsburg School at a rate, which is the average of the receiving districts actual costs (as outlined in appendix A & B) and the state average cost per pupil plus \$500 for elementary (Gr. 1K-8) and \$ 800 for High School (Gr. 9-12). The guidelines for sending outside the AREA school are listed in Section 3 - Attendance.~~

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**THE CLARKSVILLE & PITTSBURG
AUTHORIZED REGIONAL ENROLLMENT AREA PLAN
BETWEEN THE SCHOOL DISTRICTS OF CLARKSVILLE AND PITTSBURG**

4. ~~C.~~ If more than eight eligible students in grades ~~K-1~~ - 12 attend outside the receiving district, the sending district will pay the receiving district the receiving districts local per pupil cost as outlined in Appendices A & B for those students remaining (enrolled) at Pittsburg School.

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3. Attendance

All students living within the sending district shall attend the AREA school if assigned to one of the grades listed in Section 1, with the following exceptions:

A. Kindergarten eligible youngsters are not required to attend (unless mandated by law)

~~B.~~ The sending district may pay tuition to any other district for pupils requiring special education or desiring ~~state approved career and technical education (CTE) for grades 11 and 12. In this case the sending district will also pay a pro-rated amount for the portion of the day the student is in attendance at the receiving school unless scheduling conflicts result.~~

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~~B.C.~~ ~~vocational education (vocational education meaning an approved programs for grades 11 & 12 for that portion of the day only unless scheduling conflicts result) not provided by the receiving district.~~ Residents of the sending district may pay for the tuition of their own children to attend a private school or they may provide home education in accordance with Chapter 193-A of the New Hampshire Revised Statutes Annotated. If a home educated student attends the Pittsburg School on a part time basis the tuition rate will be prorated as a portion of the day for membership.

~~G.D.~~ The sending district School Board shall establish guidelines that it will use to determine if a Clarksville child may attend school in a place other than Pittsburg, always with the best interests of the child being the primary factor.

~~D.E.~~ Calculating the number of students attending school in the receiving district from the sending district, Grades ~~K-1~~ - 12, shall be determined by ~~the daily enrollment for calculating of the tuition rates outlined in Section 2.5, on October 1 and March 1 of each year. The October 1 enrollment will determine the tuition rate for the first semester of the school year and the March 1 enrollment will determine the tuition rate for the second semester of the school year.~~ The number of eligible pupils from Clarksville, in resident, (excluding those enrolled in a private school, or parent(s) paying tuition to another school, or attending elsewhere for ~~CTE or~~

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**THE CLARKSVILLE & PITTSBURG
AUTHORIZED REGIONAL ENROLLMENT AREA PLAN
BETWEEN THE SCHOOL DISTRICTS OF CLARKSVILLE AND PITTSBURG**

~~Occupational or Special Education purposes~~ or those enrolled in an approved Home Education Program) shall determine the tuition cost as outlined in Section 2 (~~Computation of tuition rates~~),⁶.

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~~6F.~~ If the child is allowed, under Section 3 (~~attendance~~) as amended above, to attend school elsewhere, he/she may continue to attend elsewhere in subsequent years, but will always be counted in determining if the sending district can send others elsewhere.

4. Special Education

The costs of Special Education or Section 504 support services (aide, speech and occupational therapy) provided by the receiving district for the students of the sending districts shall be charged to the sending district on an individual basis for the actual costs of the services provided (when these services are unique or not included in the comprehensive programs of the school)

5. Payment Due Dates

The receiving district shall bill the sending district on a ~~semi-annual~~ ~~semi-annual~~ basis and the sending district shall pay said tuition on a semi-annual basis during December with the final payment no later than June 1st. Any attendance adjustments made after June 1 will be billed or credited before June 30th and by June 5th.

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6. Term of the Agreement

The date of operating responsibility shall be July 1, 2018 and this agreement shall run for ~~six three (36)~~ consecutive years, expiring June 30, 2024¹. ~~In any year during the term of the agreement after July 1, 2021, either the sending or receiving District may request an AREA School Plan Review Board and one shall be established under the provisions of RSA 195-A:14. No District comprising the authorized regional enrollment AREA may withdraw from the agreement except pursuant of the provisions of RSA 195-A:14.~~

7. State Aid

Except as otherwise expressly provided by law, state aid shall be credited as follows:

- A. Adequacy Grants for grades K through 12 students shall be credited to the respective school district in which each student legally resides.
- B. State Building Aid shall be credited to the school district or districts that incur the direct cost of qualifying expenditures.
- C. All other state aid shall be credited to the district incurring the expenditure qualifying for such aid.

**THE CLARKSVILLE & PITTSBURG
AUTHORIZED REGIONAL ENROLLMENT AREA PLAN
BETWEEN THE SCHOOL DISTRICTS OF CLARKSVILLE AND PITTSBURG**

8. Facility

The receiving district will provide facilities to accommodate all students in Grades K-12 from the sending district in accordance with Section 3.

9. Joint AREA Board Meetings and Board Participation

A. There will be at least two joint school board meetings of the Clarksville and Pittsburg School Boards annually (~~December and June~~) for the purpose of consulting and advising about any and all matters of joint interest. The sending district will be advised of any improvements or changes in policies, curriculum, and other school programs and services.

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B. A member of the Clarksville School Board may attend any or all-public meetings conducted by the Pittsburg School Board in a non-voting capacity. The Clarksville School Board may attend non-public sessions relating to a student who is a resident of Clarksville

10. School Board Notices

The Pittsburg School Board shall provide the Clarksville School Board with copies of all agendas and copies of the minutes of meetings so called and conducted.

11. Documentation/Reports

The Pittsburg AREA Schools shall keep the Clarksville School Board informed regarding student(s) progress, discipline and attendance for all pupils enrolled under the provisions of the written plan in accordance with the Federal Family Educational Rights and Privacy Act (FFERPA).

12. Educational

The same pupil regulations will apply to pupils from the sending district as to those of the receiving district.

13. Amendments

The written plan may be amended by the two districts comprising the region, consistent with the provisions of RSA 195-A, except that no amendment shall be effective unless the question of adopting such amendment is submitted at an annual or special school district meeting to the voters of the district voting by ballot with the use of a checklist, if requested, by any registered voter of the district, after reasonable opportunity for debate in open meeting and unless a majority of the voters of each district who are present and voting shall vote in favor of adopting such amendment. Furthermore, no amendment to the written plan shall be considered except at an annual or special school meeting of the two districts and unless the text of such amendment is included in

**THE CLARKSVILLE & PITTSBURG
AUTHORIZED REGIONAL ENROLLMENT AREA PLAN
BETWEEN THE SCHOOL DISTRICTS OF CLARKSVILLE AND PITTSBURG**

an appropriate article in the warrant of such meeting. It shall be the duty of the school board of each district to hold a public hearing concerning the adoption of any amendment to the written plan at least ten days before such meeting and to cause notice of such hearing and the text of the proposed amendment to be published in a newspaper having a general circulation in the area before such hearing.

CLARKSVILLE SCHOOL BOARD

Michel Dionne, Chairman

~~Betsy Gray~~ Heather Mitchell

Judith E. Roche

DATE: _____

PITTSBURG SCHOOL BOARD

Toby Owen, Chairman

~~Bernard Dube~~ Jamie Gray

Lindsey R. Gray

Willard Ormsbee

~~Reginald Parker~~ Billie Paquette

DATE: _____

**THE CLARKSVILLE & PITTSBURG
AUTHORIZED REGIONAL ENROLLMENT AREA PLAN
BETWEEN THE SCHOOL DISTRICTS OF CLARKSVILLE AND PITTSBURG**

DATE

s/Virginia M. Barry
Commissioner of Education

Clarksville School District
Approved by voters

Pittsburg School District
Approved by voters

DATE

DATE

School Administrative Unit No. 7

21 Academy Street, Colebrook, New Hampshire 03576
603 / 237-5571 • 603 / 237-4961 • Fax: 603 / 237-5126

BRUCE BEASLEY

Superintendent of Schools
bbeasley@sau7.org

CHERYL COVILL

Business Administrator
ccovill@sau7.org

November 26, 2019

Mr. Drew Cline
Chairman, State Board of Education
101 Pleasant Street
Concord, NH 03301

Dear Mr. Cline,

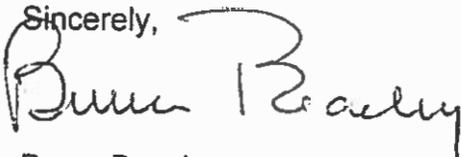
The Colebrook School District and the Columbia School District respectfully submit a successor Authorized Regional Enrollment Agreement (AREA) to the one due to expire June 30, 2021. The AREA Committee for the local school boards has reviewed and agreed upon changes to the existing AREA agreement. Each of the local school boards has voted in favor of the new AREA agreement.

I have enclosed a copy of the existing agreement, a markup copy that shows proposed changes, as well as a copy of the proposed new agreement. The signatures of the school board members from each district signify their approval.

The school boards are requesting approval of all changes and the new agreement from the Department of Education and the State Board of Education.

I look forward to hearing from you.

Sincerely,



Bruce Beasley
Superintendent of Schools

CC: Attorney Jill Perlow

Mission Statement

To prepare all SAU #7 students for success in whatever path they choose.

THE COLEBROOK – COLUMBIA
AUTHORIZED REGIONAL ENROLLMENT AREA PLAN
BETWEEN THE SCHOOL DISTRICTS OF COLEBROOK AND COLUMBIA

This Agreement is continued pursuant to Chapter 195-A of the New Hampshire Revised Statutes Annotated, as amended, between the School Districts of Colebrook and Columbia.

- A. The name of the Authorized Regional Enrollment Area Schools shall be the Colebrook ~~Academy and~~ Elementary School ~~and Colebrook Academy~~, located in Colebrook. The Colebrook School District shall be the receiving district and the Columbia School District shall be the sending district and together they shall form the region, which will be served by the AREA school. The receiving district shall be responsible for Grades K – 12.
- B. The rate of tuition shall be the local cost of current expenses per pupil in Grades Kindergarten, 1-8 and 9-12, respectively, for the school year immediately preceding that for which the charge is made. These costs shall be computed by the Superintendent of Schools and approved by the State Department of Education annually prior to December 15.
- C. If Colebrook expands their preschool program to accept non- resident students, Columbia preschool age students who meet the criteria as set forth by Colebrook will have the option of attending the preschool program. The rate of tuition shall be the local cost of all current expenses per pupil in the Preschool Program, respectively, for the school year immediately preceding that for which the charge is made.
- D. The tuition rates shall be made available to the sending district at the time they are published by the New Hampshire Department of Education.

The costs of Special Education or Section 504 support services (aide, speech, and occupational therapy) provided by the receiving district for the students of the sending districts shall be charged to the sending district on an individual basis for the actual costs of the services provided (when these services are unique or not included in the comprehensive programs of the school)

~~E. State Aid shall be designated to the sending district.~~

E. State Aid

Except as otherwise expressly provided by law, state aid shall be credited as follows:

- Adequacy Grants for grades K through 12 students shall be credited to the respective school district in which each student legally resides.
- State Building Aid shall be credited to the school district or districts that incur the direct cost of qualifying expenditures.
- All other state aid shall be credited to the district incurring the expenditure qualifying for such aid.

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THE COLEBROOK – COLUMBIA
AUTHORIZED REGIONAL ENROLLMENT AREA PLAN
BETWEEN THE SCHOOL DISTRICTS OF COLEBROOK AND COLUMBIA

F. The receiving district shall bill the sending district on the following basis: November 1st, January 1st, April 1st and June 1st.

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~~G. The date of operating responsibility shall be July 1, 2016 for a period of 5 years ending June 30, 2021. No District comprising the authorized regional enrollment AREA may withdraw from the agreement except pursuant to the provisions of RSA 195-A:14. No district comprising the Authorized Regional Enrollment Area may withdraw from the agreement except pursuant to the provisions of Chapter 195-A: 14.~~

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G. The date of operating responsibility shall be July 1, 2016 and this agreement shall run for ten (10) consecutive years, expiring June 30, 2026. In any year during the term of the agreement after July 1, 2021, either the sending or receiving District may request an AREA School Plan Review Board and one shall be established under the provisions of RSA 195-A:14. No District comprising the authorized regional enrollment AREA may withdraw from the agreement except pursuant to the provisions of RSA 195-A:14.

H. All students living within the sending district shall attend the AREA school if assigned to one of the grades listed in Article A.

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I. The receiving district will provide facilities to accommodate all students in Grades K – 12 from the sending district. This will include prek students that meet the requirements established in section C.

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J. Columbia students who attend a program in a Career and Technical Education Center (CTE Center) outside of Colebrook or Canaan high schools may attend the high school containing the CTE Center for the entire school day. Columbia ~~and Colebrook~~ students who attend a vocational program in Canaan will attend Canaan Memorial High School for that part of the day when the program is offered. Columbia students who attend a program in Canaan will have tuition assessed by Colebrook and Canaan based on the portion of the day enrolled in each school.

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K. There will be at least two joint school board meetings of the Colebrook and Columbia School Boards annually for the purpose of consulting and advising about any and all matters of joint interest. The sending district will be advised of any

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THE COLEBROOK – COLUMBIA
AUTHORIZED REGIONAL ENROLLMENT AREA PLAN
BETWEEN THE SCHOOL DISTRICTS OF COLEBROOK AND COLUMBIA

improvements or changes in policies, curriculum, and other school programs and services.

~~L.~~ The Colebrook AREA Schools shall give the sending district progress reports and attendance reports for all pupils enrolled under the provisions of the written plan. The same pupil regulations will apply to pupils from the sending district as to those of the receiving district.

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~~The same pupil regulations will apply to pupils from the sending district as to those of the receiving district.~~

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M. The written plan may be amended by the two districts comprising the region, consistent with the provisions of RSA 195-A, except that no amendment shall be effective unless the question of adopting such amendment is submitted at an annual or special school district meeting to the voters of the district voting by ballot with the use of a checklist, if requested, by any registered voter of the district, after reasonable opportunity for debate in open meeting and unless a majority of the voters of each district who are present and voting shall vote in favor of adopting such amendment. Furthermore, no amendment to the written plan shall be considered except at an annual or special school meeting of the two districts and unless the text of such amendment is included in an appropriate article in the warrant of such meeting. It shall be the duty of the school board of each district to hold a public hearing concerning the adoption of any amendment to the written plan at least ten days before such meeting and to cause notice of such hearing and the text of the proposed amendment to be published in a newspaper having a general circulation in the area before such hearing.

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COLUMBIA SCHOOL BOARD

COLEBROOK SCHOOL BOARD

Christopher Brady, Chairman

Brian LaPerle, Chairman

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Stacey Campbell

John Falconer

Carrie Klebe

David Gales

**THE COLEBROOK – COLUMBIA
AUTHORIZED REGIONAL ENROLLMENT AREA PLAN
BETWEEN THE SCHOOL DISTRICTS OF COLEBROOK AND COLUMBIA**

Deborah Greene

Craig Hamelin

Nathan Lebel

Michael Pearson

DATE

DATE

Approved by voters of the Columbia School
District

Approved by voters of the Colebrook School
District

**THE COLEBROOK – COLUMBIA
AUTHORIZED REGIONAL ENROLLMENT AREA PLAN
BETWEEN THE SCHOOL DISTRICTS OF COLEBROOK AND COLUMBIA**

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- B. The rate of tuition shall be the local cost of current expenses per pupil in Grades Kindergarten, 1-8 and 9-12, respectively, for the school year immediately preceding that for which the charge is made. These costs shall be computed by the Superintendent of Schools and approved by the State Department of Education annually prior to December 15.
- C. If Colebrook expands their preschool program to accept non- resident students, Columbia preschool age students who meet the criteria as set forth by Colebrook will have the option of attending the preschool program. The rate of tuition shall be the local cost of all current expenses per pupil in the Preschool Program, respectively, for the school year immediately preceding that for which the charge is made.
- D. The tuition rates shall be made available to the sending district at the time they are published by the New Hampshire Department of Education.

The costs of Special Education or Section 504 support services (aide, speech, and occupational therapy) provided by the receiving district for the students of the sending districts shall be charged to the sending district on an individual basis for the actual costs of the services provided (when these services are unique or not included in the comprehensive programs of the school)

E. State Aid

Except as otherwise expressly provided by law, state aid shall be credited as follows:

- Adequacy Grants for grades K through 12 students shall be credited to the respective school district in which each student legally resides.
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- All other state aid shall be credited to the district incurring the expenditure qualifying for such aid.

**THE COLEBROOK – COLUMBIA
AUTHORIZED REGIONAL ENROLLMENT AREA PLAN
BETWEEN THE SCHOOL DISTRICTS OF COLEBROOK AND COLUMBIA**

- F. The receiving district shall bill the sending district on the following basis: November 1st, January 1st, April 1st and June 1st.
- G. The date of operating responsibility shall be July 1, 2016 and this agreement shall run for ten (10) consecutive years, expiring June 30, 2026. In any year during the term of the agreement after July 1, 2021, either the sending or receiving District may request an AREA School Plan Review Board and one shall be established under the provisions of RSA 195-A:14. No District comprising the authorized regionals enrollment AREA may withdraw from the agreement except pursuant to the provisions of RSA 195-A:14.
- H. All students living within the sending district shall attend the AREA school if assigned to one of the grades listed in Article A.
- I. The receiving district will provide facilities to accommodate all students in Grades K – 12 from the sending district. This will include PreK students that meet the requirements established in section C.
- J. Columbia students who attend a program in a Career and Technical Education Center (CTE Center) outside of Colebrook or Canaan high schools may attend the high school containing the CTE Center for the entire school day. Columbia students who attend a vocational program in Canaan will attend Canaan Memorial High School for that part of the day when the program is offered. Columbia students who attend a program in Canaan will have tuition assessed by Colebrook and Canaan based on the portion of the day enrolled in each school.
- K. There will be at least two joint school board meetings of the Colebrook and Columbia School Boards annually for the purpose of consulting and advising about any and all matters of joint interest. The sending district will be advised of any improvements or changes in policies, curriculum, and other school programs and services.
- L. The Colebrook AREA Schools shall give the sending district progress reports and attendance reports for all pupils enrolled under the provisions of the written plan.

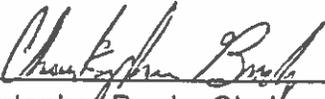
The same pupil regulations will apply to pupils from the sending district as to those of the receiving district.

The written plan may be amended by the two districts comprising the region, consistent with the provisions of RSA 195-A, except that no amendment shall be effective unless the question of adopting such amendment is submitted at an annual or special school district meeting to the

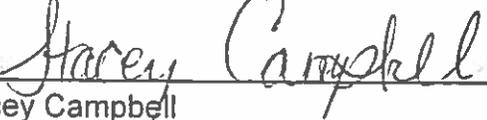
**THE COLEBROOK – COLUMBIA
AUTHORIZED REGIONAL ENROLLMENT AREA PLAN
BETWEEN THE SCHOOL DISTRICTS OF COLEBROOK AND COLUMBIA**

of adopting such amendment is submitted at an annual or special school district meeting to the voters of the district voting by ballot with the use of a checklist, if requested, by any registered voter of the district, after reasonable opportunity for debate in open meeting and unless a majority of the voters of each district who are present and voting shall vote in favor of adopting such amendment. Furthermore, no amendment to the written plan shall be considered except at an annual or special school meeting of the two districts and unless the text of such amendment is included in an appropriate article in the warrant of such meeting. It shall be the duty of the school board of each district to hold a public hearing concerning the adoption of any amendment to the written plan at least ten days before such meeting and to cause notice of such hearing and the text of the proposed amendment to be published in a newspaper having a general circulation in the area before such hearing.

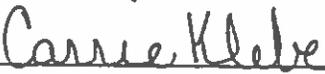
COLUMBIA SCHOOL BOARD



Christopher Brady, Chairman

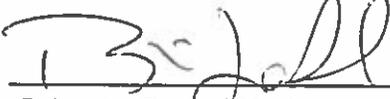


Stacey Campbell



Carrie Klebe

COLEBROOK SCHOOL BOARD



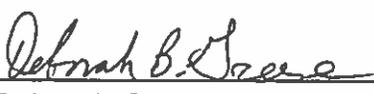
Brian LaPerle, Chairman



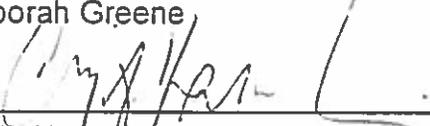
John Falconer



David Gates



Deborah Greene



Craig Hamelin



Nathanael Lebel



Michael Pearson

11-26-19

DATE

11/19/19

DATE

s/ _____

**THE COLEBROOK – COLUMBIA
AUTHORIZED REGIONAL ENROLLMENT AREA PLAN
BETWEEN THE SCHOOL DISTRICTS OF COLEBROOK AND COLUMBIA**

DATE

Commissioner of Education

Approved by voters of the Columbia School
District

Approved by voters of the Colebrook School
District

DATE

DATE

From: [Dean Eggert](#)
To: [Andrew Cline BOE](#)
Cc: [Perlow, Jill](#); [Edelblut, Louis \(Frank\)](#); [Adams, Angela](#); [SAU 79](#); [Robert Casassa](#); [SAU 73](#)
Subject: Update for SBOE: Gilmanton and Gilford AREA amendment and renewal
Date: Tuesday, January 7, 2020 9:52:02 AM
Attachments: [image001.png](#)
[AREA 1-07-2020.pdf](#)
[AppendixAandBFinal1-07-2020.pdf](#)
[ProposedWarrantArticles1-07-2020.pdf](#)

EXTERNAL: Do not open attachments or click on links unless you recognize and trust the sender.

Dear Chairman Cline and Members of the State Board:

On the evening of June 6, 2020 the Joint Review Board convened a duly noticed public hearing on the proposed amendment and renewal of the AREA between Gilmanton (sending district) and Gilford (receiving district). No changes were made to the documents other than to eliminate the reference to the fact that the AREA was pending joint board approval. After the public hearing, the Joint Review Board unanimously passed two motions:

“That the Board make the following findings:

- 1. That the continued maintenance and renewal of the AREA Agreement for a term of twelve (12) years is in the best interest of both Districts, allowing for better curricular and educational opportunity for both Districts, while benefiting from an economy of scale;*
- 2. That amendment to the existing and renewed AREA is appropriate in order to update the legal obligations of both Districts and to more accurately reflect the formula used by the Districts for calculating the student tuition and bond payment.; and*
- 3. That proceeding forward with these amendments and renewal of the AREA at the annual meeting of both Districts will afford the citizens of both Districts the opportunity to determine whether they wish to maintain the educational and financial relationship between the two Districts.”*

“That the Joint Board recommend and approve moving forward with the proposed amendment and renewal of the AREA Agreement and further recommend that, subject to State Board approval, both Districts place the amendments and renewal of the AREA for a term of twelve (12) years, three and a half months, commencing on March 15, 2023 and expiring on June 30, 2035, on their respective warrant for approval”

For ease of reference I attach the Final AREA draft, Appendix A and B, and the Proposed Warrant articles, both of which will require approval by the State Board of Education.

Thank you for acting on this matter. Dean

Dean B. Eggert
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**AMENDED AND RENEGOTIATED AUTHORIZED REGIONAL ENROLLMENT
AREA PLAN BETWEEN THE SCHOOL DISTRICTS OF
GILFORD AND GILMANTON**

*[Subject to State Board Approval, and Warrant Article approval by both the Gilmanton and
Gilford School Districts]*

This agreement is entered into pursuant to Chapter 195-A of the New Hampshire Revised Statutes Annotated, as amended, by the School Districts of Gilford and Gilmanton.

- **AREA HIGH SCHOOL:**

The name of the authorized regional enrollment area shall be the Gilford-Gilmanton Authorized Regional Enrollment Area. The Gilford-Gilmanton AREA School (AREA School) shall be the Gilford High School, serving the students of Gilford and Gilmanton, to be maintained by the receiving district in Gilford at a site on 88 Alvah Wilson Road in Gilford, NH. The Gilford High School shall be used jointly by Gilford and Gilmanton as the AREA School (grades 9-12).

- **DISTRICT DESIGNATION:**

The Gilford School District shall be the receiving district and the Gilmanton School District shall be the sending district; together they shall form the region which will be served by the AREA School. The receiving district shall be responsible for providing educational services for students in grades 9 through 12. The AREA School shall operate in accordance with all applicable state and federal laws.

- **TRANSPORTATION:**

Each of the sending and receiving districts will be fully responsible for the costs of the transportation of its own pupils to the AREA School.

- **ENROLLMENT:**

The following is the current enrollment in the AREA School (grades 9-12) from the sending district and from the receiving district as of October 1, 2019: Gilford, 332; Gilmanton, 158; Total, 490. Enrollment figures for the AREA School will change from year to year.

- **STUDENT TUITION AND BOND CHARGES:**

The sending district shall be responsible for the per pupil tuition and bond charge for each student residing in the community of Gilmanton as confirmed by an October 1 review of registration in the AREA School, except as provided under RSA 195-A:4-a or through mutual agreement.

The tuition and bond charge for pupils enrolled for only a portion of the full school year shall be the product of the daily rate and their daily membership.

The receiving district shall calculate tuition based on budgeted expenses and anticipated revenues for the year and on pupil membership as of October 1, and shall provide notice to the sending district no later than November 1. The business administrator and superintendent of each district will confirm the calculation for tuition and bond payments. They will be made semi-annually by the Gilmanton School District no later than January 30 and June 30.

At the closing of accounts, for each fiscal year, the actual and final per pupil costs shall be computed using the actual year-end costs and revenues and the final average daily pupil membership figures. If the interim payments for such fiscal year were for any reason too low, the difference will be added to the total payment of the sending district for the next fiscal year. If the interim payments for such fiscal year were for any reason too high, the difference will be subtracted from the total payment of the sending district for the next fiscal year. If a tuition and/or bond charge dispute occurs, the school boards of each district will agree on a third party to mediate the dispute.

o **STUDENT TUITION** [See Appendix A]:

The receiving district shall develop and maintain a budget in accordance with the standards established by the New Hampshire Department of Revenue Administration for Public School Districts. Expenditures must be differentiated by instructional level, i.e. elementary, middle, middle-high, high and district-wide.

Where expenditures relate to more than one instructional level the cost will be distributed by a percentage of students at each level. This would include the District-wide “10” accounts and the Middle-High School “57” accounts, examples of which are attached as Appendix A.

The per pupil cost of high school operations shall be calculated as follows:

1. Add total operating cost of high school programs.
2. Add allocated costs as described above.
3. Deduct expenditures not relating to the students of the sending district or costs paid by the sending district.. Examples include transportation, special education aides for Gilford students, additional charges for special education costs for individual Gilmanton students, and tuition costs for placements outside the school district.

4. Deduct revenues that apply specifically to the high school programs. Examples include: state building aid, facilities rental to outside groups, attendance fees, vocational education transportation reimbursements, and prorated district-wide revenues or reimbursements, such as insurance refunds.
5. The net cost of the AREA School shall be divided by the number of students in membership to arrive at the cost per student.
6. An example of the Student Tuition calculation is attached as Appendix A.

○ **BOND CHARGE** [See Appendix B]:

The receiving district shall calculate an annual per pupil bond charge based on the capital costs for the Gilford High School in each fiscal year. The receiving district shall provide notice to the sending district when plans to incur bonded obligations which may result in increased bond charges (to the sending school district) are approved by the receiving district's school board. This notification shall take place no less than four (4) months prior to a bond vote in accordance with RSA 195-A:14 VI.

The annual per pupil bond charge shall be computed as follows:

1. Add the total amount of principal and interest payable in each fiscal year with respect to indebtedness incurred by the receiving district to finance the capital costs of the AREA School facility (the High School) used by the sending district's students plus any other amount of capital improvement outlay for such facilities not financed by borrowing and not included in operating cost.
2. Deduct the amount of the state construction grant attributable to AREA School facilities for such fiscal year.
3. The net cost of the AREA School shall be divided by the number of students in membership as of October 1 to arrive at the cost per student.

An example of the per pupil calculation is attached as Appendix B.

● **GOVERNANCE:**

There shall be at least two joint board meetings of the Gilford and Gilmanton Boards per year for the purpose of consulting and advising on any and all matters of joint interest. This shall include but not be limited to the program of studies, curriculum, relevant policies, and related budget and student issues. The Gilford School District shall keep the Gilmanton School District informed of all District-wide and High School subcommittees and shall permit Gilmanton to

appoint one School Board representative to each subcommittee that pertains to the Gilford High School, including any subcommittee formed to hire a district-wide administrator or director

The Gilmanton School Board shall appoint two of its elected members as additional members to the existing Gilford School Board , who may vote on matters affecting only the AREA School. As of October 1, 2019, the Gilmanton Student enrollment represents approximately 32 % of the total combined enrollment of Gilmanton and Gilford resident students in the AREA High School (“the combined enrollment”). In the event that the Gilmanton enrollment increases to 38% of the combined enrollment as of October 1, Gilmanton shall be entitled to appoint one additional representative to the Board. In the event that the percentage of combined enrollment as of October 1 reaches 44%, Gilmanton shall be entitled to appoint one more additional member to the Board. Regardless of the calculation, the total number of Gilmanton appointees shall not exceed four (4) nor shall it be less than two (2). This calculation shall be made annually on the basis of the enrollment data as of October 1 of each year, and the appointees shall serve for a term of one year, subject to annual appointment in October by the Gilmanton School Board.

- **STUDENT REPORTS:**

The Gilford School Board shall provide the Gilmanton district with summary reports of student academic progress and attendance for the pupils enrolled under the provisions of this plan on an annual basis. The AREA School shall maintain an enrollment process whereby Gilmanton confirms Gilmanton residency as to each student who seeks to enroll as a resident of Gilmanton.

- **STUDENT SERVICES:**

Guidance services provided by the receiving district shall be made available to all pupils of the sending district for transition, grade placement, and subject placement in the AREA School. All special education services, and Section 504 accommodations, including all related services (except transportation to and from school) customarily provided and available within the AREA School setting will be provided by the receiving district, and the cost of these services shall be included as part of the overall high school operating costs in the formula for setting student tuition; all as more particularly described above. Additional charges related to these services not available through the receiving district staff will be billed on a cost basis.

The Superintendents and their designees are authorized to modify the student services listed in the subsections below by mutual agreement in order to comply with any changes in the law or

to produce a more equitable result in the administration of student services. All reports of seclusion and restraint, Safe School Zones Act violations, bullying, homelessness, and the outcome of any investigations involving a Gilmanton student shall be copied to the Gilmanton Superintendent or his/her designee.

○ **SPECIAL EDUCATION**

The intent of the Districts is to ensure that all Gilmanton students are offered a free appropriate education at public expense. The respective responsibilities of the Districts are as follows:

1. A Gilmanton Local Educational Agency [“LEA”] representative will attend intake meetings of new students to the district as well as all referral meetings. Attendance at three (3) year re-evaluation meetings will also be a priority.
2. To facilitate Gilmanton’s LEA representation at meetings, Gilford case managers will schedule meetings in conjunction with the special education administrative assistant in the Gilmanton School District
3. It is agreed that in the absence of a Gilmanton representative the Gilford case manager may act as the LEA representative on behalf of Gilmanton students at scheduled meetings. Gilmanton understands that it will be responsible for all lawful financial decisions made by the IEP Team or LEA representative in their absence as LEA.
4. The Student Services Director of Gilmanton will provide the Gilford Student Services Director with the anticipated number of 1 to1 special education aides needed to fulfill related services of the Gilmanton special education students in the subsequent school year. This will be provided at the completion of the spring IEP meetings and no later than June 30 of the current school year. The cost of this support service is addressed below in the subsection entitled “Support Services.”
5. The files of incoming special education students will be provided to the student services office of Gilford High School by August 1st of each year.

○ **SECTION 504 OF THE REHABILITATION ACT OF 1973**

The Districts are committed to ensuring that all students with disabilities are afforded equal opportunity and access through planned accommodations. The respective responsibilities of the Districts are as follows:

1. A Gilmanton LEA representative will attend intake meetings of new students Section 504 Accommodation Plans. To facilitate Gilmanton's LEA representation at meetings, Gilford will schedule meetings in conjunction with the special education administrative assistant in the Gilmanton School District.
2. Gilford's student service assistant will be notified when an emergency arises that causes the LEA representative to miss or is going to be late to a scheduled meeting. Alternative plans will be determined on a case-by-case basis and shared with the 504 case manager responsible for the meeting.
3. It is agreed that in the absence of a Gilmanton representative the Gilford 504 case manager may act as the LEA representative on behalf of Gilmanton students at scheduled meetings. If there is an additional cost associated with the change, Gilmanton understands that it will be responsible for all lawful financial decisions made in their absence as LEA.
4. The files of incoming 504 students will be provided to the student services office of Gilford High School by August 1st of each year.

○ **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL):**

The Districts are committed to meeting the needs of students with limited English proficiency. The respective responsibilities of the Districts are as follows:

1. A Gilmanton LEA representative will attend intake meetings of new ESOL students. To facilitate Gilmanton's LEA representation at meetings, Gilford will schedule meetings in conjunction with the special education administrative assistant in the Gilmanton District.
2. Gilford's student service assistant will be notified when an emergency arises that causes the LEA representative to miss or is going to be late to a scheduled meeting. Alternative plans will be determined on a case-by-case basis and shared with the ESOL case manager responsible for the meeting.
3. It is agreed that in the absence of a Gilmanton LEA representative the Gilford ESOL case manager may act as the LEA representative on behalf of Gilmanton students at scheduled

meetings. Gilmanon understands that they will be responsible for all lawful financial decisions made in their absence as LEA.

4. The files of incoming ESOL students will be provided to the Student Services Office of Gilford High School by August 1st of each year for new students. Due to the fact the ESOL budget is very limited, the Gilmanon School District will inform the Gilford School District by October 15th of each year of existing ESOL students enrolled in their district.
5. In the event that the Gilford District does not have an ESOL teacher, Gilmanon will be responsible for funding and finding a certified person to complete all evaluations of its ESOL students.

○ **HOMELESS STUDENTS**

The Districts are committed to complying with the state and federal laws pertaining homeless students. The respective responsibilities of the Districts are as follows:

1. Gilford will inform Gilmanon of all homeless students who reside in Gilmanon or last known address of Gilmanon, that are enrolled in the Gilford School District as soon as possible.
2. Gilmanon will be financially responsible for the educational costs associated with all homeless students of their district and Gilford shall be responsible for educating these students in accord with the law. The respective responsibilities for transportation shall be defined by the McKinney-Vento Homelessness Act and State law.

○ **COURT INVOLVED STUDENTS**

The Districts desire to ensure that they fulfill their legal obligations to court involved students. The respective responsibilities of the Districts are as follows:

1. The Gilford Student Service Director will inform Gilmanon Student Service Director of all court involved students as soon as Gilford has been notified. All court cost and placements pertaining to Gilmanon students will be the responsibility of the Gilmanon School District.
2. Gilmanon will inform the Gilford School District of the outcome of the proceedings while at court if the judicial orders affect the Gilford School District.

3. Gilmanton Foster Care students will be the responsibility of Gilmanton School District in accord with New Hampshire law.

○ **SUPPORT SERVICES**

The cost of providing paraprofessional support services to Gilmanton students shall be determined and charged as follows:

1. By June 30th of each year the Gilmanton Student Services Director will send a letter to Gilford estimating the number of special education paraeducators that will be necessary for the ensuing school year to meet the educational needs of students from the Gilmanton School District. The Gilmanton school district shall reimburse Gilford for the total cost of the paraeducators outside of the school tuition agreement, and the cost shall not be factored into the tuition formula. These paraeducators shall be Gilford Staff members and the cost shall be billed twice a year to Gilmanton. When hiring new paraeducators for Gilmanton students, the Gilmanton Student Service Director will be included in the hiring process, with the understanding that Gilford shall make the final hiring decision.
2. All transportation that is designated as a related service for students with disabilities will be provided by Gilmanton.
3. All full-time contracted services (LNA, rehabilitative assistants, behavior coaches, etc.) that are not paraeducators and are included in a Gilmanton student's IEP shall be the financial responsibility of the Gilmanton School District. If the service is provided to a Gilmanton student through a contract between Gilford and a third party, Gilmanton shall be billed at cost, and shall reimburse Gilford for the cost of the service. The costs of the service shall not be included in the formula for calculating student tuition.
4. Gilmanton will provide ESY services for the Gilmanton High School students.
5. For Transition students between the ages of 19-21 with shortened days or special programs, the Superintendents of Gilford and Gilmanton School districts will decide the cost of placement for the days attended at Gilford High School.
6. By August 1 of each year Gilmanton will provide Gilford with projections for the ensuing three years of anticipated enrollment numbers for special education, Section 504, and ESOL students for budgeting purposes.

7. Gilmanton will be responsible for electronically maintaining all data required by the state in the areas of student services. Any Medicaid-to-Schools reimbursement and IDEA grant money pertaining to Gilmanton students shall be credited to Gilmanton.

- **DISCIPLINE:**

It is understood that the same pupil regulations will apply to the pupils from the sending district as to those of the receiving district under the auspices of the receiving district's Superintendent of Schools and School Board. The Gilford High School administrator will inform the Gilmanton Student Service Director of students who have received Out-of-School Suspension (OSS) and In-School -Suspensions (ISS). Gilmanton will be notified of all students who are scheduled to meet with the Gilford Superintendent. They will be notified through a telephone call, as well as a letter, of the outcome of that meeting and the LEA responsibilities.

- **AMENDMENTS:**

The AREA Plan may be amended by the districts comprising the region consistent with the provisions of RSA 195-A:14.

- **DISPUTE RESOLUTION:**

Any complaint by either party under this agreement arising out of interpretation thereof, not resolved after conference, and a procedure for which is not provided herein, may be referred by either party to mediation and if unsuccessful, to the State Board of Education, which shall hear the parties and decide the matter under the authority granted by RSA 186:5.

- **TERM:**

This amended Agreement shall become effective as of the date that both School District's approve the same at their annual meetings. The renewal date of this amended agreement shall be March 15, 2023, and it shall run for a minimum of twelve (12) consecutive years in a manner consistent with RSA 195-A:3 XI, as it pertains to renegotiated agreements. Thereafter, it shall continue to run from March 14, 2035 until the end of the fiscal year, and shall expire on June 30, 2035. The term shall expire on June 30, 2035. By October 1, 2032 the Gilmanton School Board shall give written notice to the Clerk of the Gilford School District as to whether or not it wishes to extend this agreement, and by October 30, 2032 the Gilford School Board shall give written notice to the Clerk of the Gilmanton School District as to whether or not it is willing to accept an extension of this agreement. Any such extension shall be subject to mutual agreement by the

Boards as to any necessary amendments, as well any necessary vote of the legislative bodies of the two school districts, which shall occur in March of 2033 at their annual meetings.

In the event the term of this agreement is not extended, and Gilmanton has not constructed its own high school, and instead has entered into an agreement with another school district to educate its high school students, there shall be a phase out of enrollment of Gilmanton students at Gilford by grade. The general intent of this phase out, as further described below, is that only those students enrolled in the AREA School at the time of expiration in the eligible grades shall be permitted to maintain their enrollment in the AREA School until they attain a diploma or no longer qualify for enrollment.

In the event of expiration, and Gilmanton has not constructed a high school, there shall be a phase out of enrollment at Gilford High School as follows:

During the 2035-2036 school year, sophomores, juniors and seniors shall continue to be enrolled at Gilford High School;

During the 2036-2037 school year, only juniors and seniors shall continue to be enrolled at Gilford High School; and

During the 2037-2038 school year, only seniors shall continue to be enrolled at Gilford High School.

The phase out shall be deemed complete as of the close of the 2037-2038 school year except that students who have not yet graduated shall be permitted to continue enrollment for such time period as is allowed by federal law.

Nothing herein shall prohibit a lawful re-assignment of a Gilmanton student to the Gilford School District on the basis of the “best interest” standard or manifest educational hardship.

Signed in agreement on this — Day of 202__ (Gilford), and the — Day of 202__ (Gilmanton).

Gilford

Gilmanton

(APPENDIX A)

20XX-20XX Tuition
DISTRICT WIDE COST ALLOCATION " 10 accounts"

| | Total | Elem | Middle | High |
|---|------------------|-----------------|-----------------|-----------------|
| ENROLLMENT PERCENT (October 1st) | 1157 100.00% | 338 29.21% | 329 28.44% | 490 42.35% |
| Acct. # | | | | |
| 2112 Student Resource Officer | 1,301.00 | 380.07 | 369.95 | 550.99 |
| 2212 Course Reim/Inservice Training | 18,300.00 | 5,346.07 | 5,203.72 | 7,750.22 |
| 2213 Course Reimbursement | 40,000.00 | 11,685.39 | 11,374.24 | 16,940.36 |
| 2219 Prof Devel/Training Admin Director | 4,000.00 | 1,168.54 | 1,137.42 | 1,694.04 |
| 2225 Technology | 100,380.00 | 29,324.49 | 28,543.66 | 42,511.84 |
| 2290 Travel Out-of-District | 4,900.00 | 1,431.46 | 1,393.34 | 2,075.19 |
| 2310 School Board | 30,500.00 | 8,910.11 | 8,672.86 | 12,917.03 |
| 2313 Traesurer and Moderator | 1,700.00 | 496.63 | 483.41 | 719.97 |
| 2315 Legal Fees | 36,500.00 | 10,662.92 | 10,379.00 | 15,458.08 |
| 2317 Audit | 17,000.00 | 4,966.29 | 4,834.05 | 7,199.65 |
| 2319 Criminal records | 8,000.00 | 2,337.08 | 2,274.85 | 3,388.07 |
| 2320 Superintendent | 186,462.00 | 54,472.04 | 53,021.61 | 78,968.35 |
| 2520 Business Office | 306,977.00 | 89,678.67 | 87,290.78 | 130,007.55 |
| 2590 Insurance | 83,000.00 | 24,247.19 | 23,601.58 | 35,151.25 |
| 2620 Operations & Maint of Facility | 501,768.00 | 146,583.91 | 142,680.79 | 212,503.30 |
| 2640 Operations & Maint of Facility | 50,800.00 | 14,840.45 | 14,445.29 | 21,514.26 |
| 2650 Vehicle Operations and Maint | 5,500.00 | 1,606.74 | 1,563.96 | 2,329.30 |
| 2721 Transportation | 520,466.00 | - | - | 520,466.00 |
| 2900 Holding Accounts | 6,921,959.00 | 2,022,145.33 | 1,968,301.22 | 2,931,512.45 |
| 5110 Principal of Debt | 985,000.00 | - | - | 985,000.00 |
| 5120 Intrest on Debt | 165,944.00 | - | - | 165,944.00 |
| 5221 Transfer to Food Service | 161,125.00 | 47,070.22 | 45,816.88 | 68,237.90 |
| 5605 Capital Reserves | 242,500.00 | - | - | 242,500.00 |
| Total | \$ 10,394,082.00 | \$ 2,477,353.62 | \$ 2,411,368.58 | \$ 5,505,339.80 |

(APPENDIX A)

GMHS Cost Allocation Table " 57 accounts "

| 20XX-20XX | | GMS | GHS |
|---------------------------------|------------|-------------------|-------------------|
| ENROLLMENT (October 1st) | 819 | 329 | 490 |
| PERCENT | 100.00% | 40.17% | 59.83% |
| TOTAL 57 ACCOUNT | \$ 669,841 | \$ 269,081 | \$ 400,760 |

(APPENDIX A)

GILFORD SCHOOL DISTRICT
20XX-20XX

20XX-20XX
SCHOOL YEAR

| | |
|---|-----------------|
| ELEMENTARY SCHOOL - 28 | 4,384,957.00 |
| ALLOC ALL 10 ACCTS TO ES | 2,477,354 |
| SUB TOTAL | \$ 6,862,310.62 |
| MIDDLE SCHOOL - 37 | 3,837,113.00 |
| ALLOC ALL 57 ACCTS TO MS | 289,081.43 |
| ALLOC ALL 10 ACCTS TO MS | 2,411,389 |
| SUB TOTAL | \$ 6,517,583.01 |
| HIGH SCHOOL - 47 | 6,270,400.00 |
| ALLOC ALL 57 ACCTS TO HS | 400,759.57 |
| ALLOC ALL 10 ACCTS TO HS | 5,505,340 |
| SUB TOTAL | \$ 12,176,499 |
| TOTAL ALL LEVELS | \$ 25,556,393 |
| REMOVE SPEC ED COST FOR INDIVIDUAL STUDENTS | |
| 31-1200-51140-47 SALARY SPEC ED EXTENDED YEAR PROG | (13,976.00) |
| 31-1200-51150-47 SALARY SPEC ED TUTORS/AIDES | (403,759.00) |
| 31-1200-53300-47 C/S HANDICAPPED (GILFORD CONTRACTED STAFFING) | (373,000.00) |
| 31-1200-55690-47 TUITION HANDICAPPED NON PUBLIC | (452,000.00) |
| 31-2721-55190-10 C/S TRANSPORTATION | (520,486.00) |
| 31-2722-55190-47 TRANSPORTATION HANDICAPPED | (84,833.00) |
| REMOVE HS DEBT / CAP RES / TRANSFERS | |
| 31-5110-59100-10 PRINCIPAL ON DEBT | (985,000.00) |
| 31-5120-58300-10 INTEREST ON DEBT | (161,125.00) |
| 31-5605-59300-10 CAPITAL RESERVE FUNDS | (242,500.00) |
| REMOVE REVENUE THAT APPLIES TO HIGH SCHOOL | |
| 31-1510-40000-00 INTEREST ON INVESTMENTS | (6,000.00) |
| 31-1910-40000-00 RENTALS - BUILDINGS | (5,000.00) |
| 31-1920-40000-00 LOCAL OTHER - FOOTBALL | (5,000.00) |
| 31-1990-40000-00 LOCAL OTHER INCOME - PARKING FEES | (3,300.00) |
| 31-1990-40000-00 LOCAL OTHER INCOME - REFUNDS | (1,000.00) |
| 31-3242-40000-00 VOCATIONAL TRANSPORTATION AIDE | (2,000.00) |
| NET COST OF HIGH SCHOOL | \$ 8,917,540.37 |
| TOTAL NUMBER OF STUDENTS AT GHS (OCTOBER 1ST OF EACH YEAR) | 490 |
| AVERAGE COST PER STUDENT | \$ 18,199 |
| NUMBER OF GILMANTON STUDENTS FOR THE SCHOOL YEAR (OCTOBER 1ST OF EACH YEAR) | 158 |
| TOTAL TUITION COSTS FOR GILMANTON | \$ 2,875,451.79 |

Proposed Warrant Articles

[Pending Approval by the State Board of Education]

For Gilmanton:

Shall the School District amend and update the existing Authorized Regional Enrollment Plan Agreement with the Gilford School District to comply with current education laws, to include a more precise formula for calculating per student tuition and capital costs, as well as to make other necessary improvements, and further shall it renew the amended Agreement for a term of twelve (12) years, three and a half (3 ½) months to allow for the continued education of Gilmanton's high school students at Gilford High School until June 30, 2035 in accordance with the proposed Plan Agreement on file with the School District Clerk?

For Gilford:

Shall the School District amend and update the existing Authorized Regional Enrollment Plan Agreement with the Gilmanton School District to comply with current education laws, to include a more precise formula for calculating per student tuition and capital costs, as well as to make other necessary improvements, and further shall it renew the amended Agreement for a term of twelve (12) years, three and a half (3 ½) months to allow for the continued education of Gilmanton's high school students at Gilford High School until June 30, 2035 in accordance with the proposed Plan Agreement on file with the School District Clerk?

From: [Dean Eggert](#)
To: [Perlow, Jill](#)
Cc: [Andrew Cline BOE](#); [Robert Casassa](#); [Adams, Angela](#); [Edelblut, Louis \(Frank\)](#); [SAU 79](#); [SAU 73](#)
Subject: Quick Update on Gilford and Gilmanton AREA Proposal
Date: Friday, January 3, 2020 2:46:29 PM
Attachments: [image001.png](#)
[AREA Agreement Proposal.pdf](#)

EXTERNAL: Do not open attachments or click on links unless you recognize and trust the sender.

Hi Jill,

The two districts have “filled in the blanks” by agreement on the percentages for triggering increased Gilmanton representation on the Board. Those percentage increases are 38% for a third board member and 44% for a fourth member. I attach an updated AREA document which reflects those percentages. It is the document which will be considered at the upcoming public hearing. The Joint Review Board Public Hearing remains on for Monday the 6th, and I will promptly let you know if there are any changes which come from the public hearing. Dean

Dean B. Eggert

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**AMENDED AND RENEGOTIATED AUTHORIZED REGIONAL ENROLLMENT
AREA PLAN BETWEEN THE SCHOOL DISTRICTS OF
GILFORD AND GILMANTON**

*[Subject to Public Hearing, State Board Approval, and Warrant Article approval by both the
Gilmanton and Gilford School Districts]*

This agreement is entered into pursuant to Chapter 195-A of the New Hampshire Revised Statutes Annotated, as amended, by the School Districts of Gilford and Gilmanton.

- **AREA HIGH SCHOOL:**

The name of the authorized regional enrollment area shall be the Gilford-Gilmanton Authorized Regional Enrollment Area. The Gilford-Gilmanton AREA School (AREA School) shall be the Gilford High School, serving the students of Gilford and Gilmanton, to be maintained by the receiving district in Gilford at a site on 88 Alvah Wilson Road in Gilford, NH. The Gilford High School shall be used jointly by Gilford and Gilmanton as the AREA School (grades 9-12).

- **DISTRICT DESIGNATION:**

The Gilford School District shall be the receiving district and the Gilmanton School District shall be the sending district; together they shall form the region which will be served by the AREA School. The receiving district shall be responsible for providing educational services for students in grades 9 through 12. The AREA School shall operate in accordance with all applicable state and federal laws.

- **TRANSPORTATION:**

Each of the sending and receiving districts will be fully responsible for the costs of the transportation of its own pupils to the AREA School.

- **ENROLLMENT:**

The following is the current enrollment in the AREA School (grades 9-12) from the sending district and from the receiving district as of October 1, 2019: Gilford, 332; Gilmanton, 158; Total, 490. Enrollment figures for the AREA School will change from year to year.

- **STUDENT TUITION AND BOND CHARGES: *[NOTE: The Student tuition and bond section is pending final approval by both Boards]***

The sending district shall be responsible for the per pupil tuition and bond charge for each student residing in the community of Gilmanton as confirmed by an October 1 review of

registration in the AREA School, except as provided under RSA 195-A:4-a or through mutual agreement.

The tuition and bond charge for pupils enrolled for only a portion of the full school year shall be the product of the daily rate and their daily membership.

The receiving district shall calculate tuition based on budgeted expenses and anticipated revenues for the year and on pupil membership as of October 1, and shall provide notice to the sending district no later than November 1. The business administrator and superintendent of each district will confirm the calculation for tuition and bond payments. They will be made semi-annually by the Gilmanton School District no later than January 30 and June 30.

At the closing of accounts, for each fiscal year, the actual and final per pupil costs shall be computed using the actual year-end costs and revenues and the final average daily pupil membership figures. If the interim payments for such fiscal year were for any reason too low, the difference will be added to the total payment of the sending district for the next fiscal year. If the interim payments for such fiscal year were for any reason too high, the difference will be subtracted from the total payment of the sending district for the next fiscal year. If a tuition and/or bond charge dispute occurs, the school boards of each district will agree on a third party to mediate the dispute.

o **STUDENT TUITION** [See Appendix A]:

The receiving district shall develop and maintain a budget in accordance with the standards established by the New Hampshire Department of Revenue Administration for Public School Districts. Expenditures must be differentiated by instructional level, i.e. elementary, middle, middle-high, high and district-wide.

Where expenditures relate to more than one instructional level the cost will be distributed by a percentage of students at each level. This would include the District-wide “10” accounts and the Middle-High School “57” accounts, examples of which are attached as Appendix A.

The per pupil cost of high school operations shall be calculated as follows:

1. Add total operating cost of high school programs.
2. Add allocated costs as described above.
3. Deduct expenditures not relating to the students of the sending district or costs paid by the sending district.. Examples include transportation, special education aides for Gilford

students, additional charges for special education costs for individual Gilmanton students, and tuition costs for placements outside the school district.

4. Deduct revenues that apply specifically to the high school programs. Examples include: state building aid, facilities rental to outside groups, attendance fees, vocational education transportation reimbursements, and prorated district-wide revenues or reimbursements, such as insurance refunds.
5. The net cost of the AREA School shall be divided by the number of students in membership to arrive at the cost per student.
6. An example of the Student Tuition calculation is attached as Appendix A.

○ **BOND CHARGE** [See Appendix B]:

The receiving district shall calculate an annual per pupil bond charge based on the capital costs for the Gilford High School in each fiscal year. The receiving district shall provide notice to the sending district when plans to incur bonded obligations which may result in increased bond charges (to the sending school district) are approved by the receiving district's school board. This notification shall take place no less than four (4) months prior to a bond vote in accordance with RSA 195-A:14 VI.

The annual per pupil bond charge shall be computed as follows:

1. Add the total amount of principal and interest payable in each fiscal year with respect to indebtedness incurred by the receiving district to finance the capital costs of the AREA School facility (the High School) used by the sending district's students plus any other amount of capital improvement outlay for such facilities not financed by borrowing and not included in operating cost.
2. Deduct the amount of the state construction grant attributable to AREA School facilities for such fiscal year.
3. The net cost of the AREA School shall be divided by the number of students in membership as of October 1 to arrive at the cost per student.

An example of the per pupil calculation is attached as Appendix B.

● **GOVERNANCE:**

There shall be at least two joint board meetings of the Gilford and Gilmanton Boards per year for the purpose of consulting and advising on any and all matters of joint interest. This shall include but not be limited to the program of studies, curriculum, relevant policies, and related

budget and student issues. The Gilford School District shall keep the Gilmanton School District informed of all District-wide and High School subcommittees and shall permit Gilmanton to appoint one School Board representative to each subcommittee that pertains to the Gilford High School, including any subcommittee formed to hire a district-wide administrator or director

The Gilmanton School Board shall appoint two of its elected members as additional members to the existing Gilford School Board , who may vote on matters affecting only the AREA School. As of October 1, 2019, the Gilmanton Student enrollment represents approximately 32 % of the total combined enrollment of Gilmanton and Gilford resident students in the AREA High School (“the combined enrollment”). In the event that the Gilmanton enrollment increases to 38% of the combined enrollment as of October 1, Gilmanton shall be entitled to appoint one additional representative to the Board. In the event that the percentage of combined enrollment as of October 1 reaches 44%, Gilmanton shall be entitled to appoint one more additional member to the Board. Regardless of the calculation, the total number of Gilmanton appointees shall not exceed four (4) nor shall it be less than two (2). This calculation shall be made annually on the basis of the enrollment data as of October 1 of each year, and the appointees shall serve for a term of one year, subject to annual appointment in October by the Gilmanton School Board.

- **STUDENT REPORTS:**

The Gilford School Board shall provide the Gilmanton district with summary reports of student academic progress and attendance for the pupils enrolled under the provisions of this plan on an annual basis. The AREA School shall maintain an enrollment process whereby Gilmanton confirms Gilmanton residency as to each student who seeks to enroll as a resident of Gilmanton.

- **STUDENT SERVICES:**

Guidance services provided by the receiving district shall be made available to all pupils of the sending district for transition, grade placement, and subject placement in the AREA School. All special education services, and Section 504 accommodations, including all related services (except transportation to and from school) customarily provided and available within the AREA School setting will be provided by the receiving district, and the cost of these services shall be included as part of the overall high school operating costs in the formula for setting student tuition; all as more particularly described above. Additional charges related to these services not available through the receiving district staff will be billed on a cost basis.

The Superintendents and their designees are authorized to modify the student services listed in the subsections below by mutual agreement in order to comply with any changes in the law or to produce a more equitable result in the administration of student services. All reports of seclusion and restraint, Safe School Zones Act violations, bullying, homelessness, and the outcome of any investigations involving a Gilmanton student shall be copied to the Gilmanton Superintendent or his/her designee.

○ **SPECIAL EDUCATION**

The intent of the Districts is to ensure that all Gilmanton students are offered a free appropriate education at public expense. The respective responsibilities of the Districts are as follows:

1. A Gilmanton Local Educational Agency [“LEA”] representative will attend intake meetings of new students to the district as well as all referral meetings. Attendance at three (3) year re-evaluation meetings will also be a priority.
2. To facilitate Gilmanton’s LEA representation at meetings, Gilford case managers will schedule meetings in conjunction with the special education administrative assistant in the Gilmanton School District
3. It is agreed that in the absence of a Gilmanton representative the Gilford case manager may act as the LEA representative on behalf of Gilmanton students at scheduled meetings. Gilmanton understands that it will be responsible for all lawful financial decisions made by the IEP Team or LEA representative in their absence as LEA.
4. The Student Services Director of Gilmanton will provide the Gilford Student Services Director with the anticipated number of 1 to 1 special education aides needed to fulfill related services of the Gilmanton special education students in the subsequent school year. This will be provided at the completion of the spring IEP meetings and no later than June 30 of the current school year. The cost of this support service is addressed below in the subsection entitled “Support Services.”
5. The files of incoming special education students will be provided to the student services office of Gilford High School by August 1st of each year.

○ **SECTION 504 OF THE REHABILITATION ACT OF 1973**

The Districts are committed to ensuring that all students with disabilities are afforded equal opportunity and access through planned accommodations. The respective responsibilities of the Districts are as follows:

1. A Gilmanton LEA representative will attend intake meetings of new students Section 504 Accommodation Plans. To facilitate Gilmanton's LEA representation at meetings, Gilford will schedule meetings in conjunction with the special education administrative assistant in the Gilmanton School District.
2. Gilford's student service assistant will be notified when an emergency arises that causes the LEA representative to miss or is going to be late to a scheduled meeting. Alternative plans will be determined on a case-by-case basis and shared with the 504 case manager responsible for the meeting.
3. It is agreed that in the absence of a Gilmanton representative the Gilford 504 case manager may act as the LEA representative on behalf of Gilmanton students at scheduled meetings. If there is an additional cost associated with the change, Gilmanton understands that it will be responsible for all lawful financial decisions made in their absence as LEA.
4. The files of incoming 504 students will be provided to the student services office of Gilford High School by August 1st of each year.

○ **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL):**

The Districts are committed to meeting the needs of students with limited English proficiency. The respective responsibilities of the Districts are as follows:

1. A Gilmanton LEA representative will attend intake meetings of new ESOL students. To facilitate Gilmanton's LEA representation at meetings, Gilford will schedule meetings in conjunction with the special education administrative assistant in the Gilmanton District.
2. Gilford's student service assistant will be notified when an emergency arises that causes the LEA representative to miss or is going to be late to a scheduled meeting. Alternative plans will be determined on a case-by-case basis and shared with the ESOL case manager responsible for the meeting.

3. It is agreed that in the absence of a Gilmanton LEA representative the Gilford ESOL case manager may act as the LEA representative on behalf of Gilmanton students at scheduled meetings. Gilmanton understands that they will be responsible for all lawful financial decisions made in their absence as LEA.
4. The files of incoming ESOL students will be provided to the Student Services Office of Gilford High School by August 1st of each year for new students. Due to the fact the ESOL budget is very limited, the Gilmanton School District will inform the Gilford School District by October 15th of each year of existing ESOL students enrolled in their district.
5. In the event that the Gilford District does not have an ESOL teacher, Gilmanton will be responsible for funding and finding a certified person to complete all evaluations of its ESOL students.

○ **HOMELESS STUDENTS**

The Districts are committed to complying with the state and federal laws pertaining homeless students. The respective responsibilities of the Districts are as follows:

1. Gilford will inform Gilmanton of all homeless students who reside in Gilmanton or last known address of Gilmanton, that are enrolled in the Gilford School District as soon as possible.
2. Gilmanton will be financially responsible for the educational costs associated with all homeless students of their district and Gilford shall be responsible for educating these students in accord with the law. The respective responsibilities for transportation shall be defined by the McKinney-Vento Homelessness Act and State law.

○ **COURT INVOLVED STUDENTS**

The Districts desire to ensure that they fulfill their legal obligations to court involved students. The respective responsibilities of the Districts are as follows:

1. The Gilford Student Service Director will inform Gilmanton Student Service Director of all court involved students as soon as Gilford has been notified. All court cost and placements pertaining to Gilmanton students will be the responsibility of the Gilmanton School District.

2. Gilmanton will inform the Gilford School District of the outcome of the proceedings while at court if the judicial orders affect the Gilford School District.
3. Gilmanton Foster Care students will be the responsibility of Gilmanton School District in accord with New Hampshire law.

○ **SUPPORT SERVICES**

The cost of providing paraprofessional support services to Gilmanton students shall be determined and charged as follows:

1. By June 30th of each year the Gilmanton Student Services Director will send a letter to Gilford estimating the number of special education paraeducators that will be necessary for the ensuing school year to meet the educational needs of students from the Gilmanton School District. The Gilmanton school district shall reimburse Gilford for the total cost of the paraeducators outside of the school tuition agreement, and the cost shall not be factored into the tuition formula. These paraeducators shall be Gilford Staff members and the cost shall be billed twice a year to Gilmanton. When hiring new paraeducators for Gilmanton students, the Gilmanton Student Service Director will be included in the hiring process, with the understanding that Gilford shall make the final hiring decision.
2. All transportation that is designated as a related service for students with disabilities will be provided by Gilmanton.
3. All full-time contracted services (LNA, rehabilitative assistants, behavior coaches, etc.) that are not paraeducators and are included in a Gilmanton student's IEP shall be the financial responsibility of the Gilmanton School District. If the service is provided to a Gilmanton student through a contract between Gilford and a third party, Gilmanton shall be billed at cost, and shall reimburse Gilford for the cost of the service. The costs of the service shall not be included in the formula for calculating student tuition.
4. Gilmanton will provide ESY services for the Gilmanton High School students.
5. For Transition students between the ages of 19-21 with shortened days or special programs, the Superintendents of Gilford and Gilmanton School districts will decide the cost of placement for the days attended at Gilford High School.

6. By August 1 of each year Gilmanton will provide Gilford with projections for the ensuing three years of anticipated enrollment numbers for special education, Section 504, and ESOL students for budgeting purposes.
7. Gilmanton will be responsible for electronically maintaining all data required by the state in the areas of student services. Any Medicaid-to-Schools reimbursement and IDEA grant money pertaining to Gilmanton students shall be credited to Gilmanton.

- **DISCIPLINE:**

It is understood that the same pupil regulations will apply to the pupils from the sending district as to those of the receiving district under the auspices of the receiving district's Superintendent of Schools and School Board. The Gilford High School administrator will inform the Gilmanton Student Service Director of students who have received Out-of-School Suspension (OSS) and In-School -Suspensions (ISS). Gilmanton will be notified of all students who are scheduled to meet with the Gilford Superintendent. They will be notified through a telephone call, as well as a letter, of the outcome of that meeting and the LEA responsibilities.

- **AMENDMENTS:**

The AREA Plan may be amended by the districts comprising the region consistent with the provisions of RSA 195-A:14.

- **DISPUTE RESOLUTION:**

Any complaint by either party under this agreement arising out of interpretation thereof, not resolved after conference, and a procedure for which is not provided herein, may be referred by either party to mediation and if unsuccessful, to the State Board of Education, which shall hear the parties and decide the matter under the authority granted by RSA 186:5.

- **TERM:**

This amended Agreement shall become effective as of the date that both School District's approve the same at their annual meetings. The renewal date of this amended agreement shall be March 15, 2023, and it shall run for a minimum of twelve (12) consecutive years in a manner consistent with RSA 195-A:3 XI, as it pertains to renegotiated agreements. Thereafter, it shall continue to run from March 14, 2035 until the end of the fiscal year, and shall expire on June 30, 2035. The term shall expire on June 30, 2035. By October 1, 2032 the Gilmanton School Board shall give written notice to the Clerk of the Gilford School District as to whether or not it wishes

to extend this agreement, and by October 30, 2032 the Gilford School Board shall give written notice to the Clerk of the Gilmanton School District as to whether or not it is willing to accept an extension of this agreement. Any such extension shall be subject to mutual agreement by the Boards as to any necessary amendments, as well any necessary vote of the legislative bodies of the two school districts, which shall occur in March of 2033 at their annual meetings.

In the event the term of this agreement is not extended, and Gilmanton has not constructed its own high school, and instead has entered into an agreement with another school district to educate its high school students, there shall be a phase out of enrollment of Gilmanton students at Gilford by grade. The general intent of this phase out, as further described below, is that only those students enrolled in the AREA School at the time of expiration in the eligible grades shall be permitted to maintain their enrollment in the AREA School until they attain a diploma or no longer qualify for enrollment.

In the event of expiration, and Gilmanton has not constructed a high school, there shall be a phase out of enrollment at Gilford High School as follows:

During the 2035-2036 school year, sophomores, juniors and seniors shall continue to be enrolled at Gilford High School;

During the 2036-2037 school year, only juniors and seniors shall continue to be enrolled at Gilford High School; and

During the 2037-2038 school year, only seniors shall continue to be enrolled at Gilford High School.

The phase out shall be deemed complete as of the close of the 2037-2038 school year except that students who have not yet graduated shall be permitted to continue enrollment for such time period as is allowed by federal law.

Nothing herein shall prohibit a lawful re-assignment of a Gilmanton student to the Gilford School District on the basis of the “best interest” standard or manifest educational hardship.

Signed in agreement on this — Day of 202__ (Gilford), and the — Day of 202__ (Gilmanton).

Gilford

Gilmanton

WADLEIGH, STARR & PETERS, P.L.L.C.

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December 31, 2019

VIA EMAIL AND FIRST CLASS MAIL

Drew Cline, Chairman
State Board of Education
101 Pleasant Street
Concord, NH 03301

Jill Perlow, Esq.
Attorney General's Office
33 Capitol Street
Concord, NH 03301

Re: Updated Letter Proposed Amendment and Renewal of AREA Agreement for
Gilford and Gilmanton

Dear Attorney Perlow and Chairman Cline:

Thank you for reviewing this matter in anticipation of the State Board of Education meeting on January 9, 2020. These attachments supercede the attachments in our letter to you of December 24, 2019. I enclose for your reference the following:

1. An updated Summary of Proposed Changes;
2. An updated proposed AREA Agreement in redline format with bifurcation of Appendix A into Appendix A and B, with replacement of one page in Appendix A in order to comply with Family Education Rights and Privacy Act;
3. An updated final copy of the proposed AREA Agreement; and

4. Updated proposed Warrant Articles for the Gilmanton and Gilford School Districts.

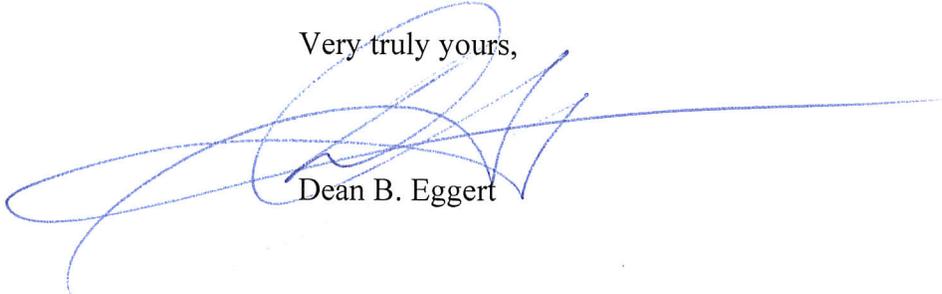
In accord with RSA 195-A, we would request that the State Board of Education:

1. Approve the proposed amendments to the AREA Agreement;
2. Approve the proposed renewal of the AREA Agreement for a term of 12 years, expiring June 30, 2035; and
3. Approve the proposed Warrant Articles.

A public hearing is scheduled for January 6, 2020. We will promptly let you know if any additional changes come from that public hearing.

In both copies of the proposed Agreement, you will note that the percentage number for the third and fourth Board member is currently blank. The parties are close on agreement with regard to the percentage for the third and fourth Board member and I will provide you with the updated information upon receipt of the same. Both Attorney Casassa and I are available for any questions you may have regarding this matter.

Very truly yours,



Dean B. Eggert

DBE/am

Enclosures

Cc: Angela Adams
Frank Edelblut, Commissioner
John Fauci, Superintendent
Kirk Beitler, Superintendent
Robert Casassa, Esq.

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**SUMMARY OF PROPOSED CHANGES TO AMENDED
AND RENEGOTIATED AUTHORIZED REGIONAL ENROLLMENT
AREA PLAN BETWEEN THE SCHOOL DISTRICTS OF
GILFORD AND GILMANTON**

- ENROLLMENT

The enrollment data will be updated to reflect enrollment in the two districts as of October 1, 2019.

- STUDENT TUITION AND BOND CHARGES

The Student Tuition section has been modified to define the rental charge as a bond charge. The Student Tuition section has been modified to indicate that the receiving district shall develop and maintain a budget in accordance with the standards established by the New Hampshire Department of Revenue Administration for Public School Districts. The calculation formulas for the student tuition and bond charge (rental charge) have been set forth in Appendix A and B, respectively.

- GOVERNANCE

The Governance section has been revised to allow Gilmanton to have a Board Member sit on subcommittees pertaining to the operation of the high school. A percentage scale has been established to allow representation on the Gilford School Board and voting on high school matters. The representation number shall range from two to four and the representation number shall not exceed four nor shall it be less than two representatives.

- STUDENT REPORTS

A residency confirmation process has been added to Student Reports.

- STUDENT SERVICES

This section has been modified to clarify those services which are included within the student tuition calculations, as well as to allow for reporting of incidents involving Gilmanton students to the Gilmanton Superintendent or his designee.

- SPECIAL EDUCATION

This section has been added to clarify the respective responsibilities of both District with regard to the provision of a Free Appropriate Education at Public Expense.

- SECTION 504, THE REHABILITATION ACT OF 1973

This section has been added to clarify the respective responsibilities of both Districts with regard to 504 planning and accommodation.

- ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

This new section has been added to ensure that the needs of students with limited English proficiency are addressed. It allocates responsibility between the two Districts.

- HOMELESS STUDENTS

This section has been revised to recognize the responsibilities of both Districts with regard to homeless students.

- COURT INVOLVED STUDENTS

This new section recognizes the responsibilities of both Districts with regard to court involved students.

- SUPPORT SERVICES

This section further defines the provision of support services to students and allocates costs for additional support services out of the student tuition formula and clarifies that this service is a cost borne by Gilmanton.

- DISCIPLINE

This section provides for notification of Gilmanton of significant disciplinary incidents involving Gilmanton students.

- TERM

This section clarifies that the amendments to the Agreement become effective as of the date of approval at the annual meetings. The term is extended for twelve (12) years from July 1, 2023 to June 30, 2035 and contains a notice provision for notice of extension. There is also a provision for phasing out enrollment if the Agreement is terminated.

**AMENDED AND RENEGOTIATED AUTHORIZED REGIONAL ENROLLMENT
AREA PLAN BETWEEN THE SCHOOL DISTRICTS OF
GILFORD AND GILMANTON**
*[Subject to Public Hearing, State Board Approval, and Warrant Article approval by both the
Gilmanton and Gilford School Districts]*

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This agreement is entered into pursuant to Chapter 195-A of the New Hampshire Revised Statutes Annotated, as amended, by the School Districts of Gilford and Gilmanton.

• **AREA HIGH SCHOOL:**

The name of the authorized regional enrollment area shall be the Gilford-Gilmanton Authorized Regional Enrollment Area. The Gilford-Gilmanton AREA School (AREA School) shall be the Gilford High School, serving the students of Gilford and Gilmanton, to be maintained by the receiving district in Gilford at a site on 88 Alvah Wilson Road in Gilford, NH. The Gilford High School shall be used jointly by Gilford and Gilmanton as the AREA School (grades 9-12).

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• **DISTRICT DESIGNATION:**

The Gilford School District shall be the receiving district and the Gilmanton School District shall be the sending district; together they shall form the region which will be served by the AREA School. The receiving district shall be responsible for providing educational services for students in grades 9 through 12. The AREA School shall operate in accordance with all applicable state and federal laws.

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• **TRANSPORTATION:**

Each of the sending and receiving districts will be fully responsible for the costs of the transportation of its own pupils to the AREA School.

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The following is the current enrollment in the AREA School (grades 9-12) from the sending district and from the receiving district as of October 1, 2019: Gilford, 332; Gilmanton, 158; Total, 490. Enrollment figures for the AREA School will change from year to year.

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• **STUDENT TUITION AND BOND CHARGES: *[NOTE: The Student tuition and bond section is pending final approval by both Boards]***

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registration in the AREA School, except as provided under RSA 195-A:4-a or through mutual agreement.

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The tuition and bond charge for pupils enrolled for only a portion of the full school year shall be the product of the daily rate and their daily membership.

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At the closing of accounts, for each fiscal year, the actual and final per pupil costs shall be computed using the actual year-end costs and revenues and the final average daily pupil membership figures. If the interim payments for such fiscal year were for any reason too low, the difference will be added to the total payment of the sending district for the next fiscal year. If the interim payments for such fiscal year were for any reason too high, the difference will be subtracted from the total payment of the sending district for the next fiscal year. If a tuition and/or bond charge dispute occurs, the school boards of each district will agree on a third party to mediate the dispute.

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Where expenditures relate to more than one instructional level the cost will be distributed by a percentage of students at each level. This would include the District-wide "10" accounts and the Middle-High School "57" accounts, examples of which are attached as Appendix A.

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2. Add allocated costs as described above.
3. Deduct expenditures not relating to the students of the sending district or costs paid by the sending district. Examples include transportation, special education aides for Gilford

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students, additional charges for special education costs for individual Gilmanton students, and tuition costs for placements outside the school district.

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- 4. Deduct revenues that apply specifically to the high school programs. Examples include: state building aid, facilities rental to outside groups, attendance fees, vocational education transportation reimbursements, and prorated district-wide revenues or reimbursements, such as insurance refunds.

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- 5. The net cost of the AREA School shall be divided by the number of students in membership to arrive at the cost per student.

- 6. An example of the Student Tuition calculation is attached as Appendix A.

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- o **BOND CHARGE** [See Appendix B]:

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The receiving district shall calculate an annual per pupil bond charge based on the capital costs for the Gilford High School in each fiscal year. The receiving district shall provide notice to the sending district when plans to incur bonded obligations which may result in increased bond charges (to the sending school district) are approved by the receiving district's school board. This notification shall take place no less than four (4) months prior to a bond vote in accordance with RSA 195-A:14 VI.

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The annual per pupil bond charge shall be computed as follows:

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1. Add the total amount of principal and interest payable in each fiscal year with respect to indebtedness incurred by the receiving district to finance the capital costs of the AREA School facility (the High School) used by the sending district's students plus any other amount of capital improvement outlay for such facilities not financed by borrowing and not included in operating cost.
2. Deduct the amount of the state construction grant attributable to AREA School facilities for such fiscal year.
3. The net cost of the AREA School shall be divided by the number of students in membership as of October 1 to arrive at the cost per student.

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¶ Step 1. Principal and Interest¶
 High School Interest 338,863¶
 Plus-High School Principal 361,880¶

¶ Total High School Principal & Interest 700,743¶

¶ Step 2. Building Aid¶

¶ Total High School Principal & Interest 700,743¶
 Minus-High School State Building Aid 146,752¶

¶ Total High School Fiscal Impact 553,991¶

¶ Step 3. Cost Per Student (High School)¶

¶ Total High School Fiscal Impact 553,991¶
 Divided by number of students in membership 549¶

¶ Total Cost per Student (High School) 1,009¶

An example of the per pupil calculation is attached as Appendix B.

- **GOVERNANCE:**

There shall be at least two joint board meetings of the Gilford and Gilmanton Boards per year for the purpose of consulting and advising on any and all matters of joint interest. This shall include but not be limited to the program of studies, curriculum, relevant policies, and related

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budget and student issues. The Gilford School District shall keep the Gilmanon School District informed of all District-wide and High School subcommittees and shall permit Gilmanon to appoint one School Board representative to each subcommittee that pertains to the Gilford High School, including any subcommittee formed to hire a district-wide administrator or director.

The Gilmanon School Board shall appoint two of its elected members as additional members to the existing Gilford School Board, who may vote on matters affecting only the AREA School. As of October 1, 2019, the Gilmanon Student enrollment represents approximately 32% of the total combined enrollment of Gilmanon and Gilford resident students in the AREA High School ("the combined enrollment"). In the event that the Gilmanon enrollment increases to % of the combined enrollment as of October 1, Gilmanon shall be entitled to appoint one additional representative to the Board. In the event that the percentage of combined enrollment as of October 1 reaches %, Gilmanon shall be entitled to appoint one more additional member to the Board. Regardless of the calculation, the total number of Gilmanon appointees shall not exceed four (4) nor shall it be less than two (2). This calculation shall be made annually on the basis of the enrollment data as of October 1 of each year, and the appointees shall serve for a term of one year, subject to annual appointment in October by the Gilmanon School Board.

• **STUDENT REPORTS:**

The Gilford School Board shall provide the Gilmanon district with summary reports of student academic progress and attendance for the pupils enrolled under the provisions of this plan on an annual basis. The AREA School shall maintain an enrollment process whereby Gilmanon confirms Gilmanon residency as to each student who seeks to enroll as a resident of Gilmanon.

• **STUDENT SERVICES:**

Guidance services provided by the receiving district shall be made available to all pupils of the sending district for transition, grade placement, and subject placement in the AREA School. All special education services, and Section 504 accommodations, including all related services (except transportation to and from school), customarily provided and available within the AREA School setting, will be provided by the receiving district, and the cost of these services shall be included as part of the overall high school operating costs in the formula for setting student tuition; all as more particularly described above. Additional charges related to these services not available through the receiving district staff will be billed on a cost basis.

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Deleted: Gilford shall be responsible for implementing the IDEA and Section 504 in the AREA School, which shall include, but not be limited to, referrals, evaluations, IEP creation, progress reviews, progress reporting, manifestation determination meetings, case management, FBAs, development of BIPs, and meeting scheduling. ¶ In the event that a Gilmanon student requires a 1:1 paraprofessional, the cost of the paraprofessional shall be excluded from the tuition formula calculations and shall be invoiced to, and reimbursed by, Gilmanon at cost. Gilmanon shall designate maintain a high school student services school liaison who shall be considered the LEA representative for Gilmanon. She/he shall be invited to all IEP meetings in which the Team contemplates the additional of a 1:1 paraprofessional or a new related service, or the possibility of recommending a change in placement from the AREA School. ¶

... [1]

The Superintendents and their designees are authorized to modify the student services listed in the subsections below by mutual agreement in order to comply with any changes in the law or to produce a more equitable result in the administration of student services. All reports of seclusion and restraint, Safe School Zones Act violations, bullying, homelessness, and the outcome of any investigations involving a Gilmanton student shall be copied to the Gilmanton Superintendent or his/her designee.

SPECIAL EDUCATION

The intent of the Districts is to ensure that all Gilmanton students are offered a free appropriate education at public expense. The respective responsibilities of the Districts are as follows:

1. A Gilmanton Local Educational Agency ["LEA"] representative will attend intake meetings of new students to the district as well as all referral meetings. Attendance at three (3) year re-evaluation meetings will also be a priority.
2. To facilitate Gilmanton's LEA representation at meetings, Gilford case managers will schedule meetings in conjunction with the special education administrative assistant in the Gilmanton School District
3. It is agreed that in the absence of a Gilmanton representative the Gilford case manager may act as the LEA representative on behalf of Gilmanton students at scheduled meetings. Gilmanton understands that it will be responsible for all lawful financial decisions made by the IEP Team or LEA representative in their absence as LEA.
4. The Student Services Director of Gilmanton will provide the Gilford Student Services Director with the anticipated number of 1 to1 special education aides needed to fulfill related services of the Gilmanton special education students in the subsequent school year. This will be provided at the completion of the spring IEP meetings and no later than June 30 of the current school year. The cost of this support service is addressed below in the subsection entitled "Support Services."
5. The files of incoming special education students will be provided to the student services office of Gilford High School by August 1st of each year.

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o SECTION 504 OF THE REHABILITATION ACT OF 1973

The Districts are committed to ensuring that all students with disabilities are afforded equal opportunity and access through planned accommodations. The respective responsibilities of the Districts are as follows:

1. A Gilmanton LEA representative will attend intake meetings of new students Section 504 Accommodation Plans. To facilitate Gilmanton’s LEA representation at meetings, Gilford will schedule meetings in conjunction with the special education administrative assistant in the Gilmanton School District.
2. Gilford’s student service assistant will be notified when an emergency arises that causes the LEA representative to miss or is going to be late to a scheduled meeting. Alternative plans will be determined on a case-by-case basis and shared with the 504 case manager responsible for the meeting.
3. It is agreed that in the absence of a Gilmanton representative the Gilford 504 case manager may act as the LEA representative on behalf of Gilmanton students at scheduled meetings. If there is an additional cost associated with the change, Gilmanton understands that it will be responsible for all lawful financial decisions made in their absence as LEA.
4. The files of incoming 504 students will be provided to the student services office of Gilford High School by August 1st of each year.

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o ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL):

The Districts are committed to meeting the needs of students with limited English proficiency. The respective responsibilities of the Districts are as follows:

1. A Gilmanton LEA representative will attend intake meetings of new ESOL students. To facilitate Gilmanton’s LEA representation at meetings, Gilford will schedule meetings in conjunction with the special education administrative assistant in the Gilmanton District.
2. Gilford’s student service assistant will be notified when an emergency arises that causes the LEA representative to miss or is going to be late to a scheduled meeting. Alternative plans will be determined on a case-by-case basis and shared with the ESOL case manager responsible for the meeting.

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3. It is agreed that in the absence of a Gilmanton LEA representative the Gilford ESOL case manager may act as the LEA representative on behalf of Gilmanton students at scheduled meetings. Gilmanton understands that they will be responsible for all lawful financial decisions made in their absence as LEA.
4. The files of incoming ESOL students will be provided to the Student Services Office of Gilford High School by August 1st of each year for new students. Due to the fact the ESOL budget is very limited, the Gilmanton School District will inform the Gilford School District by October 15th of each year of existing ESOL students enrolled in their district.
5. In the event that the Gilford District does not have an ESOL teacher, Gilmanton will be responsible for funding and finding a certified person to complete all evaluations of its ESOL students.

o **HOMELESS STUDENTS**

The Districts are committed to complying with the state and federal laws pertaining homeless students. The respective responsibilities of the Districts are as follows;

1. Gilford will inform Gilmanton of all homeless students who reside in Gilmanton or last known address of Gilmanton, that are enrolled in the Gilford School District as soon as possible.
2. Gilmanton will be financially responsible for the educational costs associated with all homeless students of their district and Gilford shall be responsible for educating these students in accord with the law. ~~The respective responsibilities for transportation shall be defined by the McKinney-Vento Homelessness Act and State law.~~

o **COURT INVOLVED STUDENTS**

The Districts desire to ensure that they fulfill their legal obligations to court involved students. The respective responsibilities of the Districts are as follows;

1. The Gilford Student Service Director will inform Gilmanton Student Service Director of all court involved students as soon as Gilford has been notified. All court cost and placements pertaining to Gilmanton students will be the responsibility of the Gilmanton School District.

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2. Gilmanton will inform the Gilford School District of the outcome of the proceedings while at court if the judicial orders affect the Gilford School District.
3. Gilmanton Foster Care students will be the responsibility of Gilmanton School District in accord with New Hampshire law.

o **SUPPORT SERVICES**

The cost of providing paraprofessional support services to Gilmanton students shall be determined and charged as follows:

1. By June 30th of each year the Gilmanton Student Services Director will send a letter to Gilford estimating the number of special education paraeducators that will be necessary for the ensuing school year to meet the educational needs of students from the Gilmanton School District. The Gilmanton school district shall reimburse Gilford for the total cost of the paraeducators outside of the school tuition agreement, and the cost shall not be factored into the tuition formula. These paraeducators shall be Gilford Staff members and the cost shall be billed twice a year to Gilmanton. When hiring new paraeducators for Gilmanton students, the Gilmanton Student Service Director will be included in the hiring process, with the understanding that Gilford shall make the final hiring decision.
2. All transportation that is designated as a related service for students with disabilities will be provided by Gilmanton.
3. All full-time contracted services (LNA, rehabilitative assistants, behavior coaches, etc.) that are not paraeducators and are included in a Gilmanton student's IEP shall be the financial responsibility of the Gilmanton School District. If the service is provided to a Gilmanton student through a contract between Gilford and a third party, Gilmanton shall be billed at cost, and shall reimburse Gilford for the cost of the service. The costs of the service shall not be included in the formula for calculating student tuition.
4. Gilmanton will provide ESY services for the Gilmanton High School students.
5. For Transition students between the ages of 19-21 with shortened days or special programs, the Superintendents of Gilford and Gilmanton School districts will decide the cost of placement for the days attended at Gilford High School.

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6. By August 1 of each year Gilmananton will provide Gilford with projections for the ensuing three years of anticipated enrollment numbers for special education, Section 504, and ESOL students for budgeting purposes.

7. Gilmananton will be responsible for electronically maintaining all data required by the state in the areas of student services. Any Medicaid-to-Schools reimbursement and IDEA grant money pertaining to Gilmananton students shall be credited to Gilmananton.

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• **DISCIPLINE:**

It is understood that the same pupil regulations will apply to the pupils from the sending district as to those of the receiving district under the auspices of the receiving district's Superintendent of Schools and School Board. The Gilford High School administrator will inform the Gilmananton Student Service Director of students who have received Out-of-School Suspension (OSS) and In-School -Suspensions (ISS). Gilmananton will be notified of all students who are scheduled to meet with the Gilford Superintendent. They will be notified through a telephone call, as well as a letter, of the outcome of that meeting and the LEA responsibilities.

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• **AMENDMENTS:**

The AREA Plan may be amended by the districts comprising the region consistent with the provisions of RSA 195-A:14.

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• **DISPUTE RESOLUTION:**

Any complaint by either party under this agreement arising out of interpretation thereof, not resolved after conference, and a procedure for which is not provided herein, may be referred by either party to mediation and if unsuccessful, to the State Board of Education, which shall hear the parties and decide the matter under the authority granted by RSA 186:5.

• **TERM:**

This amended Agreement shall become effective as of the date that both School District's approve the same at their annual meetings. The renewal date of this amended agreement shall be ~~March 15, 2023~~, and it shall run for a minimum of ~~twelve (12)~~ consecutive years in a manner consistent with RSA 195-A:3 XI, as it pertains to renegotiated agreements. Thereafter, it shall continue to run from ~~March 14, 2035~~ until the end of the fiscal year, and shall expire on ~~June 30, 2035~~. The term shall expire on ~~June 30, 2035~~. By ~~October 1, 2032~~ the Gilmananton School Board shall give written notice to the Clerk of the Gilford School District as to whether or not it wishes

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to extend this agreement, and by October 30, 2032 the Gilford School Board shall give written notice to the Clerk of the Gilmanton School District as to whether or not it is willing to accept an extension of this agreement. Any such extension shall be subject to mutual agreement by the Boards as to any necessary amendments, as well any necessary vote of the legislative bodies of the two school districts, which shall occur in March of 2033, at their annual meetings.

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In the event the term of this agreement is not extended, and Gilmanton has not constructed its own high school, and instead has entered into an agreement with another school district to educate its high school students, there shall be a phase out of enrollment of Gilmanton students at Gilford by grade. The general intent of this phase out, as further described below, is that only those students enrolled in the AREA School at the time of expiration, in the eligible grades shall be permitted to maintain their enrollment in the AREA School until they attain a diploma or no longer qualify for enrollment.

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In the event of expiration, and Gilmanton has not constructed a high school, there shall be a phase out of enrollment at Gilford High School as follows:

During the 2035-2036 school year, sophomores, juniors and seniors shall continue to be enrolled at Gilford High School;

During the 2036-2037 school year, only juniors and seniors shall continue to be enrolled at Gilford High School; and

During the 2037-2038 school only seniors shall continue to be enrolled at Gilford High School.

The phase out shall be deemed complete as of the close of the 2037-2038 school year except that students who have not yet graduated shall be permitted to continue enrollment for such time period as is allowed by federal law.

Nothing herein shall prohibit a lawful re-assignment of a Gilmanton student to the Gilford School District on the basis of the "best interest" standard or manifest educational hardship.

Signed in agreement on this Day of 202 (Gilford), and the Day of, 202 (Gilmanton).

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<#>The Gilford and Gilmanton School Boards agree to a review of this agreement in the event the other party requests such, if Gilford School District decides at some future date, to construct a freestanding high school.¶

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Gilford

Gilmanton

(APPENDIX A)

20XX-20XX Tuition
DISTRICT WIDE COST ALLOCATION " 10 accounts"

| | Total | Elem | Middle | High |
|---|------------------|-----------------|-----------------|-----------------|
| ENROLLMENT PERCENT (October 1st) | 1157 100.00% | 338 29.21% | 329 28.44% | 490 42.35% |
| Acct. # | | | | |
| 2112 Student Resource Officer | 1,301.00 | 380.07 | 369.95 | 550.99 |
| 2212 Course Reim/Inservice Training | 18,300.00 | 5,346.07 | 5,203.72 | 7,750.22 |
| 2213 Course Reimbursement | 40,000.00 | 11,685.39 | 11,374.24 | 16,940.36 |
| 2219 Prof Devel/Training Admin Director | 4,000.00 | 1,168.54 | 1,137.42 | 1,694.04 |
| 2225 Technology | 100,380.00 | 29,324.49 | 28,543.66 | 42,511.84 |
| 2290 Travel Out-of-District | 4,900.00 | 1,431.46 | 1,393.34 | 2,075.19 |
| 2310 School Board | 30,500.00 | 8,910.11 | 8,672.86 | 12,917.03 |
| 2313 Traesurer and Moderator | 1,700.00 | 496.63 | 483.41 | 719.97 |
| 2315 Legal Fees | 36,500.00 | 10,662.92 | 10,379.00 | 15,458.08 |
| 2317 Audit | 17,000.00 | 4,966.29 | 4,834.05 | 7,199.65 |
| 2319 Criminal records | 8,000.00 | 2,337.08 | 2,274.85 | 3,388.07 |
| 2320 Superintnedent | 186,462.00 | 54,472.04 | 53,021.61 | 78,968.35 |
| 2520 Business Office | 306,977.00 | 89,678.67 | 87,290.78 | 130,007.55 |
| 2590 Insurance | 83,000.00 | 24,247.19 | 23,601.56 | 35,151.25 |
| 2620 Operations & Maint of Facility | 501,768.00 | 146,583.91 | 142,680.79 | 212,503.30 |
| 2640 Operations & Maint of Facility | 50,800.00 | 14,840.45 | 14,445.29 | 21,514.26 |
| 2650 Vehicle Operations and Maint | 5,500.00 | 1,606.74 | 1,563.96 | 2,328.30 |
| 2721 Transportation | 520,466.00 | - | - | 520,466.00 |
| 2900 Holding Accounts | 6,921,959.00 | 2,022,145.33 | 1,968,301.22 | 2,931,512.45 |
| 5110 Principal of Debt | 985,000.00 | - | - | 985,000.00 |
| 5120 Intrest on Debt | 165,944.00 | - | - | 165,944.00 |
| 5221 Transfer to Food Service | 161,125.00 | 47,070.22 | 45,816.88 | 68,237.90 |
| 5605 Capital Reserves | 242,500.00 | - | - | 242,500.00 |
| Total | \$ 10,394,082.00 | \$ 2,477,353.62 | \$ 2,411,388.58 | \$ 5,505,339.80 |

(APPENDIX A)

GMHS Cost Allocation Table " 57 accounts "

| 20XX-20XX | | GMS | GHS |
|--------------------------|------------|------------|------------|
| ENROLLMENT (October 1st) | 819 | 329 | 490 |
| PERCENT | 100.00% | 40.17% | 59.83% |
| TOTAL 57 ACCOUNT | \$ 669,841 | \$ 269,081 | \$ 400,760 |

GILFORD SCHOOL DISTRICT
20XX-20XX

20XX-20XX
SCHOOL YEAR

| | |
|--|------------------------|
| ELEMENTARY SCHOOL - 26 | 4,384,957.00 |
| ALLOC ALL 10 ACCTS TO ES | 2,477,354 |
| SUB TOTAL | <u>\$ 6,862,310.62</u> |
| MIDDLE SCHOOL - 37 | 3,837,113.00 |
| ALLOC ALL 57 ACCTS TO MS | 269,081.43 |
| ALLOC ALL 10 ACCTS TO MS | 2,411,389 |
| SUB TOTAL | <u>\$ 6,517,583.01</u> |
| HIGH SCHOOL - 47 | 6,270,400.00 |
| ALLOC ALL 57 ACCTS TO HS | 400,759.57 |
| ALLOC ALL 10 ACCTS TO HS | 5,505,340 |
| SUB TOTAL | <u>\$ 12,176,499</u> |
| TOTAL ALL LEVELS | <u>\$ 25,556,393</u> |
| REMOVE SPEC ED COST FOR INDIVIDUAL STUDENTS | |
| 31-1200-51140-47 SALARY SPEC ED EXTENDED YEAR PROG | (13,976.00) |
| 31-1200-51150-47 SALARY SPEC ED TUTORS/AIDES | (403,759.00) |
| 31-1200-53300-47 C/S HANDICAPPED (GILFORD CONTRACTED STAFFING) | (373,000.00) |
| 31-1200-55690-47 TUITION HANDICAPPED NON PUBLIC | (452,000.00) |
| 31-2721-55190-10 C/S TRANSPORTATION | (520,466.00) |
| 31-2722-55190-47 TRANSPORTATION HANDICAPPED | (84,833.00) |
| REMOVE HS DEBT / CAP RES / TRANSFERS | |
| 31-5110-59100-10 PRINCIPAL ON DEBT | (985,000.00) |
| 31-5120-58300-10 INTEREST ON DEBT | (161,125.00) |
| 31-5605-59300-10 CAPITAL RESERVE FUNDS | (242,500.00) |
| REMOVE REVENUE THAT APPLIES TO HIGH SCHOOL | |
| 31-1510-40000-00 INTEREST ON INVESTMENTS | (6,000.00) |
| 31-1910-40000-00 RENTALS - BUILDINGS | (5,000.00) |
| 31-1920-40000-00 LOCAL OTHER - FOOTBALL | (5,000.00) |
| 31-1990-40000-00 LOCAL OTHER INCOME - PARKING FEES | (3,300.00) |
| 31-1990-40000-00 LOCAL OTHER INCOME - REFUNDS | (1,000.00) |
| 31-3242-40000-00 VOCATIONAL TRANSPORTATION AIDE | (2,000.00) |
| NET COST OF HIGH SCHOOL | <u>\$ 8,917,540.37</u> |
| TOTAL NUMBER OF STUDENTS AT GHS (OCTOBER 1ST OF EACH YEAR) | <u>490</u> |
| AVERAGE COST PER STUDENT | <u>\$ 18,199</u> |
| NUMBER OF GILMANTON STUDENTS FOR THE SCHOOL YEAR (OCTOBER 1ST OF EACH YEAR) | <u>158</u> |
| TOTAL TUITION COSTS FOR GILMANTON | <u>\$ 2,875,451.79</u> |

(APPENDIX B)

**BOND CHARGE CALCULATION HS PROJECT
(20XX-20XX School Year)**

Construction Cost

| | | |
|---------------|----|------------------|
| Middle School | \$ | 9,463,958 |
| High School | \$ | 6,330,870 |
| Site Cost | \$ | <u>1,609,947</u> |

Total Cost \$ 17,404,775

Percent Cost (HS and Site) 45.6%

Per Pupil Calculation:

High School Principal and Interest

Total Princ & Int \$ 998,500

High School Princ & Int
(Total P & I x 45.6%) \$ 455,559 \$ 455,559

High School Building Aid

Total Building Aid \$ 314,594

High School Building Aid
(Total Build Aid x 45.6%) \$ 143,531 \$ 143,531

Total High School Fiscal Impact \$ 312,028

Cost Per Student

Total High School Fiscal Impact \$ 312,028
Divided By - Number of HS Students (October 1st of each year) 490

Total Cost per Student (High School) \$ 637

Total Rental Charge

Total Cost per Student (High School) \$ 637
Total Number of Gilmanston Students (October 1st of each year) 158

Total Bond Charge 20XX-20XX \$ 100,613

**AMENDED AND RENEGOTIATED AUTHORIZED REGIONAL ENROLLMENT
AREA PLAN BETWEEN THE SCHOOL DISTRICTS OF
GILFORD AND GILMANTON**

*[Subject to Public Hearing, State Board Approval, and Warrant Article approval by both the
Gilmanton and Gilford School Districts]*

This agreement is entered into pursuant to Chapter 195-A of the New Hampshire Revised Statutes Annotated, as amended, by the School Districts of Gilford and Gilmanton.

- **AREA HIGH SCHOOL:**

The name of the authorized regional enrollment area shall be the Gilford-Gilmanton Authorized Regional Enrollment Area. The Gilford-Gilmanton AREA School (AREA School) shall be the Gilford High School, serving the students of Gilford and Gilmanton, to be maintained by the receiving district in Gilford at a site on 88 Alvah Wilson Road in Gilford, NH. The Gilford High School shall be used jointly by Gilford and Gilmanton as the AREA School (grades 9-12).

- **DISTRICT DESIGNATION:**

The Gilford School District shall be the receiving district and the Gilmanton School District shall be the sending district; together they shall form the region which will be served by the AREA School. The receiving district shall be responsible for providing educational services for students in grades 9 through 12. The AREA School shall operate in accordance with all applicable state and federal laws.

- **TRANSPORTATION:**

Each of the sending and receiving districts will be fully responsible for the costs of the transportation of its own pupils to the AREA School.

- **ENROLLMENT:**

The following is the current enrollment in the AREA School (grades 9-12) from the sending district and from the receiving district as of October 1, 2019: Gilford, 332; Gilmanton, 158; Total, 490. Enrollment figures for the AREA School will change from year to year.

- **STUDENT TUITION AND BOND CHARGES: *[NOTE: The Student tuition and bond section is pending final approval by both Boards]***

The sending district shall be responsible for the per pupil tuition and bond charge for each student residing in the community of Gilmanton as confirmed by an October 1 review of

registration in the AREA School, except as provided under RSA 195-A:4-a or through mutual agreement.

The tuition and bond charge for pupils enrolled for only a portion of the full school year shall be the product of the daily rate and their daily membership.

The receiving district shall calculate tuition based on budgeted expenses and anticipated revenues for the year and on pupil membership as of October 1, and shall provide notice to the sending district no later than November 1. The business administrator and superintendent of each district will confirm the calculation for tuition and bond payments. They will be made semi-annually by the Gilmanon School District no later than January 30 and June 30.

At the closing of accounts, for each fiscal year, the actual and final per pupil costs shall be computed using the actual year-end costs and revenues and the final average daily pupil membership figures. If the interim payments for such fiscal year were for any reason too low, the difference will be added to the total payment of the sending district for the next fiscal year. If the interim payments for such fiscal year were for any reason too high, the difference will be subtracted from the total payment of the sending district for the next fiscal year. If a tuition and/or bond charge dispute occurs, the school boards of each district will agree on a third party to mediate the dispute.

o **STUDENT TUITION** [See Appendix A]:

The receiving district shall develop and maintain a budget in accordance with the standards established by the New Hampshire Department of Revenue Administration for Public School Districts. Expenditures must be differentiated by instructional level, i.e. elementary, middle, middle-high, high and district-wide.

Where expenditures relate to more than one instructional level the cost will be distributed by a percentage of students at each level. This would include the District-wide “10” accounts and the Middle-High School “57” accounts, examples of which are attached as Appendix A.

The per pupil cost of high school operations shall be calculated as follows:

1. Add total operating cost of high school programs.
2. Add allocated costs as described above.
3. Deduct expenditures not relating to the students of the sending district or costs paid by the sending district.. Examples include transportation, special education aides for Gilford

students, additional charges for special education costs for individual Gilmanton students, and tuition costs for placements outside the school district.

4. Deduct revenues that apply specifically to the high school programs. Examples include: state building aid, facilities rental to outside groups, attendance fees, vocational education transportation reimbursements, and prorated district-wide revenues or reimbursements, such as insurance refunds.
5. The net cost of the AREA School shall be divided by the number of students in membership to arrive at the cost per student.
6. An example of the Student Tuition calculation is attached as Appendix A.

○ **BOND CHARGE** [See Appendix B]:

The receiving district shall calculate an annual per pupil bond charge based on the capital costs for the Gilford High School in each fiscal year. The receiving district shall provide notice to the sending district when plans to incur bonded obligations which may result in increased bond charges (to the sending school district) are approved by the receiving district's school board. This notification shall take place no less than four (4) months prior to a bond vote in accordance with RSA 195-A:14 VI.

The annual per pupil bond charge shall be computed as follows:

1. Add the total amount of principal and interest payable in each fiscal year with respect to indebtedness incurred by the receiving district to finance the capital costs of the AREA School facility (the High School) used by the sending district's students plus any other amount of capital improvement outlay for such facilities not financed by borrowing and not included in operating cost.
2. Deduct the amount of the state construction grant attributable to AREA School facilities for such fiscal year.
3. The net cost of the AREA School shall be divided by the number of students in membership as of October 1 to arrive at the cost per student.

An example of the per pupil calculation is attached as Appendix B.

● **GOVERNANCE:**

There shall be at least two joint board meetings of the Gilford and Gilmanton Boards per year for the purpose of consulting and advising on any and all matters of joint interest. This shall include but not be limited to the program of studies, curriculum, relevant policies, and related

budget and student issues. The Gilford School District shall keep the Gilmanton School District informed of all District-wide and High School subcommittees and shall permit Gilmanton to appoint one School Board representative to each subcommittee that pertains to the Gilford High School, including any subcommittee formed to hire a district-wide administrator or director

The Gilmanton School Board shall appoint two of its elected members as additional members to the existing Gilford School Board, who may vote on matters affecting only the AREA School. As of October 1, 2019, the Gilmanton Student enrollment represents approximately 32 % of the total combined enrollment of Gilmanton and Gilford resident students in the AREA High School (“the combined enrollment”). In the event that the Gilmanton enrollment increases to ___% of the combined enrollment as of October 1, Gilmanton shall be entitled to appoint one additional representative to the Board. In the event that the percentage of combined enrollment as of October 1 reaches __%, Gilmanton shall be entitled to appoint one more additional member to the Board. Regardless of the calculation, the total number of Gilmanton appointees shall not exceed four (4) nor shall it be less than two (2). This calculation shall be made annually on the basis of the enrollment data as of October 1 of each year, and the appointees shall serve for a term of one year, subject to annual appointment in October by the Gilmanton School Board.

- **STUDENT REPORTS:**

The Gilford School Board shall provide the Gilmanton district with summary reports of student academic progress and attendance for the pupils enrolled under the provisions of this plan on an annual basis. The AREA School shall maintain an enrollment process whereby Gilmanton confirms Gilmanton residency as to each student who seeks to enroll as a resident of Gilmanton.

- **STUDENT SERVICES:**

Guidance services provided by the receiving district shall be made available to all pupils of the sending district for transition, grade placement, and subject placement in the AREA School. All special education services, and Section 504 accommodations, including all related services (except transportation to and from school) customarily provided and available within the AREA School setting will be provided by the receiving district, and the cost of these services shall be included as part of the overall high school operating costs in the formula for setting student tuition; all as more particularly described above. Additional charges related to these services not available through the receiving district staff will be billed on a cost basis.

The Superintendents and their designees are authorized to modify the student services listed in the subsections below by mutual agreement in order to comply with any changes in the law or to produce a more equitable result in the administration of student services. All reports of seclusion and restraint, Safe School Zones Act violations, bullying, homelessness, and the outcome of any investigations involving a Gilmanton student shall be copied to the Gilmanton Superintendent or his/her designee.

○ **SPECIAL EDUCATION**

The intent of the Districts is to ensure that all Gilmanton students are offered a free appropriate education at public expense. The respective responsibilities of the Districts are as follows:

1. A Gilmanton Local Educational Agency [“LEA”] representative will attend intake meetings of new students to the district as well as all referral meetings. Attendance at three (3) year re-evaluation meetings will also be a priority.
2. To facilitate Gilmanton’s LEA representation at meetings, Gilford case managers will schedule meetings in conjunction with the special education administrative assistant in the Gilmanton School District
3. It is agreed that in the absence of a Gilmanton representative the Gilford case manager may act as the LEA representative on behalf of Gilmanton students at scheduled meetings. Gilmanton understands that it will be responsible for all lawful financial decisions made by the IEP Team or LEA representative in their absence as LEA.
4. The Student Services Director of Gilmanton will provide the Gilford Student Services Director with the anticipated number of 1 to 1 special education aides needed to fulfill related services of the Gilmanton special education students in the subsequent school year. This will be provided at the completion of the spring IEP meetings and no later than June 30 of the current school year. The cost of this support service is addressed below in the subsection entitled “Support Services.”
5. The files of incoming special education students will be provided to the student services office of Gilford High School by August 1st of each year.

○ **SECTION 504 OF THE REHABILITATION ACT OF 1973**

The Districts are committed to ensuring that all students with disabilities are afforded equal opportunity and access through planned accommodations. The respective responsibilities of the Districts are as follows:

1. A Gilmanton LEA representative will attend intake meetings of new students Section 504 Accommodation Plans. To facilitate Gilmanton's LEA representation at meetings, Gilford will schedule meetings in conjunction with the special education administrative assistant in the Gilmanton School District.
2. Gilford's student service assistant will be notified when an emergency arises that causes the LEA representative to miss or is going to be late to a scheduled meeting. Alternative plans will be determined on a case-by-case basis and shared with the 504 case manager responsible for the meeting.
3. It is agreed that in the absence of a Gilmanton representative the Gilford 504 case manager may act as the LEA representative on behalf of Gilmanton students at scheduled meetings. If there is an additional cost associated with the change, Gilmanton understands that it will be responsible for all lawful financial decisions made in their absence as LEA.
4. The files of incoming 504 students will be provided to the student services office of Gilford High School by August 1st of each year.

○ **ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL):**

The Districts are committed to meeting the needs of students with limited English proficiency. The respective responsibilities of the Districts are as follows:

1. A Gilmanton LEA representative will attend intake meetings of new ESOL students. To facilitate Gilmanton's LEA representation at meetings, Gilford will schedule meetings in conjunction with the special education administrative assistant in the Gilmanton District.
2. Gilford's student service assistant will be notified when an emergency arises that causes the LEA representative to miss or is going to be late to a scheduled meeting. Alternative plans will be determined on a case-by-case basis and shared with the ESOL case manager responsible for the meeting.

3. It is agreed that in the absence of a Gilmanton LEA representative the Gilford ESOL case manager may act as the LEA representative on behalf of Gilmanton students at scheduled meetings. Gilmanton understands that they will be responsible for all lawful financial decisions made in their absence as LEA.
4. The files of incoming ESOL students will be provided to the Student Services Office of Gilford High School by August 1st of each year for new students. Due to the fact the ESOL budget is very limited, the Gilmanton School District will inform the Gilford School District by October 15th of each year of existing ESOL students enrolled in their district.
5. In the event that the Gilford District does not have an ESOL teacher, Gilmanton will be responsible for funding and finding a certified person to complete all evaluations of its ESOL students.

○ **HOMELESS STUDENTS**

The Districts are committed to complying with the state and federal laws pertaining homeless students. The respective responsibilities of the Districts are as follows:

1. Gilford will inform Gilmanton of all homeless students who reside in Gilmanton or last known address of Gilmanton, that are enrolled in the Gilford School District as soon as possible.
2. Gilmanton will be financially responsible for the educational costs associated with all homeless students of their district and Gilford shall be responsible for educating these students in accord with the law. The respective responsibilities for transportation shall be defined by the McKinney-Vento Homelessness Act and State law.

○ **COURT INVOLVED STUDENTS**

The Districts desire to ensure that they fulfill their legal obligations to court involved students. The respective responsibilities of the Districts are as follows:

1. The Gilford Student Service Director will inform Gilmanton Student Service Director of all court involved students as soon as Gilford has been notified. All court cost and placements pertaining to Gilmanton students will be the responsibility of the Gilmanton School District.

2. Gilmanton will inform the Gilford School District of the outcome of the proceedings while at court if the judicial orders affect the Gilford School District.
3. Gilmanton Foster Care students will be the responsibility of Gilmanton School District in accord with New Hampshire law.

○ **SUPPORT SERVICES**

The cost of providing paraprofessional support services to Gilmanton students shall be determined and charged as follows:

1. By June 30th of each year the Gilmanton Student Services Director will send a letter to Gilford estimating the number of special education paraeducators that will be necessary for the ensuing school year to meet the educational needs of students from the Gilmanton School District. The Gilmanton school district shall reimburse Gilford for the total cost of the paraeducators outside of the school tuition agreement, and the cost shall not be factored into the tuition formula. These paraeducators shall be Gilford Staff members and the cost shall be billed twice a year to Gilmanton. When hiring new paraeducators for Gilmanton students, the Gilmanton Student Service Director will be included in the hiring process, with the understanding that Gilford shall make the final hiring decision.
2. All transportation that is designated as a related service for students with disabilities will be provided by Gilmanton.
3. All full-time contracted services (LNA, rehabilitative assistants, behavior coaches, etc.) that are not paraeducators and are included in a Gilmanton student's IEP shall be the financial responsibility of the Gilmanton School District. If the service is provided to a Gilmanton student through a contract between Gilford and a third party, Gilmanton shall be billed at cost, and shall reimburse Gilford for the cost of the service. The costs of the service shall not be included in the formula for calculating student tuition.
4. Gilmanton will provide ESY services for the Gilmanton High School students.
5. For Transition students between the ages of 19-21 with shortened days or special programs, the Superintendents of Gilford and Gilmanton School districts will decide the cost of placement for the days attended at Gilford High School.

6. By August 1 of each year Gilmanton will provide Gilford with projections for the ensuing three years of anticipated enrollment numbers for special education, Section 504, and ESOL students for budgeting purposes.
7. Gilmanton will be responsible for electronically maintaining all data required by the state in the areas of student services. Any Medicaid-to-Schools reimbursement and IDEA grant money pertaining to Gilmanton students shall be credited to Gilmanton.

- **DISCIPLINE:**

It is understood that the same pupil regulations will apply to the pupils from the sending district as to those of the receiving district under the auspices of the receiving district's Superintendent of Schools and School Board. The Gilford High School administrator will inform the Gilmanton Student Service Director of students who have received Out-of-School Suspension (OSS) and In-School -Suspensions (ISS). Gilmanton will be notified of all students who are scheduled to meet with the Gilford Superintendent. They will be notified through a telephone call, as well as a letter, of the outcome of that meeting and the LEA responsibilities.

- **AMENDMENTS:**

The AREA Plan may be amended by the districts comprising the region consistent with the provisions of RSA 195-A:14.

- **DISPUTE RESOLUTION:**

Any complaint by either party under this agreement arising out of interpretation thereof, not resolved after conference, and a procedure for which is not provided herein, may be referred by either party to mediation and if unsuccessful, to the State Board of Education, which shall hear the parties and decide the matter under the authority granted by RSA 186:5.

- **TERM:**

This amended Agreement shall become effective as of the date that both School District's approve the same at their annual meetings. The renewal date of this amended agreement shall be March 15, 2023, and it shall run for a minimum of twelve (12) consecutive years in a manner consistent with RSA 195-A:3 XI, as it pertains to renegotiated agreements. Thereafter, it shall continue to run from March 14, 2035 until the end of the fiscal year, and shall expire on June 30, 2035. The term shall expire on June 30, 2035. By October 1, 2032 the Gilmanton School Board shall give written notice to the Clerk of the Gilford School District as to whether or not it wishes

to extend this agreement, and by October 30, 2032 the Gilford School Board shall give written notice to the Clerk of the Gilmanton School District as to whether or not it is willing to accept an extension of this agreement. Any such extension shall be subject to mutual agreement by the Boards as to any necessary amendments, as well any necessary vote of the legislative bodies of the two school districts, which shall occur in March of 2033 at their annual meetings.

In the event the term of this agreement is not extended, and Gilmanton has not constructed its own high school, and instead has entered into an agreement with another school district to educate its high school students, there shall be a phase out of enrollment of Gilmanton students at Gilford by grade. The general intent of this phase out, as further described below, is that only those students enrolled in the AREA School at the time of expiration in the eligible grades shall be permitted to maintain their enrollment in the AREA School until they attain a diploma or no longer qualify for enrollment.

In the event of expiration, and Gilmanton has not constructed a high school, there shall be a phase out of enrollment at Gilford High School as follows:

During the 2035-2036 school year, sophomores, juniors and seniors shall continue to be enrolled at Gilford High School;

During the 2036-2037 school year, only juniors and seniors shall continue to be enrolled at Gilford High School; and

During the 2037-2038 school only seniors shall continue to be enrolled at Gilford High School.

The phase out shall be deemed complete as of the close of the 2037-2038 school year except that students who have not yet graduated shall be permitted to continue enrollment for such time period as is allowed by federal law.

Nothing herein shall prohibit a lawful re-assignment of a Gilmanton student to the Gilford School District on the basis of the "best interest" standard or manifest educational hardship.

Signed in agreement on this — Day of 202__ (Gilford), and the — Day of, 202__ (Gilmanton).

Gilford

Gilmanton

20XX-20XX Tuition DISTRICT WIDE COST ALLOCATION " 10 accounts"

| | Total | Elem | Middle | High |
|---|------------------|-----------------|-----------------|-----------------|
| ENROLLMENT PERCENT (October 1st) | 1157 100.00% | 338 29.21% | 329 28.44% | 490 42.35% |
| Acct. # | | | | |
| 2112 Student Resource Officer | 1,301.00 | 380.07 | 369.95 | 550.99 |
| 2212 Course Reim/Inservice Training | 18,300.00 | 5,346.07 | 5,203.72 | 7,750.22 |
| 2213 Course Reimbursement | 40,000.00 | 11,685.39 | 11,374.24 | 16,940.36 |
| 2219 Prof Devel/Training Admin Director | 4,000.00 | 1,168.54 | 1,137.42 | 1,694.04 |
| 2225 Technology | 100,380.00 | 29,324.49 | 28,543.66 | 42,511.84 |
| 2290 Travel Out-of-District | 4,900.00 | 1,431.46 | 1,393.34 | 2,075.19 |
| 2310 School Board | 30,500.00 | 8,910.11 | 8,672.86 | 12,917.03 |
| 2313 Traesurer and Moderator | 1,700.00 | 496.63 | 483.41 | 719.97 |
| 2315 Legal Fees | 36,500.00 | 10,662.92 | 10,379.00 | 15,458.08 |
| 2317 Audit | 17,000.00 | 4,966.29 | 4,834.05 | 7,199.65 |
| 2319 Criminal records | 8,000.00 | 2,337.08 | 2,274.85 | 3,388.07 |
| 2320 Superintnedent | 186,462.00 | 54,472.04 | 53,021.61 | 78,968.35 |
| 2520 Business Office | 306,977.00 | 89,678.67 | 87,290.78 | 130,007.55 |
| 2590 Insurance | 83,000.00 | 24,247.19 | 23,601.56 | 35,151.25 |
| 2620 Operations & Maint of Facility | 501,768.00 | 146,583.91 | 142,680.79 | 212,503.30 |
| 2640 Operations & Maint of Facility | 50,800.00 | 14,840.45 | 14,445.29 | 21,514.26 |
| 2650 Vehicle Operations and Maint | 5,500.00 | 1,606.74 | 1,563.96 | 2,329.30 |
| 2721 Transportation | 520,466.00 | - | - | 520,466.00 |
| 2900 Holding Accounts | 6,921,959.00 | 2,022,145.33 | 1,968,301.22 | 2,931,512.45 |
| 5110 Principal of Debt | 985,000.00 | - | - | 985,000.00 |
| 5120 Intrest on Debt | 165,944.00 | - | - | 165,944.00 |
| 5221 Transfer to Food Service | 161,125.00 | 47,070.22 | 45,816.88 | 68,237.90 |
| 5605 Capital Reserves | 242,500.00 | - | - | 242,500.00 |
| Total | \$ 10,394,082.00 | \$ 2,477,353.62 | \$ 2,411,388.58 | \$ 5,505,339.80 |

(APPENDIX A)

GMHS Cost Allocation Table " 57 accounts "

| 20XX-20XX | | GMS | GHS |
|---------------------------------|------------|------------|------------|
| ENROLLMENT (October 1st) | 819 | 329 | 490 |
| PERCENT | 100.00% | 40.17% | 59.83% |
| TOTAL 57 ACCOUNT | \$ 669,841 | \$ 269,081 | \$ 400,760 |

GILFORD SCHOOL DISTRICT
20XX-20XX

20XX-20XX
SCHOOL YEAR

| | |
|-------------------------------|---------------------|
| ELEMENTARY SCHOOL - 26 | 4,384,957.00 |
| ALLOC ALL 10 ACCTS TO ES | 2,477,354 |
| SUB TOTAL | <u>6,862,310.62</u> |
| | \$ |

| | |
|---------------------------|---------------------|
| MIDDLE SCHOOL - 37 | 3,837,113.00 |
| ALLOC ALL 57 ACCTS TO MS | 269,081.43 |
| ALLOC ALL 10 ACCTS TO MS | 2,411,389 |
| SUB TOTAL | <u>6,517,583.01</u> |
| | \$ |

| | |
|--------------------------|-------------------|
| HIGH SCHOOL - 47 | 6,270,400.00 |
| ALLOC ALL 57 ACCTS TO HS | 400,759.57 |
| ALLOC ALL 10 ACCTS TO HS | 5,505,340 |
| SUB TOTAL | <u>12,176,499</u> |
| | \$ |

| | |
|-------------------------|----------------------|
| TOTAL ALL LEVELS | <u>\$ 25,556,393</u> |
|-------------------------|----------------------|

REMOVE SPEC ED COST FOR INDIVIDUAL STUDENTS

| | |
|--|--------------|
| 31-1200-51140-47 SALARY SPEC ED EXTENDED YEAR PROG | (13,976.00) |
| 31-1200-51150-47 SALARY SPEC ED TUTORS/AIDES | (403,759.00) |
| 31-1200-53300-47 C/S HANDICAPPED (GILFORD CONTRACTED STAFFING) | (373,000.00) |
| 31-1200-55690-47 TUITION HANDICAPPED NON PUBLIC | (452,000.00) |
| 31-2721-55190-10 C/S TRANSPORTATION | (520,466.00) |
| 31-2722-55190-47 TRANSPORTATION HANDICAPPED | (84,833.00) |

REMOVE HS DEBT / CAP RES / TRANSFERS

| | |
|--|--------------|
| 31-5110-59100-10 PRINCIPAL ON DEBT | (985,000.00) |
| 31-5120-58300-10 INTEREST ON DEBT | (161,125.00) |
| 31-5605-59300-10 CAPITAL RESERVE FUNDS | (242,500.00) |

REMOVE REVENUE THAT APPLIES TO HIGH SCHOOL

| | |
|--|------------------------|
| 31-1510-40000-00 INTEREST ON INVESTMENTS | (6,000.00) |
| 31-1910-40000-00 RENTALS - BUILDINGS | (5,000.00) |
| 31-1920-40000-00 LOCAL OTHER - FOOTBALL | (5,000.00) |
| 31-1990-40000-00 LOCAL OTHER INCOME - PARKING FEES | (3,300.00) |
| 31-1990-40000-00 LOCAL OTHER INCOME - REFUNDS | (1,000.00) |
| 31-3242-40000-00 VOCATIONAL TRANSPORTATION AIDE | (2,000.00) |
| NET COST OF HIGH SCHOOL | <u>\$ 8,917,540.37</u> |

| | |
|--|------------------|
| TOTAL NUMBER OF STUDENTS AT GHS (OCTOBER 1ST OF EACH YEAR) | 490 |
| AVERAGE COST PER STUDENT | <u>\$ 18,199</u> |

| | |
|---|------------------------|
| NUMBER OF GILMANTON STUDENTS FOR THE SCHOOL YEAR (OCTOBER 1ST OF EACH YEAR) | 158 |
| TOTAL TUITION COSTS FOR GILMANTON | <u>\$ 2,875,451.79</u> |

(APPENDIX B)

**BOND CHARGE CALCULATION HS PROJECT
(20XX-20XX School Year)**

Construction Cost

| | | |
|---------------|----|------------------|
| Middle School | \$ | 9,463,958 |
| High School | \$ | 6,330,870 |
| Site Cost | \$ | <u>1,609,947</u> |

Total Cost \$ 17,404,775

Percent Cost (HS and Site) 45.6%

Per Pupil Calculation:

High School Principal and Interest

Total Princ & Int \$ 998,500

High School Princ & Int
(Total P & I x 45.6%) \$ 455,559 \$ 455,559

High School Building Aid

Total Building Aid \$ 314,594

High School Building Aid
(Total Build Aid x 45.6%) \$ 143,531 \$ 143,531

Total High School Fiscal Impact \$ 312,028

Cost Per Student

Total High School Fiscal Impact \$ 312,028
Divided By - Number of HS Students (October 1st of each year) 490

Total Cost per Student (High School) \$ 637

Total Rental Charge

Total Cost per Student (High School) \$ 637
Total Number of Gilmanston Students (October 1st of each year) 158

Total Bond Charge 20XX-20XX \$ 100,613

Proposed Warrant Articles

For Gilmanton:

Shall the School District amend and update the existing Authorized Regional Enrollment Plan Agreement with the Gilford School District to comply with current education laws, to include a more precise formula for calculating per student tuition and capital costs, as well as to make other necessary improvements, and further shall it renew the amended Agreement for a term of twelve (12) years, three and a half (3 ½) months to allow for the continued education of Gilmanton's high school students at Gilford High School until June 30, 2035 in accordance with the proposed Plan Agreement on file with the School District Clerk?

For Gilford:

Shall the School District amend and update the existing Authorized Regional Enrollment Plan Agreement with the Gilmanton School District to comply with current education laws, to include a more precise formula for calculating per student tuition and capital costs, as well as to make other necessary improvements, and further shall it renew the amended Agreement for a term of twelve (12) years, three and a half (3 ½) months to allow for the continued education of Gilmanton's high school students at Gilford High School until June 30, 2035 in accordance with the proposed Plan Agreement on file with the School District Clerk?