



New Hampshire State Board of Education
Department of Education
25 Hall Street | Concord, NH 03301

Granite State College Building | Events Center

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Thursday, August 11, 2022

AGENDA

- I. **CALL TO ORDER** ~ **10:00 AM**
- II. **PLEDGE OF ALLEGIANCE**
- III. **PUBLIC COMMENT** *The State Board of Education welcomes public commentary. In person commentary is limited to 3 minutes per person and clarifying questions may be asked, otherwise the Board does not provide feedback. All written commentary should be submitted to Angela.Adams@doe.nh.gov. All submitted commentary is provided to the board and when possible, included and posted with the monthly meeting materials located on the State Board of Education's meeting and minutes [webpage](#).*
- IV. **PRESENTATIONS/REPORTS**
 - A. **Annual Home Education Advisory Council (HEAC) Report** ~ JENNIFER PEREIRA and AMANDA WEEDEN, Co-chairs
- V. **BUREAU OF EDUCATIONAL OPPORTUNITIES**
 - A. **Office of Charter Schools** ~ TAL BAYER, NHED, Administrator
 1. Coastal Waters Chartered Public School ~ *charter amendment*
 2. Mill Falls Charter School ~ *renewal*
 3. North Star Chartered Public School ~ *new application*
 - B. **Office of Nonpublic Schools** ~ TIM CARNEY, NHED, Administrator of Educational Pathways
 1. Commissioner's Nonpublic School Approval Designation ~ *new grade level offered approval*
 2. Commissioner's Nonpublic School Approval Designation ~ *new school approvals*
 - C. **Learn Everywhere Program** ~ TIM CARNEY, NHED, Administrator of Educational Pathways
 1. FIRST Robotics ~ *renewal*
 2. North Main Music ~ *renewal*

VI. COMMISSIONER'S UPDATE

VII. OPEN BOARD DISCUSSIONS

VIII. TABLED ITEMS

A. Initial Proposal ~ Administrator Endorsements (Ed 506)

B. River View Public Charter School ~ Application

IX. CONSENT AGENDA

A. Meeting Minutes of July 14, 2022

X. NONPUBLIC SESSION

XI. ADJOURNMENT ~ 3:00 PM

Home Education Advisory Council Annual Report 2021-22

Co-Chairs Amanda Weeden and Jen Pereira

The Home Education Advisory Council (HEAC) first met in November this past Fall after many council appointments were finalized. Then the council met in December, February, April, and June.

The members of the council have seen increased growth in homeschooling, small homeschool groups and co-ops within their organizations. Homeschool organizations in NH provide the grassroots support to parents choosing to home educate their children. The Department of Education representative has reported that many questions received from the public pertain to finding resources. The council's homeschool representatives provide direction in finding these resources and bring the questions and concerns of home educating families to the Home Education Advisory Council.

With the new educational options available in New Hampshire, there has been confusion in the community as people attempt to understand and differentiate between these options for fulfilling compulsory attendance. Parents ask how they can take advantage of the choices and properly move from one to another. The new Education Freedom Account (EFA) Program is an additional option in NH for fulfilling compulsory attendance, separate and distinct from home education under RSA 193-A. Several other concerns brought up at our initial meetings were some late receipt of home education acknowledgement letters from SAUs, requests for homeschool portfolios as parents went to enroll their children in public school, districts conveying inaccurate information about the home education law to parents, and some parents being told they needed to sign special education waivers when withdrawing from public school in order to home educate. There were also some early complaints about issues with the Class Wallet system used by the NH Children's Scholarship Fund. As the year progressed, we have not heard continuing complaints.

The council welcomed many new members who represent the increased variety of NH home educator associations as well as new representatives of the NH Department Education and of the NH School Administrators Association. We took a moment to recognize the important contributions and support of home education of a long-time council member we unexpectedly lost this year, Representative Barbara Shaw. We worked to orient members to the purposes and business of the council as found in the home education rules Ed 315.09; please see the end of this report.

As the new membership of the council came together, we worked to make recommendations for clarifying concerns and solving issues. We recommended sending letters of intent to homeschool by certified mail and pointed out the possibility of sending them digitally to create a legal record to accommodate for USPS slowed service and other delays. Homeschool representatives brought up a concern within the homeschool community and asked public school representatives whether a NH teacher would call DCYF or the police within a few days of a child being absent from class if the SAU/teacher was not notified that the student started homeschooling. Heather, the representative of the NH School Administrators Association, and Mike, the representative of the NH Association of School Principals, clarified the process by which the SAU notifies teachers of a student switching to homeschooling and re-assured us that there are procedures in place to first reach out to supervisors and school administrators to determine next steps as opposed to the possible but not standard practice in

NH of a teacher unilaterally deciding to call DCYF or police about a missing student. We discussed how a parent of a home education student completing their home education program at the high school level before reaching 18 may submit a letter of certification of completion to the NH Department of Education. Questions have been brought up regarding home educator access to online applications for scholarships as well as access to information about the curricular and co-curricular offerings in their resident public school district. HEAC members are researching how greater access may be extended to home educated students.

A participating agency's concern that they were being asked to sign off for a home educated student under the age of 18 to take the HiSET exam (as an alternative to the GED) was brought to the council. The parent is the party responsible for directing the home educated child's program and is the one who signs off to authorize youth employment and self-certify completion of a home education program in NH. In answer to this concern, the council stated the following:

The HEAC council recommends waiving the requirement for the participating agency to sign off to allow 16- and 17-year-old home educated students to take the HiSET (High School Equivalency Test) and asks that any rule making pertaining to the HiSET exam take this request into consideration. The parent is the party responsible for directing the home educated child's program and is the one who signs off to authorize youth employment and self-certify completion of a home education program in NH. The parent should also be the party responsible for signing off to allow their child to take the HiSET exam.

NH Representative Erica Layon came to the council to inform HEAC members of the progress of her sponsored bill HB 1663 relative to home education. This bill has now passed and will:

- Require that schools **shall** (not may) adopt a policy regulating participation in school programs for nonpublic, public chartered, and home educated students RSA 193:1-c
- Change the definition of Home Education to "Home education shall be provided, **coordinated, or directed** by a parent for his or her own child" RSA 193-A:4
- Revise language for notification when ending a home education program or when moving from one school district to another RSA 193-A:5
- State that the portfolio "at all times remains the property of the parent" RSA 193-A:6
- Require that a child with a disability shall be evaluated with the disability in mind RSA 193-A:6
- Remove the requirement for home education students to have composite results at or above the fortieth percentile when choosing to take state or national student achievement tests to demonstrate reasonable academic proficiency RSA 193-A:6

The council discussed the equal application of requirements and rights to everyone notifying to home educate under RSA 193-A. A question was raised concerning whether the parent of a student participating in the Prenda Community Learning Pods Program who had sent a home education

notification for their child under RSA 193-A must maintain a portfolio and provide for an annual educational evaluation. Prenda Community Learning Pods are complete educational programs that include student evaluations, so must parents do more than required by Prenda? The council made the following recommendation to the department for clarification:

All parents who send a home education notification for a child according to RSA 193-A should comply with the requirements of 193-A as their chosen pathway to fulfill compulsory attendance including the following.

1. "The parent shall maintain a portfolio of records and materials relative to the home education program." RSA 193-A:6 (I)
2. "The parent shall provide for an annual educational evaluation. . . ." RSA 193-A:6 (II)

Last year, the council had recommended that parents of Prenda Community Learning Pods NOT be required to notify as home education students but instead be designated as an alternate method of satisfying compulsory attendance law.

There is continuing discussion about what educational models fit the definition of home education under RSA 193-A. Granite State Home Educators (GSHE) has reached out to VLACs about the process of home educators moving from part-time to full-time VLACs status. GSHE clarified that home educated students need to send notification of ending their home education programs when they become full time with VLACs. Home education representatives have discussed concerns about "home educated" students taking a full course load of VLACs courses without being considered full-time with VLACs.

In response to the concerns about what educational programs fit the definition of home education under RSA 193-A, the council made the following recommendation.

Whereas NH Home Education Law 193-A guarantees the following freedoms to home education families in New Hampshire:

1. Parents can choose their child's curriculum which does not need to be aligned with state standards;
2. Parents have multiple choices for annual assessment which need not be standardized testing and does not need to be NH State assessments;
3. Parents are not required to submit *any* testing or assessment data to any department or agency of the state;
4. Parents have multiple choices for homeschool notification "participating" agencies including a NH nonpublic school;

therefore, the council recommends that any educational program -- whether a NH charter school, a program created by federal contract or money, or other program of the State of NH -- which does not allow for these freedoms should not fall under RSA 193-A home education law. Rather, such programs should fall under another option to fulfill NH RSA 193-1 Compulsory Attendance Law.

The council wishes to work with the NH Department of Education on website recommendations to clearly distinguish the educational options in NH – public, private, EFA, and home education.

Establishment of HEAC

RSA 193-A, enacted in 1990, established home education as an alternative to compulsory attendance at school.

The general court recognizes, in the enactment of RSA 193-A as inserted by section 3 of this act, that it is the primary right and obligation of a parent to choose the appropriate educational alternative for a child under his care and supervision, as provided by law. One such alternative allows a parent to elect to educate a child at home as an alternative to attendance at a public or private school, in accordance with RSA 193-A. The general court further recognizes that home education is more individualized than instruction normally provided in the classroom setting.

The statute also created the home education advisory council (HEAC). Its membership consists of six persons nominated by New Hampshire home educator associations, two persons nominated by the New Hampshire department of education, one person nominated by each of the following associations: the NH School Administrators Association, the New Hampshire School Boards Association, the New Hampshire School Principals Association, the Nonpublic School Advisory Council, and three members of the New Hampshire Legislature: a Senator, and two members of the House of Representatives. The chair of the council is elected from among the home educator members. A list of the members of the council is attached. The Council was modeled, in part, after the Nonpublic School Advisory Council to provide a forum for the exchange of ideas and concerns of educators/administrators and homeschooling parents.

The duties of the Council, as prescribed in ED 315.09, are as follows:

(a) The home education advisory council shall carry out those duties assigned to it by the commissioner. The council shall work with home educators and representatives of private and public education to encourage an understanding of home education.

(b) Assigned areas of responsibility for the council shall include the following:

(1) Developing and maintaining effective communications between home educators and those public, and nonpublic schools and state and local agencies involved in home education;

(2) Recommending to the commissioner and state board of education desired changes in rules pertaining to home education;

(3) Establishing a grievance committee to hear grievances referred to it by the commissioner; and

(4) Providing an annual report to the state board on its activities.

MEMBER	ORGANIZATION	EMAIL ADDRESS	TERM
Allison O'Neil	Hampton Area Homeschool Group	oneils4@gmail.com	2021-2024
Althea Barton	New Hampshire Homeschooling Coalition	althea9999@gmail.com	2021-2024
Amanda Weeden	Granite State Home Educators	aweedenheac@yahoo.com	2020-2023
April Villani	Catholics United for Home Education	avillani.HEAC@gmail.com	2021-2024
Catie McLaughlin	Seacoast Christian Home Educators Association	catiemclaughlin@gmail.com	2020-2023
Glenn Cordelli*	House of Representatives	glenn.cordelli@leg.state.nh.us	2015-2022
Heather Barker	NH School Administrators Association	heather.barker@sau26.org	2021-2024
Jennifer Pereira	Catholics United for Home Education	pereirajen@yahoo.com	2020-2023
Michael Koski	NH Association of School Principals	mkoski@windhamsd.org	2021-2024
Ruth Ward*	Senate	ruth.ward@leg.state.nh.us	2017-2022
Sarah Cheek	Acton Academy Seacoast	sarah@actonseacoast.org	2021-2024
Timothy Carney	New Hampshire Department of Education	timothy.c.carney@doe.nh.gov	2021-2024
vacant	New Hampshire School Boards Association		
vacant	Nonpublic School Advisory Council		
vacant	House of Representatives		

*Legislative members of the Council serve terms which are coterminous with their elected offices.

8/11/2022

EXECUTIVE SUMMARY

**Office of Chartered Public Schools
Coastal Waters Chartered Public School
Amendment Request**

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the amendment requests for Coastal Waters (CPS).

B. RATIONALE FOR ACTION

Ed 318.12 gives the State Board of Education the authority to approve or deny a chartered public schools request for an amendment to their charter document.

C. EFFECTS OF THIS ACTION

An approvment of the amendments will allow Coastal Waters CPS to update the following:

Moving from block scheduling model rather than trimesters.

Adjusting calendar and daily hours alignment from SAU 56 to “surrounding SAU’s.”

D. POSSIBLE MOTION

I move that the State Board of Education approve the amendments to Coastal Waters Chartered Public School charter document.

OR:

I move that the State Board of Education _____
(indicate some other action)



Chartered Public School Application for Charter Amendment

A chartered public school may submit an amendment to their charter contract with the state of New Hampshire in accordance with RSA 193-B:3, XI. This form, together with required attachments, is for use when applying for an amendment with the State Board of Education under Ed 318.12 (Issuance and Amendment of Charter).

Name of Chartered Public School: Coastal Waters Chartered Public School

Name of School Director: Erica Taylor

Street Address: 2 Holland Way

Town: Exeter

Email: etaylor@cwschool.org

Phone Number: 603-316-6951

Amendment Type:

(Select all that apply.)

- Grade Levels
- Enrollment
- Mission
- Curriculum/Model
- other School Calendar & Daily Hours

Description:

(Use this space to fully describe the area(s) in which you are requesting amendment(s).)

We are requesting an amendment for two areas of our charter. We request to change our grading structures to follow the block model rather than trimesters. We request to adjust our calendar and daily operating hours from aligning with SAU 56 to those of the surrounding SAU.

Reasoning:

(Use this space to fully describe the area(s) in which you are requesting amendment(s).)

The change of our grading term is to better coincide with our block scheduling, align with our staffing model, and create consistency with surrounding school districts for transfers and higher education. The change of our calendar and operating hours is to effectively meet the needs of the students, families, and school community.

Impact Areas:

(Check all areas impacted upon amendment approval)

- Students/Families
- Budget
- Goals (academic, program, organizational)
- Staffing
- Facilities
- Accountability Plan
- other _____

A copy of the last approved charter, with proposed amendment(s) shown via "red-lines" or "mark-ups", is required to be attached to any amendment application. Copy attached:

Please include the following additional attachments as noted for specific impacts.



New Hampshire Department of Education
Office of Charter Schools

Students & Families:	<input checked="" type="checkbox"/> Detailed description of the impacts to students and families <input checked="" type="checkbox"/> Plan for communication of these impacts
Staffing:	<input type="checkbox"/> Detailed description of the impacts to staff members <input type="checkbox"/> Plan for communication of these impacts
Budget:	<input type="checkbox"/> Detailed description of the impacts to the budget <input type="checkbox"/> Amended next year budget
Facilities:	<input type="checkbox"/> Detailed description of the impacts to the facilities <input type="checkbox"/> Timeline for impacts
Goals:	<input type="checkbox"/> Goal revisions
Accountability Plan:	<input type="checkbox"/> Accountability plan revisions

By signing below, I certify that the information contained within this application for amendment is true and accurate to the best of my knowledge.

William Libby
Print Name:

7/28/2022
Date:

[Signature]
Signature of the Chairman of the Board of Trustees

Grading Term

Impact

Alignment of the grading term to coincide with the block schedule will provide students and families with more appropriate timing of course progress, as needed, and overall assessments.

Communication Plan

The change will be identified and communicated to the students and families through information on our website, enrollment materials in the SIS system, and as we engage with families for their first year with Coastal Waters.

School Calendar & Daily Hours

Impact

Changing our calendar and daily hours from aligning to a singular SAU to a combination of surrounding SAUs will allow us to better serve students traveling from surrounding towns, using district transportation, and to support student's extra-curricular activities.

Communication Plan

Students and Families will be notified of these changes through our SIS system, SchoolCues, as well as email.

8/11/2022

EXECUTIVE SUMMARY

Office of Chartered Public Schools

**Mill Falls Chartered Public School(CPS)
Request**

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the charter renewal request from Mill Falls Chartered Public School(CPS).

B. RATIONALE FOR ACTION

RSA 194-B gives the State Board of Education the authority to approve or deny the renewal of a charter schools charter.

C. EFFECTS OF THIS ACTION

A renewal of the charter will allow Mill Falls CPS to continue to operate as a chartered public school in the state of New Hampshire until their next renewal in 2027.

D. POSSIBLE MOTION

I move that the State Board of Education approve the renewal of The Birches Chartered Public School's charter.

OR:

I move that the State Board of Education _____
(indicate some other action)



Executive Summary

Mill Falls Charter Renewal 2022

It is our pleasure to share with you our application for the renewal of our charter, so that Mill Falls Charter School – NH’s first public Montessori – can continue to operate, grow, reach, and teach our NH public school students.

After receiving approval from the NH Board of Education in 2011, we opened our doors in the fall of 2012. Over those first five years, we grew from a K-3rd grade program serving 93 students, to our full 7-year K-6th grade program, serving 168 students. In our second five years, we continued to mature as an organization, and then called upon our skills and resources to pivot when COVID changed everything. Since we opened our doors, interest in our program has far outpaced the number of children we can service in our facility; each of our 11 lotteries have drawn close to 200 applicants creating a wait list which is organized by grade.

During our first decade of operation, we created a public Montessori school which serves a diverse learning community and challenges our students and staff to reach their highest potential. We prioritized student needs, deliberately built a positive school culture, and developed a robust professional development program to support our mission and goals. Our School’s Board of Trustees is populated by professional and passionate leaders who serve as Trust-Keepers of our organization. The school is grounded financially through careful budget planning, robust fundraising programs, and use of title funds. Our goal is that Mill Falls will be a part of the NH educational landscape for years to come.

The following pages provide a summary about our staff, our student body, our financial sustainability and budgeting, as well as focus on learning loss as a result of COVID.

Staff Engagement, Support & Retention

Our staff is made up of nurturing and accomplished professionals, each of whom are able to practice their craft, expand their skills via our professional development program, and share their voices and expertise in ongoing assessments and program improvements. *(For more info about our Professional Development work, see Renewal Packet Appendix #1: 2021-22_MFCS-Year-longPDCalendar).* In the 2019/20 School Year, we transformed into a coaching model school during initial work with a national organization for public Montessori schools.

Our staff members embrace our mission and care deeply about our students and their families. Most of our staff have been with us for 4 years, and in many cases much longer. Looking at returning staff for the coming school year, all but two will continue their work with us.

Our Engaged & Diverse Student Body

Our students enjoy their time at school: engaging with one another; practicing the Montessori values of grace, courtesy, and respect; and learning the required Common Core and State Standards by utilizing our hands-on manipulatives and the Montessori Approach to conquer concepts large and small.

Mill Falls' student body is a diverse set of learners. Represented are 18 towns (the majority being Manchester); 8 languages other than English; 13 English Language Learners; 15% qualify for free & reduced; close to 20% receive Special Education (including a small number with 504 accommodations).

For most of our years of operation the majority of our students made expected academic gains that surpassed the Manchester School District and the state average on the NH SAS. Historically, 70% or more of our students are at or above grade level. Improving levels in both math and science had been our focus with some improvement noted. Then COVID hit.

Mill Falls is not unique in experiencing learning loss as a result of measures taken due to the COVID-19 pandemic. We identified this loss in the spring of 2021 following the SAS and our Internal Assessments. While the assessments and requirements of the learners did not change, the amount of time that teachers had with students was reduced during hybrid and remote learning. Over the spring and summer of 2021, we created a Math-Boost Program for the 2021-2022 school year which included historical student performance data study, resource acquisition, and professional development. With the 2022 SAS Assessment newly completed, we are pleased to see some growth this year. Our math focus will remain in place, as we engage our students deeply in each curricular area with the goal of overall recovery and improvement.

Financial Sustainability Built on Community Support

Over the last decade, we have garnered enormous community support from business and community leaders, hundreds of whom have visited our school to see for themselves our effective and nurturing program. Members of the Mill Falls Charter School Foundation - a stand-alone 501c3, solely-purposed to create long-term sustainability for our public Montessori school - have helped lead the charge to bring attention to our school for individuals, businesses, and funders who care about high-quality education.

The Foundation works together with the school's Administration in annual fundraising efforts. Since 2012, the Foundation has raised over \$730,000. The Foundation currently holds \$515,212. Since our last charter renewal in 2017, the school-based fundraising has totaled over \$307,000. These funds are critical, as the state funding of charter schools does not cover programming costs and restricts innovative growth, staffing, and programming. (*See Renewal Packet Appendix #4: FundraisingHistory_2022 for further details.*)

Over the years, some of these fund-raised dollars have been used to cover costs of Montessori Training, buildout costs during our first expansion, and, most recently, to provide Academic Excellence payments to our staff in recognition of their amazing work during COVID. As we matured, we have integrated many Title-funded resources into our work. And of course, CARES-ESSER funding has been critical in helping us navigate the unexpected costs related to running the school during COVID.

Mill Falls Strategic Planning & Budgeting

Mill Falls' Board and Administration acknowledges that we are presenting a projected deficit for the 2022/23 School Year, as has been historically created during each of the 10 years Mill Falls has been in operation.

Our Board understands this is an intentional and proactive approach to building the annual budget for our public school. Mill Falls utilizes a deficit budget as a strategic tool to remain fiscally responsible and cash cautious, while also ensuring that the delivery of our mission can occur each year for the students and families we serve. As an organization, we consider a wide variety of scenarios that could arise during a given school year, and have contingency efforts in place should those scenarios come to fruition. It is not expected that

every scenario comes to pass, but should they occur, the projected budget would present an accurate reflection. The Board is presented with monthly fiscal reports to track the school's financial picture.

The Board appreciates this method of expense planning and tracking and would like to highlight the following:

- The Board of Trustees has never had to approve appropriation of emergency funding in 10 years since the opening of the school. The Board attributes this to the thoughtful budget planning and management by the school Administration.
- There has never been a realized end-of-year deficit in the actuals/balance sheet; Mill Falls has always had a surplus at the end of the year. Were a deficit to occur at the end of the year, Mill Falls has significant funds in its reserves (checking and saving accounts) that would be used to cover any additional expenses.
- Mill Falls has historically built a diversity of funding funnels and continues to utilize funding outside of what the State of NH provides.
- As part of the Board's COVID-recovery work, the Finance Committee has set a goal to review the historical data (pre-COVID) to further refine the deficit budgeting process for future years.

Charter Renewal Amidst COVID Recovery

Finally, it must be said here, that the timing of our renewal work is complicated. A significant amount of the last 5 years has been informed by the pandemic. Nearly 3 years ago, time stood still as we packed up, headed home, and ran our school from our homes. Only a year ago were we back to full, in-person learning and the impact of COVID is still felt daily. The shift away and back again to in-person learning has taken a toll on student data.

Our work now is to regain our bearings. We are focused on meeting the students where they are – academically and emotionally. Using every tool in our unique and powerful Montessori toolbox and beyond, we will support our students and get them back on track for expected annual gains. This is not easy, and there are no short cuts. Even the adults around them need extra care as we all emerge from the trauma of these last 3 years. The addition of a social worker on staff as well as the most robust professional development program to date has all been designed to support our community.

Despite the many challenges, we can say with confidence, that we have realized our Founder's vision. Most importantly, we have created NH's first public Montessori school which supports each child in their educational journey. We reflect the community we serve, and as an open enrollment Montessori charter school, we welcome and celebrate diversity by building a deliberate culture.

Thank you in advance for your time during this Review Period, and for your work in support of all of NH's students.



Meryl Levin, Executive Director
Mill Falls Charter School



Chartered Public School 5-Year Renewal Summary Report

School Name: *Mill Falls Montessori Chartered Public School*

Evaluation Team: *Tal Bayer, Mindy Labo, Cassie Hayes*

Board Meeting Date: *6/9/2022*

Commissioner Recommendation: Choose an item.

Commissioner Notes: Click or tap here to enter text.
(optional)

Part 1: Renewal Application Review

A review of the renewal application package prepared in accordance with the requirements of Ed 318.13 and Ed 318.14 was performed by the evaluation team. The findings of this review are summarized in this report. The application package is attached to this summary report.

Evaluation Team Rating:	Meeting Expectations
Areas of strength in application:	
<ul style="list-style-type: none"> • Enrollment and Waitlist #'s have been incredibly stable over the last 5 years with the school consistently at enrollment capacity. • ELA assessment scores have been consistently well above the state average for the last 5 years • Math assessment scores tracked at or above state averages prior to Covid. • ADM for school is exceptional (99%) • School has substantial cash reserves(\$1.2 million) • From 2018-2022 Approximately 97% of teachers are certified. • From 2018-2022 Approximately 69% of teachers are “experienced educators” • All Lead Teachers are trained in Montesorri • Extensive Teacher support (oberved or coached once a week during a year!) • Solid Staff training and PD • Team approach to working and teaching students • Teacher retention is strong, less than 10% attrition • School has shown success through its Montesorri curriculum supporting a SPED population of roughly 25% • Board of Trustees has a diverse set of skills sets(legal, financial, business, education, medical, non-profit etc) and minimal board turnover • Board is very informed and involved in support and oversight of the school • Strong Board and school leadership working relationship • School has been active and engaged member of the charter community sharing best practices, engaging in support of new schools and advocating for charter schools and students at both the local and state level. 	



New Hampshire Department of Education
Office of Charter Schools

Areas for school improvement:
None noted with exception of meeting enrollment demand/waitlist. The school has potential to expand beyond existing enrollment but limited by physical space available
Areas of concern:
Initial concerns noted with regard to the budget deficit projections but that was clarified during follow up. "Deficit" budget is used to create urgency in fundraising and fiscal restraint in operations.

Part 2: On-Site Visit

An on-site visit was conducted per Ed 318.14(a)(1), which is summarized below. The on-site visit includes a review of facilities, discussion of compliance items, review of application evidence, and discussion of iReport data.

Evaluation Team Rating:	Meeting Expectations
Visit Highlights:	
<ul style="list-style-type: none"> • School culture is warm, inviting and supporting. It is evident in observing the interactions of the school community members • Parents are strong supporters and advocates for Mill Falls • Open door policy for classrooms for parents • Parents have multiple options for involvement and engagement with the school • Many parents indicated they specifically sought out a Montessorri education and would not be able to afford a private Montessorri school • Students are engaged and active in their education and seemed to care about the quality and depth of their work • Teachers and Assistants working with small groups and individuals • Staff committed, informed and believe in the school and its mission/values 	
Areas for school improvement:	
None noted	
Areas of concern:	
None noted	

Part 3: Compliance and Reporting

This section provides an overview of the school's level of compliance with NHEd reporting, statutory, and regulatory requirements. Areas reviewed include policies, procedures, website/marketing materials, submission records for budgets, annual reports, DOE-25, fiscal audits, etc.

Level of Compliance:	Meeting Expectations
Consistency/Timeliness of Reporting:	Meeting Expectations
Compliance and Reporting Overview:	
School has been timely in its reporting and compliance	



New Hampshire Department of Education
Office of Charter Schools

Areas for school improvement:
None noted
Areas of concern:
None noted

Part 4: Evaluation Team Impressions

The evaluation team has provided this overall summary of their findings for the Commissioner and State Board of Education’s review and consideration.

Based on the school site visit and review of all supporting documentation, the evaluation team was quite impressed with Mill Falls Montesorri CPS and rates this school as **Meeting Expectations**. The school has demonstrated a solid history of fiscal responsibility, employee retention, stable leadership and academic success. This in turn is reflected in an extensive waiting list for prospective enrollment slots for Mill Falls. Would be a good model to either replicate or expand.

Evaluation Team Ratings Explained:	
Meeting Expectations	<i>All sections and requirements were completed and addressed. Evidence provided supports compliance and positive trends in growth and development of school and students. School has plans developed for continued development and is cooperative and timely in submissions.</i>
Partially Meeting Expectations	<i>All sections and requirements were completed and addressed. Evidence provided suggests some negative trends in growth and/or development of school and students. School has been directed to develop plans for improvement. School may not be completely cooperative or timely in submissions.</i>
Not Meeting Expectations	<i>Evidence provided suggests a number of consistent, negative trends in growth and/or development of school and students. Other areas of concern may exist with school environment, budget, etc. School has been directed to develop plans for improvement. School may not be completely cooperative or timely in submissions.</i>

Chartered Public School 5 Year Renewal Report

A chartered public school may be renewed for a period of 5 years in accordance with RSA 193-B:3, X. The board of trustees of a charter school shall make an application for renewal to the state board no later than one year before the original charter is set to expire.

Name of Chartered Public School: Mill Falls Charter School: Bringing Montessori Public

Name of Executive Director: Meryl Levin

Street Address: 100 William Loeb Drive, Manchester, NH 03109

Town: Manchester

Email: meryl.levin@millfalls.org

Phone Number: 603-232.5176

This Renewal Report is hereby filed with the New Hampshire Department of Education, Bureau of Educational Opportunities, Office of Chartered Public Schools. This report is a representation of the chartered public schools current academic and programmatic progress, fiscal stability, and future growth projections in fulfillment of the requirements of Ed 318.13. In addition to the information submitted within this template, the state board shall receive a copy of the school's current iReport state report card which is publicly available on the iPlatform system¹ as well as a copy of the chartered public schools most recent Annual Report filed with the Department.

As a component of the renewal process, the chartered public school must post an invitation for written comment. Please submit a copy of the invitation as well as any written comments received by the school during the invitation period. **Please see Appendix #6: Invitation for Comment on the Occasion of Mill Falls' Charter Renewal.**

By signing below, I certify that the information contained within this template is true and accurate to the best of my knowledge, and request that the State Board of Education renew the chartered public school's charter for a period of 5 years.

Print Name: Jill Connors

Date: 4/13/22



Signature of the Chair of the Board of Trustees

¹ <https://www.education.nh.gov/who-we-are/division-of-educator-and-analytic-resources/iplatform>.

Chartered Public School Renewal Template

The boxes below will expand with content. Please keep responses between 1-3 paragraphs and attach additional documentation in the form of graphs, charts, letters, etc. as appendices if necessary.

What is the primary mission and vision of your chartered public school?

Mill Falls' Mission Statement: Mill Falls Charter School creates life-long learners by providing an intellectually rich and challenging experience delivered through the Montessori tradition. In a safe and peaceful setting, dedicated educators foster students' individuality, creativity, and critical-thinking skills to fully prepare them for future scholastic, civic and personal success.

Mill Falls' Vision Statement: Mill Falls Montessori: building better citizens one lesson at a time

In the following box, please describe the progress your school has made towards its academic goals:

Helping each MFCS student reach his/her highest potential drives our academic program. Our public Montessori Program is mission-driven to support student's opportunity and ability to make significant strides each year. We have a wide variety of learners and levels among our 168 K-6th grade students. Currently, 28% of our students receive Special Education supports (related to IEPs and 504s) with 51% in grades 4-6; we have 11 languages besides English spoken in the homes of our families; and close to 20% of our families live at or below the poverty line. We see this diversity as a great strength and have increased our programming to meet the needs of our student body and the staff who support them.

With an emphasis on the mastery of materials across all areas of academic focus, Mill Falls' public Montessori students are expected to advance at least one grade level per year and take both standardized tests - as per state/federal requirements. Additionally, our faculty utilizes a combination of formal and informal internal assessment methods to plan appropriately for individualized student instruction, measure student growth, and assess program efficacy. All collected data, informs our tri-annual progress reports.

Since our founding in 2012, and until the impact of COVID, our students have exceeded the local (Manchester) and state proficiency levels. (Please see chart to the right.) In 2021, we witnessed a significant change in our usual SAS scores for the first time in our history.

NH SAS & Science Proficiency Levels Compared with Manchester and the State of NH				
Student achievement is measured across 4 levels of proficiency. Levels 1 & 2 are considered not proficient; Levels 3 & 4 are considered proficient.				
	Subject Area	Mill Falls Proficiency	Manchester Proficiency	State Average Proficiency
2017	Language	64%	34%	59%
	Math	46%	25%	48%
	Science	53%	16%	36%
2018	Language	76%	33%	58%
	Math	55%	23%	48%
	Science	52%	19%	41%
2019	Language	77%	32%	56%
	Math	56%	23%	48%
	Science	55%	15%	39%
2020	<i>suspended due to COVID</i>			
2021	Language	70%	27%	52%
	Math	29%	14%	38%
	Science	29%	17%	37%

While language proficiency levels of Mill Falls students have long been strong, math levels have lagged historically. In 2017/18 we focused on raising our math proficiency by filling the identified gaps in order to meet our language levels. We were beginning to see improvement (as the chart to the right shows). But during remote learning, our hands-on method of teaching math was significantly impacted by remote learning. Once we were back in person in the spring of 2021, we immediately began addressing learning loss, but there was not much time between the students' return to in-person learning and the SAS testing period. This school year features a 'Math Boost' focus through enhanced classroom instruction and intervention for our challenged learners. This work will continue at least through next school year.

In the following box, please describe the progress your school has made towards its programmatic goals:

Following our last charter renewal in 2017, the Executive Director and Board of Trustees led a year of work to develop a Strategic Plan for the next charter period. After reviewing the collected data, and over a series of meetings with both Staff and Trustees, we determined three areas of focus for the Strategic Plan: Commitment to our Public Montessori Program; Expansion of Communication Tools and Methods so that families, staff, community partners, and funders have clarity about our public Montessori Program and its needs and goals; and the exploration of Ideas for Program & Facility Growth & Expansion. These broad areas of focus drove specific actions by school staff and leadership right up until the arrival of COVID in March 2020. Since then, we have been working creatively to continue with our goals, while also addressing the unexpected challenges posed by the pandemic.

These include, but are not limited to:

- Multi-Year Montessori Program Fidelity Review;
- Implementation of the Montessori Coaching-Model School;
- Full-year Child Study Team (CST) Program;
- Addition of an Upper Elementary Interventionist (funded by Title I);
- Addition of Kinders to our Math and Reading Intervention Programs;
- Use of Foundations as well as Math Talks into the Kinder and Lower Elementary Intervention Programs;
- Use of Just Words with students at various levels;
- Creation of an assessment protocol to better determine Kindergarten and 1st grade math knowledge (implemented three times per year);
- Purchase of a guided decodable Montessori-based reading program for classroom instruction, currently piloted with Kinder and 1st year students who are struggling in reading;
- Streamlining of math progression across all levels with analysis of our math scope and sequences to ensure they are representative of the state mandated standards and to ensure teachers' awareness;
- Growth of our ELL Program to include scheduled parent/guardian outreach and education;
- Growth of our Special Education staff which now includes 2.5 full-time Special Educators;
- Growth of our Food Pantry enabling us to send food home to our food-insecure families at least 3 days per week, resulting in hundreds of meals provided annually;
- Creating a Peace Area in each classroom;
- Integrating meditation into the daily schedule for all students (working closely with Yoga Instructor, Rosy Latona, in the creation of this program);
- Expanding the 6th Year Culminating Project to include a reflection on their experiences in our public

Montessori setting as well as the creation of a group project;

- Expanding our Staff Professional Development Program (Please see Appendix #1 to view our robust PD schedule for the 2021/22 school year.)

In the following box, please describe the progress your school has made towards its organizational goals:

Some highlights —from pre-COVID —of our organizational goals which were set during our 2017/18 Strategic Planning include but are not limited to:

- Our Annual Leadership Fundraising Breakfast which began as a modest event in 2012, grew to a significant annual event, hosting close to 300 guests and raising \$30,000-40,000 annually.
- Deepening our engagement with our parents/guardians through an uptick in community events such as Fall Family Road Race/Fun Run, Fall Pancake Breakfast, Fall Farm & Corn Maze Adventure, Fall Hike on National Take A Hike Day, Winter Spaghetti Dinner, Winter Movie Night, Spring Night of Community, Student Talent Show, Student Art & Music Show, among many others.

Additional efforts to hold our community close in the age of COVID are linked to our core Montessori values of Grace, Courtesy and Respect and to the three areas identified in our strategic planning work include, but are not limited to:

- Staff Supports: Embracing our Montessori program, includes supporting our staff to reach their full potential. Some of that is accomplished through PD in academic and program growth. But beyond that, we have also committed significant time and resources to helping staff manage their own high stress including work with a therapist, training in trauma, and increasing teacher planning and collaboration time.
- Parent/Guardian Supports: While COVID inserted an unusual distance between school and home, we sought to minimize that gap. In addition to our very open and frequent communication with parents/guardians to address individual student needs, we also held several Zoom meetings with our families about our various Re-Opening Plans/Models required since March 2020. The 'Tea with Laura' series was designed as an informal opportunity for our Educational Program Director to speak with the adult members of our Mill Falls Families about educational structures and expectations as they relate to our public Montessori program.
- Our Annual Step Up Night, where parents/guardians of Kinders and 3rd years come to school to learn about the new program level their child will enter the following fall, have been held virtually since the Spring of 2020, which has resulted in higher attendance than when they were held in-person.
- In the spring of 2020, we pivoted from our usual in-person events – Leadership Breakfast, Kinder Tea Celebration, 6th Grade Graduation and combined them into one large all-school virtual event to celebrate our students and our program, creatively continuing to forge connections within our school community and beyond during the difficult COVID times.
- As highlighted in our mission and throughout our charter, Mill Falls is committed to building a diverse learning community. In the spring of 2021, a growing collection of Mill Falls Community Members, began to meet virtually to explore what can we learn from one another's life experiences, and how to engage together in meaningful ways to make a difference in the lives of our families and our diverse community.

What is the anticipated enrollment for the school over the next 3 school years?

Year 1	Year 2	Year 3
168	168	168

Are there any changes to the curriculum and/or instruction of the school as a result of anticipated growth?

As shown above, we are not currently planning for expansion. Instead, we expect that the focus for the initial years of our next charter period will be tied to recovering from the impact of the COVID pandemic and doubling down on our current programming to address learning loss and social/emotional needs. We are not yet on the other side of this COVID experience, student challenges and uncertainty are still significantly impacting teaching and learning.

This year we added a part-time social worker to our staff and with that, some additional programming related to social skill development for all children, along with targeted work for those who struggle in this area. We will continue to look at individual needs alongside overall classroom and program level trends as we emerge from the shadow of COVID.

Academically, our staff and students will lean into our hands-on, small group approach to learning in order to help students best grow their understanding of ‘the how’ as well as build their knowledge base in all curricular areas. Additionally, we will continue to reflect on our Montessori practice to improve upon our already strong programming as we work to bring our students back to previously seen levels of expected annual gain.

Describe the current state of the school’s curricular program:

Please see Appendix #2 Mill Falls Montessori Instructional Practices and Appendix #3 The Mill Falls Scope and Sequence.

Describe the current state of the school’s technology and digital infrastructure:

Operationally, Mill Falls uses ALMA for our student information system. For our Lottery work we use Excel, and we also depend on Excel spreadsheets for state reporting. Academic data is managed in Excel and or Google Docs/Sheets/Drive. Our school email is Google-based; some staff members access email on their Apple Computers using Apple Mail while others work directly in Google. Members of staff also use other Microsoft and Adobe products as well as additional tools for productive office, design, and teamwork.

In our Montessori Classrooms, technology exists as one of many tools to support learning. Of course, during remote and hybrid learning periods, it became much more dominant in our students’ everyday learning while they were in remote or hybrid learning models. This year, it has returned to its usual place in our setting – as a tool to be accessed for appropriate projects and learning. The availability of computers and technological study within the school setting enhances students’ ability to explore,

discover and problem solve. In our Upper Elementary classrooms, there is 1:1 technology. This element of the curriculum is especially important, as we recognize that many of the students may not have access to appropriate computer literacy development at home.

Technology is part of our Integrated Arts Programming which also includes Music, Art, Fitness, Technology and Library. Goals for our Technology Curriculum include:

- Student familiarity and comfort with existing technologies leading to use in research and communication across all disciplines. Tools currently used by our students include but are not limited to: Google including Google Classroom, See Saw, Google Suite, IXL, RAZ Kids, Epic, Learning Without Tears, Tang Math.
- Appropriate student use of technology for research and communication.
- Student proficiency in information and source management via the use of the internet, databases, spreadsheets, graphing and word processing, etc.
- Student education, understanding and practice of responsible and safe technology citizenship.
- Student understanding of the history and impact of technology on human society.

Describe the efforts the school has made to disseminate best practices, including working with other local schools and districts:

Dissemination of successful practices is a key element of a strong charter program. The Montessori method, with its individualized approach, proven experiential learning methods, and careful development of deliberate culture, provides a rich opportunity for us to share best practices as a complement to what is currently being explored in traditional classrooms. The School seeks to offer a variety of educational opportunities and aims to be a place where people from within and beyond the school community come together to engage, experience, and grow.

Since 2012, we have met with several Manchester School District administrators, employees, and members of its Board of School Committee, as well as educators from other districts and charter schools in the region. We have hosted multiple groups of university students in education programs, as well as many community, business, and state leaders. Our Executive Director has regularly provided a presentation about Board Governance at the Annual NH Charter School Conferences and consults with charter school colleagues in shared problem solving.

In the 2017/18 and 2018/19 school years, the Mill Falls Admin Team co-organized Convenings of Northern New England Public Montessori Schools to share best practices, which was attended by our full staff. Members of our staff presented at the convenings in areas of literacy and math. (This powerful tool of partnership was unfortunately put on pause when COVID hit.) For the last two years, our Educational Program Director has participated in weekly national meetings with other Montessori Coaches working in the public sector where best practices are regularly shared. Mill Falls has always been a place for observation by those interested in learning more about us and stands to be a place for training opportunities for colleagues and parents/guardians. We bridge economic and cultural differences on a daily basis and bring together disparate groups from within Manchester and across the state via our open-door approach.

Describe current parent involvement efforts and future plans for increased parent involvement:

Mill Falls Charter School students achieve the greatest success when teachers and families work together. Mill Falls sees parents/guardians as key participants in the building of the school community and the success of the Program. The regular presence of parents/guardians at the School is part of the landscape of Mill Falls Charter School, not an exception. Parent/guardian involvement begins even before admission. As part of the enrollment process, parents/guardians are asked to sign an agreement indicating their understanding of the Mill Falls Mission and expectations of the students and their families. Mill Falls works to accommodate and address the various needs and situations of our families, and greatly values the ways in which school families contribute to supporting the education of their children and the school, overall. Three times per year, progress reports are issued for student and parent/guardian review. Additionally, conferences are held twice each year, in November and March. The fall conferences focus on academic, personal, and social growth goals; the spring meeting allows for review of student progress and plans for students' summer activities as needed. In addition, teachers also regularly email, call, or meet with parents/guardians as required/requested based on each student's situation and needs.

The School expects that parents/guardians will work with the faculty and the school administration to ensure that communication is two-way, by offering a variety of means for that communication to take place (e.g., written feedback, surveys, and meetings). There are also several opportunities during the course of the year (in non-COVID times), when families are invited into the Mill Falls classrooms. Once a month, they can come to read with their children on Fridays. In the fall they are invited to a Back-to-School Night for an annual orientation of our programming. Later in the fall, we host 'Bring Your Parent/Guardian to School Night' when the children lead their parents/guardians through a mini-Montessori work cycle to explore the classroom materials. Each year, our Upper Elementary students present their research projects about famous people in history in a Wax Museum presentation, which is open to all families and friends. These programs, and others – from our annual Art Show to Field Day - aim to involve and engage parents/guardians in their children's life at school and their overall education. Professional and family education helps deepen the understanding of the Montessori approach, highlight issues faced by our students, and facilitate ways families can enhance the work done at school. The Montessori approach empowers both parents/guardians and their children to become advocates for their education, while encouraging respectful and thoughtful dialogue.

In non-COVID times, the School regularly asks parents/guardians to participate in school activities as their schedules allow. These activities include, but are not limited to: reading for fluency with our students, being trained in and then teaching handwriting to our Kinders and Lower Elementary students, organizing the lending library, offering special presentations about parents/guardians work, cultures, etc., running after school clubs, helping organize and attend Field Day and our Annual Fun Run/5K, serve on our hospitality committee to welcome guests at our Montessori Morning Tours, providing catered meals for staff during workshop and conference days, acting as school ambassadors, chaperoning field trips. Knowing that not all parents/guardians have flexible schedules there are also opportunities outside the school day such as: caring for classroom pets over vacations, helping to assemble classroom materials, running fundraising or friend-raising programs, among many others. As the world is able to safely open back up again to activities and events, we will prioritize building back our parent/guardian engagement

opportunities. We look forward to being able to once again encourage parents/guardians to volunteer approximately 10-15 hours per family over the course of each school year. Additionally, there are spots on the Mill Falls School Board for Trustees for parents/guardians of enrolled students, and all adults in our school community are encouraged to attend Board meetings. The Mill Falls Charter School Foundation members also include parent/guardian members.

Describe past fundraising efforts since the last renewal and results of fundraising to date:

Supplementary fundraising is critical to the long-term viability and success of our NH public charter school. Please see Appendix #4: Mill Falls’ Fundraising History, for information about past fundraising efforts since our last renewal.

What are the schools plans for future fundraising efforts and goals?

Our budget is designed to reflect our mission and goals, and we consider it the backbone of our organization. Each spring, the Mill Falls Board of Trustees reviews and approves an annual budget for the next operating year. The level of state funding does not cover the actual costs of running our NH public charter school. So, fundraising goals are established and tracked along with operational income and expenses via monthly budget-to-actual reporting to the Board.

The following is our projected fundraising goals which, combined with the School’s most recent balance sheet and the Foundation’s current holdings of \$514,000, paints a full picture of our sustainability planning into the future. Of note, the Child Care Program projection is quite a bit lower than past years, as full program resumption remains unknown, due to staffing and COVID challenges.

The following is our 5-Year Projected Fundraising Plan:

5-Year Projected Fundraising Goals										
	Monthly Giving	Annual Appeal	Calendar Raffle	School Activities <small>(book fairs, fun run, Night of Community, afterschool clubs, Pizza Friday, Spirit Wear, SCRIP, etc)</small>	Child Care Program	Charitable Giving / Games of Chance	Corporate Giving & Grants	Annual Leadership Breakfast	Interest	TOTAL
2022/23	1,200	10,000	10,000	8,000	3,000	60,000	20,000	25,000	1,500	138,700
168 Students										
2023/24	1,200	10,000	10,000	8,000	3,000	60,000	10,000	25,000	1,500	128,700
168 Students										
2024/25	1,200	10,000	10,000	10,000	3,000	60,000	20,000	25,000	1,800	141,000
168 Students										
2025/26	1,500	10,000	10,000	10,000	20,000	60,000	10,000	25,000	1,800	148,300
168 Students										
2026/27	1,500	10,000	10,000	10,000	20,000	60,000	20,000	25,000	2,000	158,500
168 Students										
TOTALS	6,600	50,000	50,000	46,000	49,000	300,000	80,000	125,000	8,600	715,200

What specific plans does the school have in place to ensure continued sustainability?

Looking back over our first 10 years of operation, we have learned a great deal about the work involved in building a sustainable NH public charter school. Through our commitment to our families, staff, and the greater community as well as sound financial practices, short and long-term fundraising goals, and leadership by a talented and committed Board and Administration, we have created an economically sustainable, high quality charter school. The Mill Falls Charter School will proudly continue to bring Montessori public for years to come.

For more specific details about how we plan to ensure our continued sustainability, please see Appendix #5 Mill Falls' Continued Sustainability.

Charter Schools are required to submit to the Department of Education a completed budget for the upcoming fiscal year. When submitting this renewal report, the school must attach and include a copy of the budget for the upcoming fiscal year. Please use the Department chartered public school budget template. **Please see Appendix #7: Mill Falls FY23 Budget.**



Appendix #1: MFCS Year-Long Professional Development Calendar

Three Focus Goals: Academic: Math

Whole Child: Child Study Team

Systems Focus: Observation & Soc. Emotional Support

Month	Leads, Interventionists, SpEd Team	Assistants	Admin	Families
August 8/25,8/26, 8/30, 8/31	Staff Opening Days: Curriculum/Event Planning; Peace Curriculum Review; Review of Staff Roles & Appraisal Process; Classroom Observation PD led by Elizabeth Slade; Communication Methods and Tools (in response to Year End Reflection); Review of All-School Student Data led by EPD; Rollout of Year-long Professional Development Plan; Kick off of the Teaching Staff Committee structure in CST, Math and Observation/first meetings of set committees; Student Transition Collaboration Meetings; Emergency Response Plan Review; Discussion of COVID safety protocols; CPR Training for any with expired cert. Individual Development Plan Goals shared and discussed with EPD			Kinder Camp with Kinder Parent Orientation Note: COVID caused cancellation of All-School Annual Popsicle Party
	<p style="text-align: center;">Ongoing Each Month:</p> <ul style="list-style-type: none"> • Weekly Instructional Team Collaboration Meetings • All Teaching Staff meets with EPD for Individual Coaching Meetings • CST Meetings Weekly or as needed • EDP attends Weekly Montessori Coaching Forum & meets 1x monthly with Montessori Coach Elizabeth Slade • COVID Related: ED attends regular calls with NH DHHS, NH DOE, NH DOE Charter School Office, and regular consults with Manchester Health Department to inform school COVID response • Bi-Weekly Staff Meeting: Include Teaching Staff Committee meetings (CST, Math and Observation), Safety Protocol Review • Weekly Special Education Team Meeting, including trainings as needed 			Overall Notes: <ul style="list-style-type: none"> • <i>Weekly Newsletter</i> with resources, school information and important announcements. Note: <i>Tea with Laura</i> series on hold
September: 9/15 Half Day PD	Communications Training with Gerri King, Ph.D., President, Human Dynamics Associates, Inc		Legal Workshop - New Laws Roundup led by Drummond Woodsum's Employment & Labor Group attended by ED	Virtual Open House Note: Parent Education on hold due to COVID: <ul style="list-style-type: none"> • Four Planes of Development Montessori at Home
October: 10/20 Full Day PD	Math Reflection & Goal Setting with Montessorian Biff Meier Staff Appraisal: schedule led by EPD		Professional Learning Community (PLC) Conference attended by EPD Communications Training with Gerri King attended by EPD and ED	Note: Canceled due to COVID Bring a Parent to School Night Family Literacy or Math Night Note: Parent Ed on hold due to COVID: <ul style="list-style-type: none"> • Gratitude

November	Fall Parent /Guardian Teacher Conferences	504 Training led by Drummond Woodsom attorneys, attended by EPD and Social Worker. Culture Audit & Learning Environment Review	Fall Parent /Guardian Teacher Conferences
December: 12/8 Half Day PD	The Observation Process with Montessorian Elizabeth Slade		
January 1/12 Half Day PD	Suicide Prevention Training (led by EPD) & Student Wellness Strategies (led by Social Worker)		Note: Canceled due to COVID Dr. King Day of Service
February 1/9 Half Day PD	Student Transition Collaborative Planning		Family School Climate Survey
March 3/21 Full Day PD	T2 Data: Reporting, Analysis & Review of Student Data Reflect on Mill Falls Mission / Org, Team, Individual Strengths & Needs Reflect on Math Data & Goals Spring Parent / Guardian Teacher Conferences		Spring Parent / Guardian Teacher Conferences
April 4/13- Half Day PD	Student Placement Individual Staff Assessments Shared	Student Placement Individual Staff Assessments Shared	Culture Audit & Learning Environment Review IF COVID safe: Art Show and/or Talent Show
May	EOY Reflection led by EPD and Elizabeth Slade		Living Wax Museum (COVID-safe small group event) Field Day (volunteers welcome) Note: Canceled due to COVID Night of Community: Adult End of Year Celebration
June	All-Staff Reflections	Reflections, Feedback & 2022/23 Scheduling: What worked? What didn't work? Where do we go from here?	Young Author's Event (outside) Kinder Tea 6th Year Graduation End of Year Soccer Game Staff v. Students



Appendix #2

Mill Falls' Public Montessori INSTRUCTIONAL PRACTICES

As we carry forward the intent of the School's founders, we remain committed to offering a high quality Montessori program within the public school system. We are a public charter school - tuition free with open admission – and we welcome and support a diverse learning community.

To bring the *Mill Falls* Public Montessori Program into full view, this appendix begins with an explanation of the Montessori classroom, roles of Montessori teachers and then provides the overarching goals of the program.

The Montessori Classroom: A Prepared Environment

Dr. Montessori believed that children learn best in what she termed a “prepared environment,” one that makes learning materials and experiences available to children in an organized fashion. Today this is described widely as child-centered education and active learning. The beautiful classrooms are filled with manipulatives — hands-on learning materials developed by Dr. Montessori, as well as other supplementary resources, all of which encourage even the youngest students to use all five senses to address concepts they will come to master. Teachers present these materials to their students, individually and in small or large group settings. Through order, repetition/practice, exploration, manipulation and communication, students begin to master concepts large and small, and get sense of their place in the world. Many of the materials used by students as they progress are self-correcting and begin with basic concepts, and then move toward more complicated principles. At each stage, Montessori students naturally move away from the materials toward abstraction, realizing that their mental processes are faster than the manipulative.

In the Montessori classroom the Teacher does not stand at the front of the room expecting that everyone *will* be or *can* be learning the same thing at the same time. Students progress at their own pace with a clear, personal learning plan, and individualized attention is built into the methodology. The child's independence is nurtured, respected and celebrated.

Students are allowed and encouraged to move freely in their environment, moving through the curricular expectations by working with particular materials, or working on projects and academic challenges. Dr. Montessori believed strongly that movement is far more productive for students than a sedentary approach where children are expected to remain in their seats. A visitor to a Montessori classroom might observe many subjects — math, language, science, history, geography, art, music, etc. — simultaneously being studied by individual students or small groups of learners, independently and with their teachers.

Of course, there are ground rules for the learning community and clear expectations on the part of the children and educators. The Montessori method fosters freedom of choice — what students want to learn — but also insists on the development of well-balanced learners. Children and their teachers develop a work contract and chart progress to ensure growth and success in all areas.

Traditionally, the Montessori workday is divided into multiple work blocks, which at *Mill Falls* are about 2.5 hours long. These extended work periods allow students to explore materials and concepts deeply and independently. It is here where children develop concentration, focus and inner-discipline.

The multi-age classrooms further assist in solidifying the learning process — the older children help teach the younger children, and what better way is there to build maturity, nurturing, leadership skills and mastery of subject than by classmates educating one another. Students model work habits as well as social and language skills. A shared culture of positivism and support develops for all. Ideally, to be competitive later in life, children need to develop a strong sense of self and an ability to work with others.

The Teacher's Role: Observer & Guide

The job of the Montessori teacher is to follow each child's progress, to create an environment where materials are made available and presented to the students when they are ready to progress, and to encourage children to complete each phase of their work. Montessori teachers are charged with meeting the students' physical, mental and emotional needs, with designing individual and group learning opportunities, and with creating extensive documentation of the progress and activity of all those in the classroom. Ultimately, Montessori teachers support their students in ways that lead the children toward their own successes.

These educators know when to step in, and when to take themselves away. They trust and respect the child, so that the children come to trust and respect themselves and others around them. Social responsibility is part of every aspect of the Montessori method; grace and courtesy are a part of school culture. Because most of the Montessori materials are self-correcting, they afford children the ability to learn on their own initiatives, thus enabling teachers to have one-to-one contact with children when the students require more assistance.

Traditionally, there are no grades or other forms of extrinsic reward or punishment, subtle or overt, in the Montessori model. But the public Montessori school must merge the Montessori methods of assessment — the teacher's observation, record keeping, portfolios and a growing selection of Montessori-oriented assessment materials — with standardized testing, to meet state and national requirements. Dr. Montessori did not believe in academic testing for children. However, she believed that children should learn to be a part of their national culture. Standardized testing is now a central component of our national educational culture. Like all public schools, *Mill Falls Charter School* incorporates the required standardized testing into its approach and curriculum. In addition, staff work with regular internal assessment to carefully follow and track students' progress and to improve on *Mill Falls'* Program by addressing gaps revealed in those assessments.

Montessori: Guiding Children Toward Their Full Potential

The primary goal of a Montessori program is to help each child reach his/her full potential in all areas of life. The overarching effect of this *whole child* approach is that Montessori children become independent, lifelong learners, who take responsibility for themselves, for their

classmates and for their environment. Montessori students experience learning as something to be loved and cherished, something that is beautiful, and something they are doing for themselves. While not every day is a perfect one for all of the students at *Mill Falls*, the reality is that *Mill Falls* students enthusiastically engage with their classroom materials, teachers and peers, supporting the curiosity that helps them progress.

Dr. Montessori created a powerful individualized pedagogy aimed at reaching and impacting students as they move from early childhood into adolescence. This method engages students' powers of reasoning, imagination and creativity, supporting them as their minds shift from a focus on the concrete towards the abstract concepts involved in elementary education and beyond. Today the Montessori method is used worldwide in both public and private settings, educating children from pre-K through high school. There are over 6,000 Montessori schools in the United States; nearly 400 of those are public.

Successful Montessori Programming defines every aspect of Mill Falls. Classrooms are populated by Montessori-trained Lead Teachers who utilize the Montessori approach to curriculum development and presentation, thus meeting students' academic, social and emotional needs and expectations. Supporting the Lead Teachers are Assistant Teachers who are also committed to the Montessori method. Additional support staff such as Interventionists, and English Language Learner Coordinators, Specialists and Special Educators, are chosen in part for their ability to model core Montessori values. Ongoing team and professional development is provided throughout each school year to aid in high teacher retention, ongoing programmatic success and growth of the Mission.

Individualized Learning inspires *Mill Falls* students to seek their highest potential. Through the Montessori methods of observation and evaluation, as well as required standardized tests, each student's instruction is tailored to his or her ability and needs. *Mill Falls* teachers work closely with students and their parents/guardians to establish and continually evaluate goals and progress. The Mill Falls Child Study Team identifies students who are struggling academically and establishes intervention plans based on student need. Should the intervention not result in expected growth, the child may be referred for special education evaluation.

The Montessori Work Cycle is an uninterrupted block of time during which students utilize the materials in the classroom, practicing the lessons they have been taught as they learn to move from the concrete to working abstractly. They also receive new lessons in small, differentiated groups during this time. Some of the materials are designed to be used individually, while others are designed as partner work. Mill Falls classrooms hold morning and afternoon work cycles.

Lessons & Pacing varies at our three program levels. Our Kinder students can expect to have 2 math lessons, 2 language lessons and 2 cultural lessons each week. Four days a week they receive reading and writing lessons. They also receive Montessori practical life and sensorial lessons. Our Lower and Upper Elementary students typically receive 2-3 math lessons, 2 language lessons and 1 cultural/science lesson each week. They receive reading and writing lessons at least 3 times per week. Pacing is designed by the month for typically performing students. Teachers present content by grade level. If a student is not able to keep pace, the instruction is differentiated to meet the child's level.

Shape & Size of *Mill Falls*' Classrooms

The Kinder, Lower and Upper Elementary Classrooms each have twenty-four (24) students. Each classroom has one (1) Lead Teacher and one (1) Assistant Teacher. This class size allows *Mill Falls* Teachers to provide individualized attention to their students and to observe each child, each day. It also enables small-group work, as well as full-group work and projects. *Mill Falls* students remain together with the same teachers and classmates as they progress through each 3-year cycle (grades 1-3 and grades 4-6).

High Academic Achievement and Standards are established through the integration of the *Common Core Curriculum* and the *Montessori Curriculum and Approach*. With an emphasis on the mastery of materials across all areas of academic focus, *Mill Falls* students are expected to advance at least one grade level per year and take both standardized tests as per state/federal requirements as well as internal assessments to demonstrate progress. Faculty utilizes a variety of internal assessment methods in order to measure student growth, assess program efficacy, and plan appropriately for individualized student instruction. The academic program integrates the development of community and responsible global citizenship; peaceful approach to conflict resolution; and when possible, the integration of curriculum partners in areas of the arts, service and the natural world.

Respect develops and flourishes through the Montessori practice of Grace and Courtesy among students, faculty and parents/guardians.

Celebration of Diversity ensures that students, families and faculty of all means, needs and backgrounds are welcomed into the school setting.

Service-Learning Opportunities for students of all ages ensures connection to community and the development of responsible and engaged citizens.

Personal Growth and Development flourishes alongside the academic values of the Montessori method through the Practical Life and Service curricula. Students gathered in this safe and peaceful environment become engaged and empowered learners, many able to articulate their educational needs and learning styles as they journey through the *Mill Falls* Program, and beyond.

Additional Student Supports

Beyond the classroom, we provide the following: Reading Interventionist (serving Kinder & Lower Elementary); Math Interventionist (serving Kinder & Lower Elementary); Upper Elementary Interventionist; English Language Learners (ELL) Coordinator; Reading Coach (supports the School's Reading Group model at all program levels); Student Services Coordinator; 2.5 Special Educators; Paraprofessionals (for students with this service in their IEPs).

Appendix #3: Overview of *Mill Falls* Curriculum Scope & Sequence

	KINDERGARTEN	LOWER ELEMENTARY	UPPER ELEMENTARY
READING	phonetic awareness, reading on word level, reading on sentence level, sequencing, sight word memorization, intro to parts of speech, guided reading, daily practice with progressive readers	phonetics, word study, vocabulary enrichment, reading for understanding with fluency & accuracy, daily practice	word study, research skills comprehension & fluency, proofreading, literary forms & genres
WRITING	manuscript letter formation, dictation, daily journal writing, interactive writing, guided writing, shared writing, end of year: write a sentence	manuscript, cursive, mechanics of language, grammar, sentence structure, types of writing, expository writing, editing, graphic organizers, publishing, daily journal writing	note taking, paraphrasing, bibliography writing, drafts & revision, graphic organizers, writing process, types of writing, publishing, daily journal writing, writing to different audiences, research skills & reports, types of writing, mechanics of language, grammar, peer editing, word processing/technology
ORAL LANGUAGE	story telling, oral reports, group sharing/ problem solving, chapter book	oral presentation across all curriculum areas, including group discussion & peer-to-peer teaching	oral presentation across all curriculum areas, including group discussion peer-to-peer teaching, debates
MATHEMATICS	matching, sorting, patterns, graphing place value, greater than/less than, teen & tens, linear counting & skip counting, decimal system, intro to all operations, intro to time, money, fractions, & word problems	place value, static & dynamic addition, subtraction, multiplication & division, decimal system, powers of numbers, multiples, divisibility, problem solving factors, fractions, measurement	bi-nomials, tri-nomials, factors, multiples, percentage, ratios, simplifying, reducing, adding & subtracting fractions, operations with mixed numbers, algebra, graphs & grids
GEOMETRY	sensorial exploration of basic geometrical shapes, basic nomenclature of geometry	nomenclature of geometric shapes, lines, angles, planes, congruency, perimeter, area	relationship between lines & angles, congruency, polygons, advanced triangles, metric & standard measurement, standard volume, surface area
HISTORY	calendar, passage of time, celebrations, seasons	concept of time, fundamental needs of humans, study of the universe, Time Lines of Life, early humans, Timeline of Math, Story of Communication	ancient civilizations, North American & US history, world history
GEOGRAPHY/ CULTURE	land, air & water, maps, regions of the world, ID the continents, flags, culture cooking & clothing, caring for the earth	physical geography, political geography in-depth study of a continent, map making, geology, study of country: people & culture	political geography, economic geography, country, people & beliefs, customs, culture, religion, anthropology

	KINDERGARTEN	LOWER ELEMENTARY	UPPER ELEMENTARY
SCIENCE	intro to living & non-living vertebrate & invertebrates, intro to classification of vertebrates: mammals, birds, reptiles, amphibians & fish; intro to biomes, magnets; observation skills; life cycle of butterfly, apple, pumpkin, flowers; rainbow	botany, zoology, biology, earth science scientific method, physical science, biomes simple machines	life science, physics, chemistry, earth science, human biology, plant & animal kingdom
PRACTICAL LIFE	gross/fine motor skill, eye-hand coordination, simple food prep, care of self, care of the environment, social relations	gross/fine motor development care for environment, grace & courtesy, social & emotional education, table setting, food prep & serving food, table manners	gross/fine motor development, care & respect for the environment, grace & courtesy, respect & responsibility, money management, development & use of green practices, field trips
CIVICS & SERVICE	volunteer opportunities within the classroom to help others & maintain environment, group discussion	volunteerism, community service diversity education, peace education	service learning with reflection, diversity education, peace education, history of peace movements; student driven service learning projects for the school community and beyond
TECHNOLOGY	name/label basic computer parts, intro to keyboard, types & uses of technology	familiarity with existing technologies word processing, information & source management, research & communication	organize data via databases, spreadsheets, graphing tools, word processing, power point presentations
PERFORMING & VISUAL ARTS	intro to use of various art mediums, music, movement, dramatic art	artistic technique & application, master artists, basic principals of design, music, color wheel, intro to art, theater & music history & practice	drama, theatric skills, study of famous artists, types & history of music & dance, ongoing visual art history, participation in theater, music & dance
PHYSICAL ED & HEALTH	movement, cooperation, team work, healthy habits, simple nutrition	building physical strength & coordination, rules of sports, cooperation, healthy habits	team sports, rules & regulations of team sports, sportsmanship, skill building, healthy habits
SOCIAL / EMOTIONAL WELLNESS	The Social Thinking Program teaches children to make sense of their thoughts and feelings and those of others and to understand and contextualize intentions		Social & Emotional Learning in Action Program provides experiential activities to build self-awareness, self-management, social awareness, relationship skills, and responsible decision making
LEADERSHIP	Leadership instills confidence and helps children learn to collaborate and problem solve. It also builds responsibility and community. identify students who exemplify student leadership qualities, provide peer support activities for these students to practice in their single-age classroom	opportunities for students to mentor and model appropriate behavior; ask 3 then me for help with academics; initiate age-appropriate small group activities to learn to share their voices	opportunities for students to mentor and model appropriate behavior and to offer academic assistance to peers; opportunities for students to voice their opinions and take positive and creative action to address issues / problems that are meaningful to them.



Appendix #4
Mill Falls' Fundraising History

On March 9, 2010, when the NH Board of Education approved our charter, the chair congratulated the founders and then told them to 'go out and raise a million bucks.' Mill Falls has taken that message to heart, and from the beginning sought to develop a culture of giving by building support from the greater community and from our enrolled families.

As we prepared to open the doors in 2012, work was also underway to establish the Mill Falls Charter School Foundation as a 501c3, singularly purposed to support the school's financial well-being and long-term sustainability.

The School's Executive Director, in partnership with the Foundation and with our school community works annually to offset the costs of operating a New Hampshire public charter school at the current state funding levels – levels that are far below those of traditional NH public schools. Fundraising goals are met in a variety of ways, including securing grant monies, curriculum partnerships, private and corporate contributions, event sponsorship, and modest school-based fundraising usually in the form of small 'give and gets' (purchase of items/service that helps raise funds). Additionally, the School runs income-generated programming such as Afterschool Clubs, Child Care Program and 2 large community events – the Annual 5k/Fun Run and Annual Night of Community.

Supplementary fundraising is critical to the long-term viability and success of the School. The Foundation has been able to cultivate an informed and committed community of supporters for *Mill Falls Charter School*. All donations are tax deductible to the extent permitted by law.

From FY13 through FY21, the Mill Falls Charter School Foundation raised over \$730,000. That is recorded in the Foundation's Annual 990 Forms. As requested in the renewal form, we include the following showing fundraising and income generating programs since our last renewal:

Funds raised by Mill Falls Charter School Foundation during our 6th-9th years of Operation		
Operational Year	Fiscal Year Ending	Total Raised through Donations & Events
6	6/30/18	\$ 80,778
7	6/30/19	\$ 78,912
8	6/30/20	\$ 65,556
9	6/30/21	\$ 100,382
TOTAL Raised		\$ 325,628

Funds raised by Mill Falls Charter School during our 6th-9th years of Operation		
Operational Year	Fiscal Year Ending	Total Raised through In-School Fundraising & Income Generating Programs (child care, afterschool clubs & Interest)
6	6/30/18	\$ 95,313.00
7	6/30/19	\$ 110,568.00
8	6/30/20	\$ 92,737.00
9	6/30/21	\$ 9,133.00
TOTAL Raised		\$ 307,751

The Mill Falls Charter School Foundation has raised \$734,108 since our first year of operation, with \$325,628 from our 6th through 9th year. This year's income is not yet finalized, as our fiscal year ends 6/30/22)

The majority of Mill Falls' school-based income generation noted above, has been created by our Child Care Program which was suspended in March 2020 due to COVID, and remains so this year. Other income is generated through small in-school fundraising raising efforts and two annual events.

Currently, the Mill Falls Charter School Foundation holds \$515,000. The following is the School's balance sheet as of 3/31/22.

Mill Falls Charter School Balance Sheet Standard

As of March 31, 2022

Accrual Basis

	Mar 31, '22
ASSETS	
Current Assets	
Checking/Savings	
1000 — Cash & Short Term Investments	
1006 — Savings	79,087.72
1005 — Sweep	1,285,926.98
1004 — Unrestricted - Bank of NH	73,686.93
Total 1000 — Cash & Short Term Investments	1,438,701.63
Total Checking/Savings	1,438,701.63
Accounts Receivable	
1100 — Accounts Receivable	85,370.15
Total Accounts Receivable	85,370.15
Other Current Assets	
1300 — Other Current Assets	
1304 — Rent Deposit	4,875.00
1305 — Cash for Change	138.00
Total 1300 — Other Current Assets	5,013.00
1499 — Undeposited Funds	1,929.00
Total Other Current Assets	6,942.00
Total Current Assets	1,531,013.78
TOTAL ASSETS	1,531,013.78
 LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
2000 — Accounts Payable	497.08
Total Accounts Payable	497.08
Credit Cards	
2600 — Bank of NH CC	2,646.18
Total Credit Cards	2,646.18
Other Current Liabilities	
2300 — Other Current Liabilities	
2309 — Defr-Bef/Aft/Kinder-Deposits	2,200.00
2310 — Due to Employee	-75.00
Total 2300 — Other Current Liabilities	2,125.00
Total Other Current Liabilities	2,125.00
Total Current Liabilities	5,268.26
Total Liabilities	5,268.26
Equity	
3200 — Fund Balance	1,249,943.35
Net Income	275,802.17
Total Equity	1,525,745.52
TOTAL LIABILITIES & EQUITY	1,531,013.78



Appendix #5

Mill Falls' CONTINUED SUSTAINABILITY

Since opening our doors in 2012, we have learned a great deal about the complexity of running a public charter school in NH. From the start, we created a deliberate culture built on the Montessori values of Grace, Courtesy and Respect. We also established a culture of giving which our families and greater community has responded to boldly.

Below are some of the key elements that make up our plan for continued sustainability:

Sound Financial Practices: Mill Falls Charter School follows New Hampshire public school accounting guidelines and utilizes internal accounting controls necessary to safeguard its assets. The School maintains accurate financial records in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. An annual financial audit is conducted by an independent certified public accountant and is reported to the Department of Education, as per charter law. Mill Falls also posts its audits on the School's website.

The School Board's Treasurer with support from the Finance Committee provides the oversight necessary for monitoring the financial status of the School. The Treasurer reports the financial status of the School to the Board at least monthly via a budget-to-actual report. The Board has adopted and shall continue to adopt policies necessary for the sound financial management of the School, including, but not limited to, policies on Conflicts of Interest and Whistle Blower Protections for the School's Board and Faculty. Accounting activities consist primarily of the bi-weekly payroll paid to school personnel, the payment and recording/tracking all operational expenses, which are tracked to the operating budget.

A general account exists for the administration of funds, the Executive Director, the Treasurer and named members of the Board have check-writing authority. A fidelity bond in accordance with the guidelines of the New Hampshire Department of Revenue Administration will cover each individual with check-writing authority. Mill Falls Charter School complies with all requirements specified in the law pertaining to reporting requirements (RSA 194-B:10, I-V). The School complies with all required reporting, including but not limited to: an annual program report provided to the DOE, quarterly and annual financial reporting, pupil count, an annual audit completed by an independent firm, and establishment and approval by the Board of an annual school budget, among many other reports.

The overarching Fiscal policies established by the Board address all the working principals set out above. The Board, by way of the Finance Committee, regularly reviews those policies in accordance with its governance responsibilities.

Enrollment: Mill Falls has worked hard to maintain consistent and significant interest in the School as a result of our student successes, community partnership, outreach, and a strong reputation. We typically have close to 200 applicants in our annual Enrollment Lottery. Those who don't get assigned a spot on Lottery Day, are added to the by-grade waitlist, which is organized in the order their Lottery Number is called, from each Lottery. When we have openings mid-year or during the summer, due to student unenrollment, we access the waiting list for the appropriate grade or program level to fill the spot. We

note that it requires ongoing work building community and parent partnership for assistance in sharing our story to sustain this level of interest and successfully build our student body year after year.

Strong Board Leadership: Our current and past Board Members are a talented and committed group of volunteers who make up the governing body of Mill Falls. The Board's Governance Committee (aka the Committee on Trustees) is charged with establishing policies and procedures to identify, nominate, and welcome new Trustees, as well as to organize professional development and educational opportunities, and to address needs of the Board. The bylaws provide clear guidance and structure for the Board including its Officer Structure. Efficient and productive meetings, constructive debate, and a strong sense of the meaningful role as the organization's Trust Keepers has continued to attract new Trustees since our founding.

Successful Staff Retention: We are incredibly proud of our staff retention record. Just 2 staff members in the 2021/22 school year are new this year, and most of the rest of our team have been with us for at least 4 years, and in many cases far longer than that – including several since our opening year! Our Executive Director and Educational Program Director have been working together for 7 years with our Educational Program Director in place since we opened our doors. The rest of our Front Office Team has also been with us for multiple years. This consistency creates powerful organizational memory and meaningful professional relationships. Clear expectations, strong team building opportunities, attention to staff needs, engaging approaches to solving problems/addressing challenges are just some of what enables our staff to practice their craft. That, together with their strong embrace of our mission as NH's first public Montessori school, is a big piece of what keeps them coming back year after year.

Long-term Sustainability through Fundraising: As noted in other places, from the very start of this project, we understood the significant need for building a sustainability and development plan that includes fundraising in large and small ways. We've seen from the start the importance of crafting a culture of giving that will garner support from families, community members, foundations, and businesses.

As explained in enclosed *Appendix #3: Mill Falls Fundraising History*, the School along with the Mill Falls Charter School Foundation are committed to positioning the School as a long-lasting presence in the New Hampshire educational landscape.



Appendix #6

Invitation for Comment on the Occasion of Mill Falls' 2022 10th Year Charter Renewal

On March 10, 2022, Mill Falls' Admin Team sent out a School Climate Survey to our parents/guardians via email.

The survey was set up as a Google form. *Reminders were sent thereafter by email and made in person during arrival and dismissal.*

The invitation read as follows:

As many of you are aware, this year Mill Falls turns 10! Along with celebrating this important achievement, we are also required to renew our charter with the State of NH's Department of Education and Board of Education. That work is currently underway.

We have spent the last 10 years creating our robust Public Montessori Program here at Mill Falls and now we need you - our School Families - to complete a simple school climate survey to share your experience. This year's survey provides tracks for those who were with us before COVID and those who joined since March 2020.

We want to know what YOU think about Mill Falls. Please help us:

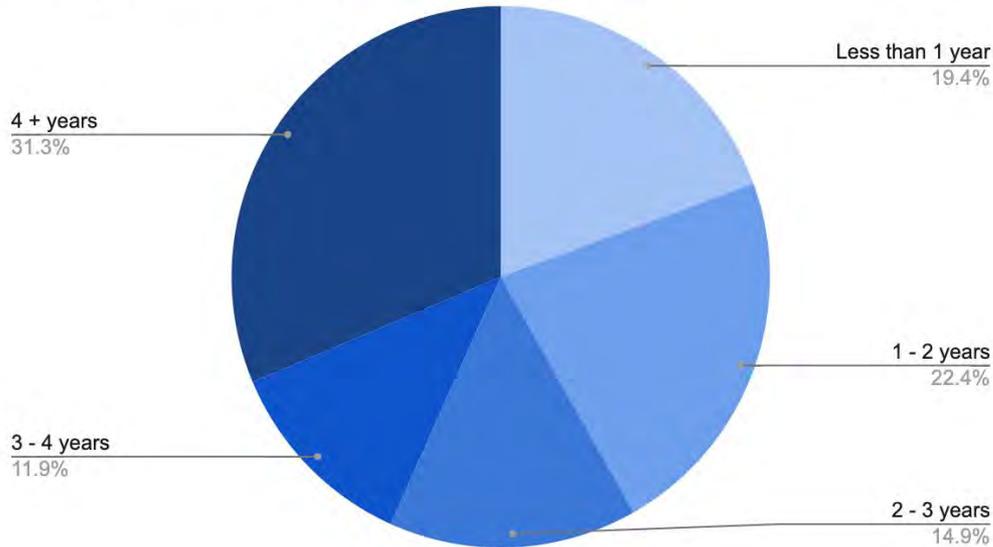
- * Grow & improve our programming*
- * Learn more about your Mill Falls experience*
- * Understand the motivations regarding your educational choices*
- * Inform our potential areas of programmatic growth.*

This survey is voluntary & your participation is MUCH appreciated!

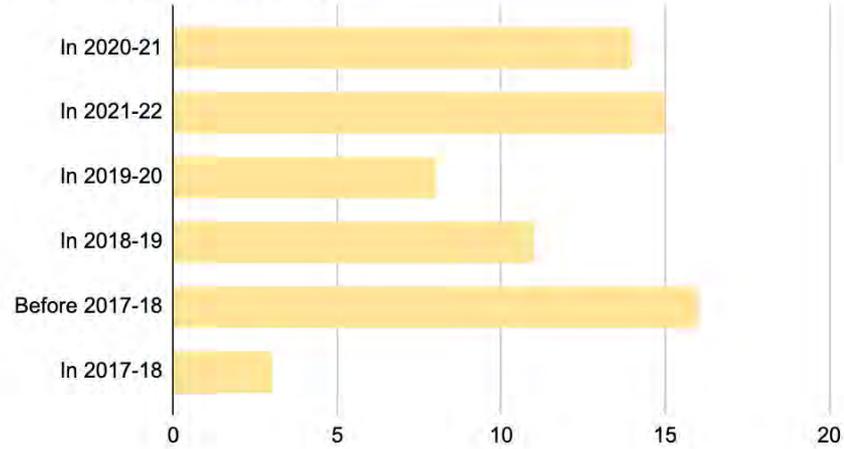
In addition to the survey, some families also shared letters. Survey results and letters are shared on the following pages.

Mill Falls 2021-2022 Parent/Guardian School Climate Survey

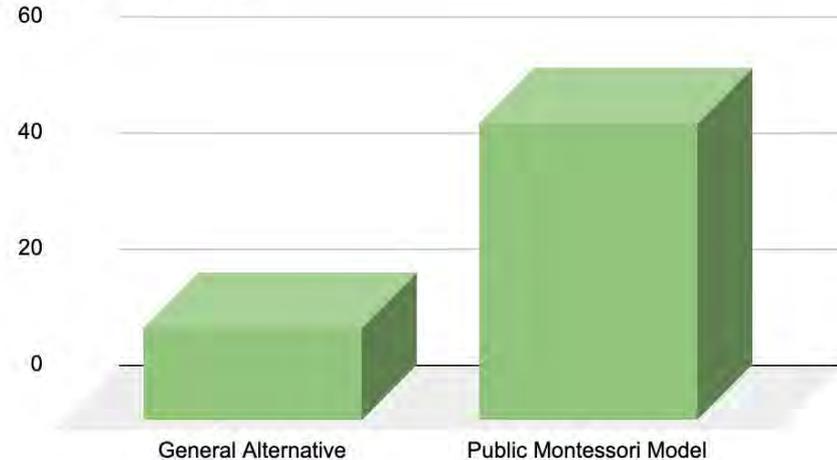
How long has your family been a part of Mill Falls school?

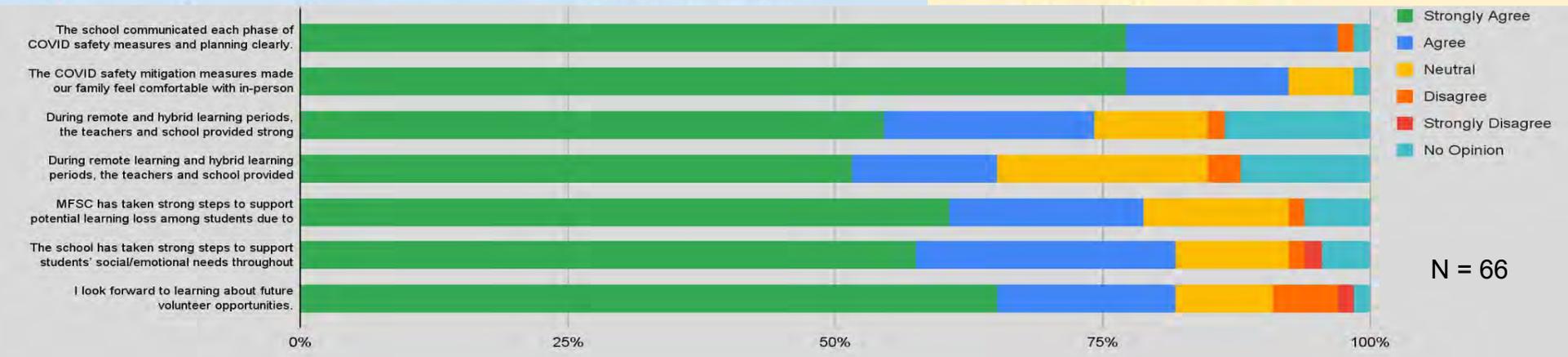
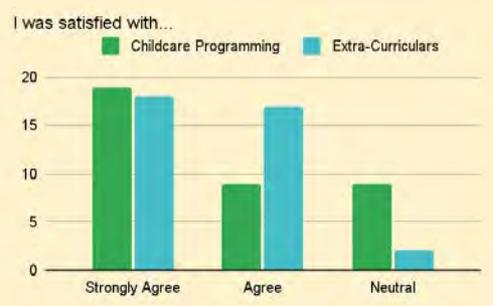
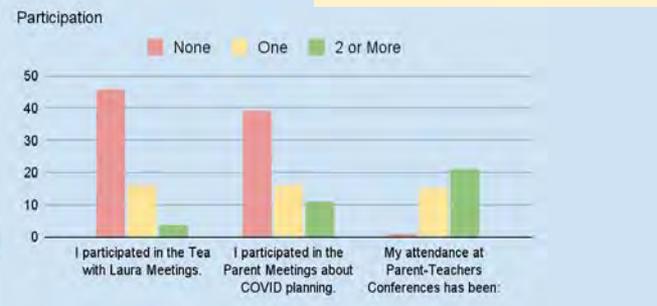
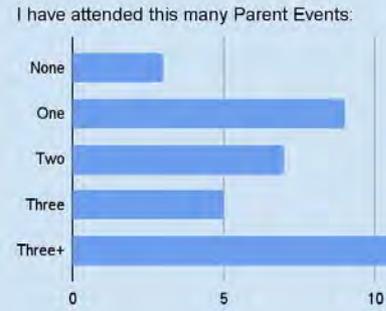
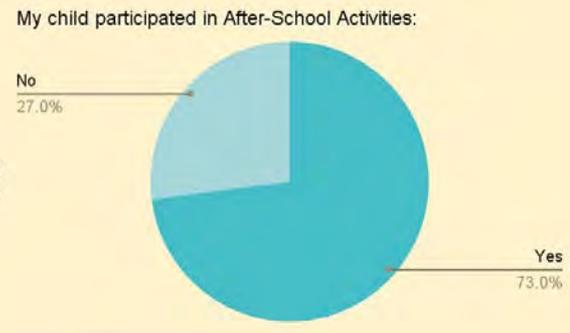
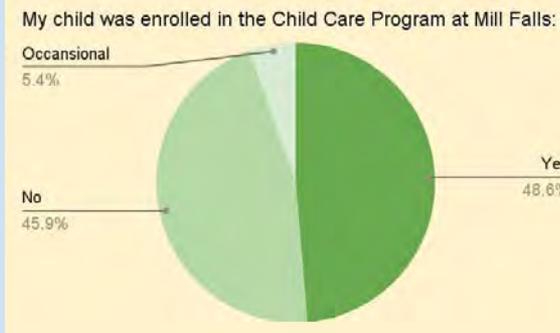


My family joined Mill Falls in:



Initial Interest Based On:





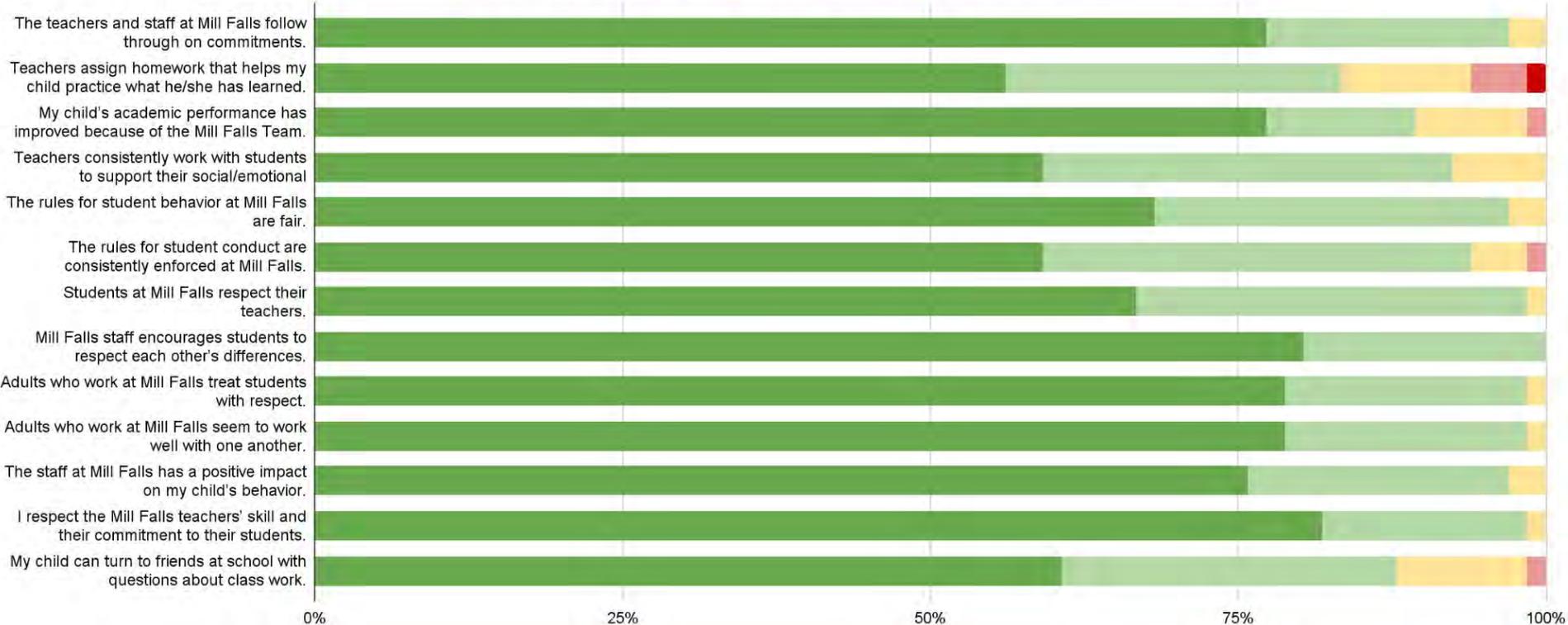
N = 66

Strongly Agree Agree Neutral Disagree Strongly Disagree



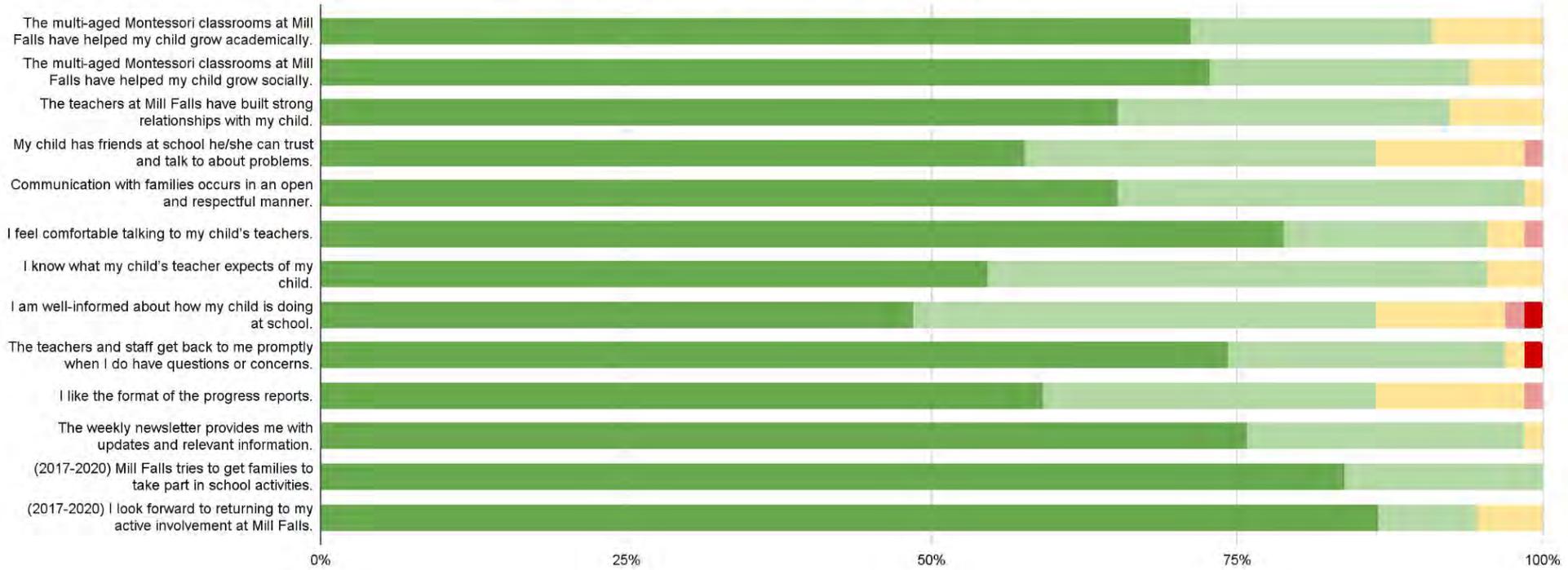
N = 66

Strongly Agree Agree Neutral Disagree Strongly Disagree



N = 66

■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly Disagree



N = 66

To the 2022 Charter Renewal Team for Mill Falls,

My son Jeremiah joined the Mill Falls community as a kindergartener last year and, like much of the rest of the country, spent the majority of the year in virtual learning.

We went through the motions of celebrating the milestone of his first ever first day of school but were otherwise overwhelmed, anxious, and strained in the thick of the biggest challenges we've faced as a family, as a community, and as a country.

And then we were in it. Virtual school is not easy, period. But virtual school for students who cannot read, students who have never been in an academic setting before, students who have never used a laptop, that is a whole different level of hard.

But for all the difficulties of schooling in the 2020-2021 school year, I am so thankful we experienced it at Mill Falls. I work from home so I had a front row seat to Jeremiah's introduction to education. The thing that struck me again and again is that his teachers never lost sight of the small moments that matter so much for kindergarteners. There is one incident in particular that still stays with me. Ms. Kristen was going through calendar math, which reinforces some important foundational concepts of number sequencing, place value, and graphing. Even over zoom, she noticed that many of the students looked discouraged and frustrated, and she sensed that it was something much deeper than the days of the week. She could have instructed students to stay focused and pay attention as she led them through graphing the weather. Instead, she chose to pause the lesson and prioritize their care. As she probed, a few students, including my son, finally said what many were feeling. I peeked over and saw her listen carefully, and respond with so much compassion, "I understand. But trust me. If you haven't lost any teeth yet, don't be discouraged. It will happen soon, I promise."

One child had shared that she had lost her tooth at the very beginning of morning meeting, and it had caused an invisible wave of envy and worry and even self doubt to ripple across the zoom room. And in the midst of revising lessons to make them virtually accessible, in the midst of mastering the ins and outs of a completely new learning platform, in the midst of jumping from zoom small group to zoom small group to meet the varying needs across the whole class, in the midst of printing and cutting tiny homemade montessori work for students to pick up, Ms. Kristen also made space to connect with these five and six year olds and truly honor the things that felt big and real and pressing to them.

Mill Falls has a strong academic program. As a former teacher and, currently, an educational consultant supporting teacher development systems and content on a district level, I have zero concerns about my son's academic progress and the differentiated support he receives. And what matters just as much, if not more in this current environment, is that in the middle of a pandemic, Ms. Kristen paused class to assure kindergarteners that their teeth will fall out soon too. It matters that Jeremiah felt so connected to her that (to my horror and embarrassment) he gave her a full video tour of our messy home and submitted it on their virtual learning platform for her to see. It matters that when he felt anxious about falling behind because of his extended quarantine last month, he felt safe enough to confide in Ms. Tana about how he felt.

I am so thankful for the Mill Falls community, the directors, teachers, and fellow parents. I am looking forward to Jeremiah continuing to thrive, and for his two younger sisters to eventually experience the same welcoming community.

My best,
Sandra Jin
Parent of Jeremiah Mun, Acadia Room

Moubarak Ali
158 Dunbarton Rd
Manchester, NH 03102

February 22, 2022

My name is Moubarak Ali and I am a proud parent of a graduate, current student and future Mill Falls attendee. When we were asked to write about our experience with the school, I thought "what a perfect time" to share how much my family has succeeded at Mill Falls.

As I mentioned, I have a son who already graduated from Mill Falls, so I know it works! My second son is next to graduate, and I could not be happier with the staff and teachers who go above and beyond for the kids. To have a teenage son come home and share his wonderful school experiences is quite a blessing. He has told me that he enjoys his peers and his teachers just as much, because he feels heard. I would have to agree with him. Anytime I have had a question or concern the administration has responded in a timely and fair manner. They have an open door policy and it makes you feel like there's transparency. Some of the other things that are beneficial to learning at the school include, the small work groups, which allow for individualized teaching should students need and small group exercises that focus on providing emotional support and check-ins with students to provide a more holistic approach to learning. These days more than ever, our children need to know they are supported in all ways and Mill Falls looks for innovative ways to do that.

If anyone is looking for a place that their son or daughter can be nurtured, challenged, included, happy and safe, there is no other school I would recommend more than Mill Falls.

Regards,

Moubarak Ali

March 23, 2022

To Whom It May Concern:

We joined the Mill Falls community during the 2017-2018 school year. My oldest son, Bryn, had been attending the Manchester Side by Side preschool program which pairs special needs children with non-special needs. Bryn was diagnosed with Autism Spectrum Disorder when he was 3. After an evaluation, Manchester determined that he was not behind academically and therefore did not require any services. When we had the opportunity to enroll him at Mill Falls, we jumped. His kindergarten teachers, watched him very closely to see any areas where he may need extra services. By the time he was heading to first grade, we had a full IEP for him which focused on some areas of academics but also socialization and management skills so that he could excel in all of the areas that are necessary for academic success throughout life.

We immediately fell in love with Mill Falls. Their sense of family is overwhelming. From monthly read ins where parents are welcome to come into the classroom first thing in the morning to read with their children (and others) to pancake breakfasts, to school dances (with and without parents). Not to mention the annual Parents Night Out fundraiser where we get dressed up without the kids and get to really meet the amazing team that keeps Mill Falls running and their spouses and fellow parents. There is always something going on that brings families together.

My other son, Weston, joined in the 2019-2020 school year. He had a great first half year of Kindergarten before the COVID pandemic hit the world. I remember distinctly, it was a Friday and we received the email that they would not be returning to school in person. It was such an overwhelming time for so many reasons. Monday the teachers gathered together to form a new teaching plan and by Tuesday, both of my children were having classes via their computers. Of course, the teaching only progressed from there but every single day, they saw their teachers and fellow classmates faces and continued to learn. I could not believe how quickly and efficiently they rolled out this new teaching style. I have friends in other local school systems and in every case, they had days where their children did not see anyone at school and just did paperwork for the day. Bryn, now with an IEP and in 2nd grade, also never skipped a beat. He was meeting with his OT, Speech Therapist and Special Educators on their usual IEP schedule, and they even did Lunch Bunch where he would get additional help with his socialization with his peers. Unfortunately, this COVID plan went on for a full year until both boys returned to school part time in April of 2021. Teaching and the programs offered just continued to improve. My boys both continued to actually learn and progress, not just maintain what they had learned.

When school opened again to full in-person learning, they were excited. I was thrilled with how seriously Mill Falls took the safety of the children and staff. My oldest son has allergy induced asthma and has been hospitalized 5 times in his life from getting a runny nose so I was terrified of him getting COVID. Mill Falls did everything possible to keep everyone safe and I am forever thankful for that.

The boys are now in 4th and 2nd grade and we are hopefully turning a corner with COVID. The Mill Falls Family is slowly and cautiously coming back to life as we knew it. I am always sad for those parents who haven't yet had the opportunity to see what this community really does when we have the freedom to be. I know many of them appreciate the team at Mill Falls already but they are in for a real treat when they see what this community does when we are out of this pandemic. They will love this school as much as I do.

Sincerely,



Allison DeCesere

2/25/2022

To: the 2022 Charter Renewal Team
From: Intisar Elawad

I have been a Mill Falls Parent for the last eight years. During that time, all four of my children have attended the school, with my youngest starting kindergarten this year. I couldn't be happier with the education and community of Mill Falls which has come to be like a second home for us.

As a Montessori Public Charter School, Mill Falls provides the opportunity for students of all learning styles to find the method that works for them. Hands-on/working with materials has been most helpful for my daughter, grade 5, who has been with the school since kindergarten. The small group lessons and combined grade-level classes also serve well to allow students to work at their own pace, so they are truly learning and not falling behind or becoming bored in class. Having a daily planner and choice over what works to do helps the students organize themselves.

All the teachers are welcoming and friendly to all their students and families. Many of them have made individual efforts to reach out and share updates about my kids, which shows how much they care about them. Their smiles are the brightest at 8 am on a freezing morning or 3 pm on a Friday. I especially admire their care for the students' safety as they get dropped off in the morning, and when they get picked up. When the ground was icy, they walk every student carefully inside.

Mill Falls is also a diverse school, allowing students not only to feel comfortable among people of different backgrounds but also in their own skin. My children have learned a lot about different cultures through their friends, and likewise their friends have learned from them.

As a parent, I especially appreciate the weekly Friday newsletter highlighting events from the week and sharing pictures of the kiddos. Although inactive due to COVID, the Read-Ins every Friday morning were a great way to inspire the kids to read with friends or family. School events bring the Mill Falls community together and help us get to know each other, creating a stronger community.

One of the best decisions I've made regarding my children's education was to apply for my son to attend Mill Falls, and it would be an honor for the rest of my kids to graduate from there as well.

Sincerely,

A handwritten signature in black ink, appearing to read 'Intisar', followed by a long horizontal flourish line.

March 23, 2022

My name is Sherry Humphrey and I've been with MillFalls Charter School since it opened its doors in 2012. I stay because I share the vision of educating children in a way that promotes lifelong learning, global citizenship, and individuals who care for themselves, each other and our planet.

I began here as the Assistant Teacher in the Kinder Room, and since that first year I have been working as our Reading Interventionist. My students are drawn from our Kinder and Lower Elementary Programs and see me because they are struggling readers. It is critical that these young students move from learning to read, to reading to learn in these early school years. Those who do not make adequate progress are often found by our team to be struggling with a learning disability. We stick with our students at each phase to ensure they get the support that they need to be successful.

The Mill Falls staff works tirelessly to meet the ever diverse and changing needs of the children who walk through our doors. My colleagues are experts in identifying the strengths and needs as well as designing and implementing targeted, small group instruction and practice materials.

This innovative use of small group instruction, in the multi- age classrooms, helps students to move through the common core state standards at their own pace and in meaningful ways. The staff are responsive to the needs of students academically, physically, emotionally, and socially.

I am proud to be a part of this team and I am privileged to work in partnership with the students, families and staff at MillFalls Charter School!

Sincerely,

A handwritten signature in cursive script that reads "Sherry Humphrey". The signature is written in black ink and is positioned above the printed name and title.

Sherry Humphrey
Mill Falls Reading Interventionist



Appendix #7

Mill Falls' 2022/23 Budget for Renewal

New Hampshire State Department of Education Office of School Finance 101 Pleasant Street, Concord NH, 03301-3860

2022-2023 Charter School Budget					
Charter School Name	Mill Falls Charter School	District #	729		
Budgeted Expenditures					
	Acct No	Total	Elementary	Middle	High
Instruction	1000-1999	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Regular Programs	1100-1199	850,995.19	850,995.19		
Special Programs	1200-1299	207,831.30	207,831.30		
Vocational Programs	1300-1399	0.00			
Other Programs	1400-1499	40,684.00	40,684.00		
Non-Public Programs	1500-1599		XXXXXX	XXXXXX	XXXXXX
Adult & Community Programs	1600-1699		XXXXXX	XXXXXX	XXXXXX
Community/Jr Coll Ed. Programs	1700-1799		XXXXXX	XXXXXX	XXXXXX
Community Service Programs	1800-1899		XXXXXX	XXXXXX	XXXXXX
Support Services	2000-2999	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Student Support Services	2000-2199	261,541.00	261,541.00		
Instructional Staff Services	2200-2299	0.00			
General Administration		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Collective Bargaining	0000-0000	0.00			
School Board Contingency	2310 / 840		XXXXXX	XXXXXX	XXXXXX
Other School Board	2310-2319	400.00	400.00		
Executive Administration		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Management Services	2320 / 310	0.00			
All Other Administration	2320-2399	183,598.00	183,598.00		
School Admin Services	2400-2499	92,886.00	92,886.00		
Business	2500-2599	58,117.00	58,117.00		
Operation & Maint. Of Plant	2600-2699	196,218.00	196,218.00		
Student Transport	2700-2799	2,500.00	2,500.00		
Support Services Central/ Other	2800-2999	0.00			
Non-Instructional Services		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Food Service Operations	3100	0.00			
Enterprise Operations	3200	0.00			
Facilities, Acquisitions, Construction		XXXXXX	XXXXXX	XXXXXX	XXXXXX
Site Acquisition	4100	0.00			
Site Improvement	4200	0.00			
Architectural/Engineering	4300	0.00			
Educational Specification Develop	4400	0.00			
Building Acquisition/Constr.	4500	0.00			
Building Improvement Services	4600	0.00			
Other Facilities Acq. And Serv.	4900	0.00			
Other Outlays	5000-5999	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Debt Service - Principal	5110		XXXXXX	XXXXXX	XXXXXX
Debt Service - Interest	5120		XXXXXX	XXXXXX	XXXXXX
To Food Service	5220-5221		XXXXXX	XXXXXX	XXXXXX
To Other Special Revenue	5222-5229		XXXXXX	XXXXXX	XXXXXX
To Capital Projects	5230-5239		XXXXXX	XXXXXX	XXXXXX
To Capital Reserve	5251		XXXXXX	XXXXXX	XXXXXX
To Expendable Trust	5252		XXXXXX	XXXXXX	XXXXXX
To Non-expendable Trust	5253		XXXXXX	XXXXXX	XXXXXX
To Fiduciary Funds	5254		XXXXXX	XXXXXX	XXXXXX
To Charter Schools	5310		XXXXXX	XXXXXX	XXXXXX
To Other Agencies	5390		XXXXXX	XXXXXX	XXXXXX
Supplemental Appropriation	---		XXXXXX	XXXXXX	XXXXXX
Deficit Appropriation	---		XXXXXX	XXXXXX	XXXXXX
Total Budgeted Expenses		1,894,770.49	1,894,770.49	0.00	0.00
Budgeted Revenue					
	Acct No	Total			
Revenue	XXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Local Revenue	1111-1990	330,426.00	XXXXXX	XXXXXX	XXXXXX
Tuition from NH LEA (Regular Program)	1321		XXXXXX	XXXXXX	XXXXXX
Tuition From NH LEA (Special Program)	1322	186,726.00			
Tuition From NH LEA (Vocational Program)	1323				
Other Tuition (Individuals/Outside LEAs/Other)	1310/1330/1340		XXXXXX	XXXXXX	XXXXXX
Transportation Fees	1400		XXXXXX	XXXXXX	XXXXXX
Other Local Revenue (e.g. contributions)	1500-1990	143,700.00	XXXXXX	XXXXXX	XXXXXX
State Revenue	3111-3900	1,312,941.92	XXXXXX	XXXXXX	XXXXXX
Adequacy State Revenue	3111	1,232,941.92	XXXXXX	XXXXXX	XXXXXX
Lease Aid State Revenue	3190	30,000.00			
Other State Revenue	3112-3900	50,000.00	XXXXXX	XXXXXX	XXXXXX
Federal Revenue	4100 - 4595	119,699.00	XXXXXX	XXXXXX	XXXXXX
Title 1	4520	32,445.00	XXXXXX	XXXXXX	XXXXXX
All Other Title Grants Excluding Title 1	4530	18,770.00	XXXXXX	XXXXXX	XXXXXX
Federal CSP Start-up Grant	4590		XXXXXX	XXXXXX	XXXXXX
ESSER	4595	68,484.00	XXXXXX	XXXXXX	XXXXXX
Other Federal Revenue					
Other Revenue	5110 - 5600		XXXXXX	XXXXXX	XXXXXX
Total Budgeted Revenue		1,763,066.92			
Surplus Statement					
Starting Balance				1,073,571.00	
Estimated Revenue				1,763,066.92	
Estimated Expenditures				-1,894,770.49	
Operational Balance Surplus/ (Deficit)				-131,703.57	
Ending Balance				941,867.43	

New Hampshire Department of Education
Bureau of Educational Opportunities
Office of Chartered Public Schools
101 Pleasant Street
Concord, NH 03301
Phone (603) 271-6813

2020-2021 CHARTERED PUBLIC SCHOOL ANNUAL PROGRESS REPORT

INTRODUCTION

The Chartered Public School Annual Report is hereby presented in conformance with RSA 194-B:10 and New Hampshire Department of Education (NHDOE) Administrative Rules Ed 318.16. The filing of this report is an annual requirement of each chartered public school. For more information, visit the website for the NHDOE [Office of Chartered Public Schools](#) or contact the office at (603) 271-6813.

Each chartered public school is required to submit the report by **August 31** for the preceding school year, completed with all signatures, to the NHDOE. The report must be submitted as an electronic copy and sent to Jane Waterhouse at Jane.Waterhouse@doe.nh.gov.

SCHOOL INFORMATION

Name of school as registered with the NH Secretary of State: **Mill Falls Charter School: Bringing Montessori Public**

Primary street address of school: **100 William Loeb Drive, Unit 1, Manchester, NH 03109**

Mailing address of school: (same as above)

Telephone number: **603-232-5176**

Grade levels taught: **K-6**

Total enrollment for last school year: **168**

HEAD OF SCHOOL – EXECUTIVE DIRECTOR

Name: Meryl Levin

Title: Executive Director

Email: meryl.levin@millfalls.org

Telephone number: 603-232-5176

PRIMARY CONTACT AUTHORIZED TO REPRESENT THE SCHOOL

Same as above.

SCHOOL MISSION

Provide a statement explaining how the school is meeting the goals of its mission statement:

Mill Falls Charter School creates life-long learners by providing an intellectually rich and challenging experience delivered through the Montessori tradition. In a safe and peaceful setting, dedicated educators foster students’ individuality, creativity and critical-thinking skills to fully prepare them for future scholastic, civic and personal success.

REQUIRED ATTACHMENTS

In the following section, please check off all of the following required items, which must be attached to this report.

<i>Items:</i>	<i>Attached?</i>	<i>Comments</i>
School calendar, including hours of operation (2021/22)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Please see attached.
A financial statement setting forth the revenue and expenditures for the year just ended	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Please see attached.
A balance sheet setting forth the charter school’s assets, liabilities and fund balances or equities	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Please see attached.
A projection of income and expenses for the upcoming school year	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Please see attached FY21 Budget.

BOARD OF TRUSTEES

Please answer the following questions with as much detail as necessary to fully satisfy each question:

<i>Items:</i>	<i>Attached?</i>	<i>Comments</i>
Have there been any changes in the membership of the Board of Trustees since the last annual report? If so, explain.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Please see attached list of current Trustees.
Have there been any changes to the Trustee’s methods of	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	The Board continued to meet remotely during the COVID-19 Pandemic as permitted by the Governor’s Emergency Order.

operations since the last annual report? If so, explain.		
Have there been any changes to the Trustee's by-laws since the last annual report? If so, explain.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Have there been any recusals made by a member of the Board of Trustees under RSA 194-B:5, VII? If so, explain.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

STUDENT ENROLLMENT AND RELATED SERVICES

Please answer the following questions with as much detail as necessary to fully satisfy each question:

<i>Items:</i>	<i>Response</i>
What is the current attendance rate of pupils enrolled at the school, as reflected in the school's average daily membership?	The 2020/21 ADM = 166.79.
What was the total number of pupils enrolled at the school during the previous school year?	168
Provide the total percentage of pupils who were promoted to the next grade level or graduated from high school.	100%
What was the total participation rate of students at the chartered public school in the statewide assessment system for the previous school year?	Given the COVID-19 pandemic, we had several students whose families chose to keep them in remote learning. This has a small impact on our testing numbers. We had a 94% participation rate; normally we have at least a 95% participation rate.
Does the chartered public school provide services to all resident pupils in grades where the chartered public school is the only available public school?	We are located in Manchester, so this question does not apply.

<p>Describe the processes and procedures the chartered public school has taken to ensure that it complies with non-discrimination laws as outlined in RSA 194-B:8 (1)</p>	<p>Proudly, <i>Mill Falls</i> does not discriminate based on race, color, national origin, creed, gender, ethnicity, sexual orientation, mental or physical disability, ancestry, athletic performance, special needs, proficiency in the English language or in a foreign language, academic achievement, or town of residence within the state. In the event a family had a grievance, they would first be encouraged to speak directly to those involved, but if that did not resolve the issue, they could choose to activate the <i>Mill Falls</i> Grievance Policy.</p> <p>Further, as a Montessori Program there is significant emphases on establishing and maintaining an emotionally safe and supportive learning environment for all of our students and staff, regardless of their ethnicity, skin color, sexual orientation, learning challenges, or any other aspect which may present as a difference. Each classroom works together – led by the teachers - to establish appropriate classroom behaviors. Every adult in the building helps to support and model positive behaviors (utilizing reminders as necessary to the students) to maintain our environment which values and supports everyone.</p>
<p>Describe the transportation services available to students, if any.</p>	<p>Manchester-resident students may choose to ride the Manchester School District (MSD)/Manchester Transit Authority (MTA) buses. Unlike past years where traditional local bus stops were established for all children riding the bus, this year, the MSD/MTA only offered a hub model, whereby they ran a bus to 4 different, unstaffed parking lots in the city, where parents/guardians could drop off their children in the morning and pick up their children in the afternoon. Those who are not Manchester residents must arrange transportation for their children. In pre-COVID times, we helped families find potential car-pool mates.</p>
<p>Provide a description of the community services available at the chartered public school site.</p>	<p>N/A - As a state-issued charter school, there are no community services available on the school site. We do have a food pantry for students who are experiencing food insecurity.</p>

SAFETY AND FACILITIES REPORTING

<i>Items:</i>	<i>Completed?</i>	<i>Comments</i>
Does the chartered public school have a current, approved Certificate of Occupancy?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
What is the date of the most recent Fire Inspection Certificate?	11/16/2020	This is the most recent date of our Fire Inspection; letter from the Deputy Fire Marshal is kept on file.
What is the date of the most recent Health Inspection?	4/25/2017	First Year and upon Renewal every 5 years
What is the date of the most recent Insurance Certificate?	7/1/2021	Please see attached.
What is the date of the most recent lead test, if applicable?	1/29/2019	
What is the date of the most recent Asbestos Inspection Report, if applicable?	8/10/2019	Our building, built in 1989, does not have asbestos, as per the inspection reports.
Has the chartered public school completed the Restraint and Seclusion reporting required under RSA 126-U:7?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Has the chartered public school completed the required reporting of substantiated incidents of bullying or cyberbullying as required under RSA 193-F:6?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

ACADEMIC GOALS

In the following section, provide a thorough discussion of the chartered public school's progress toward meeting the academic goals of the school. Any references to data, charts, etc. should be attached as addendums to this report:

Student Body Overview: Helping each MFCS student reach his/her highest potential drives our academic program. We have a wide variety of learners and levels among our 168 K-6th grade students. Our public Montessori Program aims to support each student's opportunity and ability to make significant strides each year. In the 2020/21 school year, over 25% of our students received Special Education supports (related to IEPs and 504s); this year we had 9 languages besides English spoken in the homes of our families; and over 16% of our families live at or below the poverty line (this is a slight drop from previous years and may be due to the fact that our student body had less Manchester residents than in years past). We see this diversity in all its forms, as a great strength and have increased our program to meet the needs of our student body and staff.

The Particulars of this COVID Year: The 2020/21 school year presented unprecedented challenges related to Teaching and Learning during the COVID-19 Pandemic. Over the course of the school year, we provided in-person, hybrid and remote teaching models – essentially creating 5 different versions of school - as the case load and state requirements ebbed and flowed. We implemented a number of effective systems to engage the students and to track that engagement. Alongside regular daily live lessons, meetings and check ins, we established a clear and reliable set of attendance expectations. Our Special Education Team provided live lessons throughout this pandemic year; and our paras were available to support their Special Education Students whether they were learning in-person or remotely.

We began the year matching the limited in-person teaching and learning schedule set forth by the Manchester School District because of our past relationship with the district in terms of busing. They changed their plan many times leading up to the start of the school year, and finally landed on only offering hybrid in-person learning time to Kinder and 1st year students. We did the same, thinking that this would then allow our families with children in those grades to access busing. However, the District re-designed the busing for charter students (as noted above) right before the start of the school year.

Matching to the Manchester plan, meant that our students in 2-6th grade began this school year working remotely. It would be many months before we were all back in the building together. Some of our Upper Elementary students spent nearly a year in remote learning, which began for all in mid-March 2020. While we implemented many complex systems to engage the children, and promote solid learning space, we see reflected in the SAS results that there has been learning loss in math. Those scores are far below anything we have ever seen before in standardized or internal assessments (more on this and the challenges of teaching Montessori math remotely, below).

To facilitate our work this year, we designed multiple systems and programs to support our students and staff, below are some examples of our work:

Our Educational Program Director continued her intensive work with Elizabeth Slade, a nationally recognized Montessorian at Public Montessori in Action, to develop **teaching and learning models during COVID** that would align with our public Montessori Program. COVID forced a shift in our planned work with Elizabeth that is designed as a multi-year evaluation and the perfecting systems of our public Montessori program. This work, supported by Title Funds, included participation in a peer-coaching group to problem solve during the COVID year, strategic planning meetings and follow up phone calls with our Educational Program Director in the design and execution of our COVID teaching/learning models; a series of end-of-year reflections by all members of our staff. We plan to return to this work with Ms. Slade in the 2021/22 school year.

Our **Child Study Team (CST) Program** continued its work designed to track student needs and progress, and ensure that every student's individual needs are met through classroom and/or pull out intervention. This year, the Team continued to evaluate and tweak the program to include additional assessment data as well as additional accommodations for students.

Our **Math Interventionist** was assigned to 34 students in grades K through 3rd. She provided her students with small group lessons over the course of the year working with them in person when possible, and remotely as needed. Fifteen of her students made progress and were released from intervention during the year; one moved to our Special Education service providers after being referred to special education; one un-enrolled from Mill Falls during the school year. She continues to utilize 'Math Talks' into the Kinder and Lower Elementary Program. These 'Talks' provide small-group instruction for our students who are struggling with math concepts. She focused on a variety of topics with the students throughout the year, exploring different procedures and strategies for problem solving. Additionally, she works with classroom teachers to help them integrate math fact strategies in lessons and throughout classroom math activities.

Our **Reading Interventionist** worked with a total of 35 students in grades K through 3rd. She provided her students with small group lessons over the course of the year, working remotely when needed, and in-person when possible. Five of her students exited due to adequate gains; five moved to our Special Education service providers after being referred to special education; one un-enrolled from Mill Falls during the year. We continued our Reading Intervention with the use of **Foundations** with our Kinder and Lower Elementary. This phonetics-based reading program is used with emergent and low-level readers to build their phonetic awareness skills and continues to be used both by our Interventionist and our classroom teachers.

We completed our regular schedule of internal benchmark assessments which included 3 sets of assessments in math and writing and 2 school-wide reading assessments with a third reserved for those reading below grade level or on the cusp. These internal assessments are an important tool for our public Montessori program.

The 2020/21 Year also featured a new position – that of **Upper Elementary Interventionist**. This Title 1 funded program is designed to provide Intervention support to our older students who are struggling in areas of math and language. Over the years, we have seen a trend - often those who enroll in our Upper Elementary Program come to us from their previous schools performing below grade level. This part-time position was in place from September through March. During that time, our Upper Elementary Interventionist worked with 16 students. Due to staffing shortages once we re-opened in March 2021 offering both in-person and the required remote learning for those who chose not to return in person, we had to suspend the program. None of the students were released from the Intervention Program by that date. All will students enrolled in the fall will be assessed as part of our start of the year internal assessments and CST work to determine learning needs and intervention services.

There were many aspects to our **Remote Teaching & Learning Programming** this year. We provided both live and recorded instruction time, as well as various opportunities for classroom communities to socialize and share ideas and experiences. I want to draw your attention to on part in particular – the inclusion of **Montessori Big Works** in our weekly schedule. Independence and ownership of learning are key elements of Montessori education. The classroom setting uses different strategies to support independence. And as we explained to our families when we rolled our Big Works Program, one of the most powerful ways to achieve student independence in the home is through supporting choice and student interests. When contemplating Big Works, Montessori students choose the topic, decide on a project and begin. There are a couple of ways that students may find their interests. The first potential method is by choosing from choices offered by the classroom teacher. The second method is more of a create-your-own-adventure-type of Big Work. Student creatively explored areas of Writing, Research, Math, Science, History, Art & Music on their Big Works Days, and presented equally engaging projects, which we shared our weekly newsletter and sometimes they shared with classmates during class meetings.

Seeing and Addressing Learning Loss: While our language and reading SAS scores have remained consistent (almost 70% of our students performing at our above proficiency), it appears that our math levels have been severely impacted by the children’s extensive time in remote. Our Montessori program is driven by small group lessons utilizing hands-on materials. While we created hand-made versions of many of our math materials, it was extremely challenging to re-create the intimate experience our students have in the classroom working closely with their teachers and classmates to navigate through the curriculum. Additionally, given the schedule of remote learning and the amount of time students could sustain on-line learning, the curricular elements had to be pared back. This meant that our 3rd-6th grade students took the SAS at the beginning of April, just two weeks into their return to in-person learning after being in remote for a year. So when the children took the NH SAS, they were being assessed on some things they had not yet been taught. This is also true in science – as labs were not possible to conduct in remote.

It should be noted that our internal benchmark assessments (which are given annually at the start, middle and end of the year) showed similar levels in reading, and slightly less discouraging results in math. Perhaps this can be attributed to the children having had more time back in a ‘normal’ school-

day schedule, and more time to socially/emotionally adjust to the familiar landscape of school before participating in our internal benchmark assessments.

We have gone back to the 2019 scores as reference for our usual SAS results. In 2019, 56% of our students we're proficient in math in the spring of 2019 as opposed to 29% in June of 2021. As noted, there has been a huge slide which means our systems were strong, but remote learning has had quite an impact on our students. It will take time to repair the damage.

Even before receiving the SAS results, we began planning for a year-long 'Math Boost' for the 2021/22 school year. This will include data analysis at the start of the school year which will inform our work with Biff Maier, a Montessori trainer. In addition, we will continue our work with our Montessori Coach, Elizabeth Slade, returning to what we begin in 2019 – a Montessori audit aimed at improving all systems and instruction delivery. We are fortunate to have ESSER and title funds to draw upon to support this work and our staff and students in the coming year.

NON-ACADEMIC GOALS

In the following section, provide a thorough discussion of the chartered public schools progress toward meeting any and all non-academic goals as enumerated by the authorized charter. Any references to data, charts, etc. should be attached as addendums to this report:

Once again, this year COVID-19 unexpectedly altered our non-academic programming plans. Many of our beloved school events had to be cancelled. However, we worked to continue to build a sense of community and culture even while there was distance between us, leaning heavily on our Montessori core values of Grace, Courtesy and Respect.

Connecting from afar: Whether learning remotely, or in-person, our school days included time for students to connect live with one another and with their teachers. This proved an important tool for everyone involved! We shared examples of work and projects students completed as part of our weekly newsletter. We also worked to support our parents who were thrust into managing their children's school day during remote learning periods. We provided in-person, videos and written pieces to support them as they navigated new technology challenges. Our dedicated Family Tech Person was on call daily.

Staff Supports: For our staff, we arranged regular **standing sessions with a therapist** during the fall of 2020. We chose a therapist who specializes in school staff issues and has herself worked in school settings. We also provided professional development sessions in the area of **trauma-informed teaching**. This was intended to create time and space for staff members to process the complexity of teaching in the time of COVID. This was one of many actions we took to act intentionally caring for of each member of our staff.

Parent Supports: In addition to our very open and frequent communication with parents/guardians to address individual student needs, we also held a number of meetings with our families – via Zoom – informing them of our various Re-Opening Plans/Models required this year. We continued our new series we call, **Tea with Laura**.

Laura Wrubleski is our Educational Program Director (most like a principal), and this series is designed as an informal opportunity for Laura to speak with the adult members of our Mill Falls Families about educational structures and expectations as they relate to our public Montessori program. In these sessions she offered guidance to our parents/guardians in support of our students and explored various aspects of the unique Montessori method.

Special Culminating Student Project: This year's culminating **6th Year Project** was a creative and innovative reflection process for our graduating 6th year students. Over the course of many weeks, they worked with Laura Wrubleski and our Art Teacher, Melissa Fortin, first writing about their experience at Mill Falls, then embarking on a design project that would ultimately be given back as gifts to each of our 7 classrooms. The group of 18 students worked in small groups, identifying a quote by Dr. Maria Montessori that spoke to them. They then created a visual design on chairs, incorporating their selected quote into their design. These chairs were then gifted back the classrooms. There they will serve the very important Montessori purpose of providing a comfortable and meaningful 'observation chair' in each classroom. Observation, by teachers is a key element to the Montessori practice, one that provides them with an opportunity to view the entire classroom, it's flow and workings, as well as focus on individual students during that time.

Engaging with the Extended Mill Falls Community of Families and Friends: Sadly, our usual family/community events such as our weekly Read-Ins which bring parents/guardians and friends to visit our school; our Montessori Morning Tours which share our program with community leaders, educators and funders were also put on hold. The Annual Educational Leadership Breakfast, hosted by our Mill Falls Charter School Foundation, was also canceled as we were not able to gather in large groups. We were not able to hold Grandparents/Special Friends Day or have volunteers in the building.

But, by the end of the school year we were finally able to organize small-sized community events. We once again enjoyed our partnership with The Derryfield School who hosted our two end-of-year events – **Kinder Celebration and our Annual 6th Year Student Graduation**. The Kinder event featured a live performance of *The Very Hungry Caterpillar*, some songs and a wonderful recognition of each child. Our 6th Year Graduation featured a guest speaker – herself a 2021 graduate from The Derryfield School; students sharing of the 6th year project (described above) and speeches by members of the Admin Team. These were wonderful opportunities to gather safely (masked and physically distanced) in person and recognize the hard work of the students, their families and our staff in support of their academic and social/emotional progress.

This spring, a growing collection of Mill Falls Community Members, began to meet virtually in what we are calling our **Racial Justice, Equity and Belonging Learning Group**. This group of parents/guardians and staff members, seeks to learn together, and process recent events and discuss issues related to social and racial justice and equity. We are exploring what can we learn from one another's experiences, and how can we engage together in meaningful ways to make a difference in the lives of our families and our community. Members of our extended Mill Falls Community (enrolled families, friends and supporters) are welcome to join us and help us plan future activities for our school community members. We continue to meet monthly, even through the summer.

SIGNATURES

We, the undersigned, do hereby certify that the information presented in this Chartered Public School Annual Report is true and accurate to the best of our knowledge.

<u>Meryl Levin, Executive Director</u>		<u>8/23/2021</u>
Printed Name of Authorized Representative	Signature of Authorized Representative	Date

<u>Jill Connors, Board Chair</u>		<u>8/23/2021</u>
Printed Name of Chair of Board of Trustees	Signature of Chair of Board of Trustees	Date



MILL FALLS CHARTER SCHOOL BOARD OF TRUSTEES
as of August 2021

Officers:

- Jill Connors, Chair (replaced Naomi Butterfield in this role)
- Donna Talbot, Vice Chair (replaced Peter Marr who stepped down from Board service)
- Jeff Trombley, Treasurer
- Sara Bee, Secretary (replaced Donna Talbot, listed above)

Trustees:

- Naomi Butterfield
- Greg DePasse
- McCeil Johnson
- Garth Corriveau
- Hind Bashier (joined the Board in August 2020)
- Heather Marr (joined the Board in August 2020)

Non-voting members:

Meryl Levin, Executive Director

Laura Wrubleski, Educational Program Director

2021/22 Calendar



2021-2022 School Calendar

Board Approved: April 21, 2021

September 2021						
Su	M	Tu	W	Th	F	S
	W	W	H	2	3	4
5	H	7	8	9	10	11
12	13	14	ER	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October 2021						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	H	12	13	14	15	16
17	18	19	W	21	22	23
24	25	26	27	28	29	30
31						

November 2021						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	H	12	13
14	15	16	17	C	19	20
21	22	23	X	H	X	27
28	29	30				

December 2021						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	ER	9	10	11
12	13	14	15	16	17	18
19	20	21	ER	X	X	25
26	X	X	X	X	X	

January 2022						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	W	13	14	15
16	H	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February 2022						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	ER	10	11	12
13	14	15	16	17	18	19
20	H	22	23	24	25	26
27	X					

March 2022						
Su	M	Tu	W	Th	F	S
		X	X	X	X	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	W	22	23	ER	25	26
27	28	29	30	31		

April 2022						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	ER	14	15	16
17	18	19	20	21	22	23
24	X	X	X	X	X	30

May 2022						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	ER	19	20	21
22	23	24	25	26	27	28
29	H	31				

June 2022						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

2021-22 Calendar

First Day of School for Students (dates in green on call)

August 26, 2021	(Thursday)	KinderCamp – First day for K students
September 2, 2021	(Thursday)	First Day of School Upper & Lower El

Holidays (H)

September 6, 2021	(Monday)	Labor Day
October 11, 2021	(Monday)	Columbus Day
November 11, 2021	(Thursday)	Veteran's Day Holiday
November 24 – 26, 2021	(Wed – Fri)	Thanksgiving Holiday Recess
January 17, 2022	(Monday)	Dr. Martin Luther King, Jr. Holiday
February 21, 2022	(Monday)	Presidents' Day
May 30, 2022	(Monday)	Memorial Day Holiday

Holidays (Excused Absences - School In-Session, other holidays may apply)

September 25 – 27, 2021	(Sat – Mon)	Rosh Hashanah
October 4 – 5, 2021	(Tue-Wed)	Yom Kippur
October 5, 2021	(Wednesday)	Dashain
November 4, 2021	(Thursday)	Diwali
November 3-6, 2021	(Thur – Sat)	Tihar
April 15, 2022	(Friday)	Good Friday
April 15, 2022	(Friday)	Passover begins
April 2, - May 1, 2022		Ramadan
April 24, 2022	(Sunday)	Greek/Orthodox Easter

Staff Professional Development Full Days (W)

August 25, 26, 30, 31	(Wed – Tues)	Staff Opening Days
October 20, 2021	(Wednesday)	Staff Professional Development
January 12, 2022	(Wednesday)	Staff Professional Development
March 21, 2022	(Monday)	Staff Professional Development

Early Release Days 11:15am Release (ER)

September 15, 2021	(Wednesday)	ER – Staff Professional Development
December 8, 2021	(Wednesday)	ER – Staff Professional Development
December 22, 2021	(Wednesday)	ER – Start of December Vacation
February 9, 2022	(Wednesday)	ER – Staff Professional Development
March 24, 2022	(Thursday)	ER – Student Progress Conferences
April 13, 2022	(Wednesday)	ER – Staff Professional Development
May 18, 2022	(Wednesday)	ER – Staff Professional Development

School Vacations (X)

December 23, 2021 (Thursday)	<i>through</i>	December 31, 2021 (Friday)
February 28, 2022 (Monday)	<i>through</i>	March 4, 2022 (Friday)
April 25, 2022 (Monday)	<i>through</i>	April 29, 2022 (Friday)

Last Day of School (potential!)

June 15, 2022 (full day)	(Wednesday)
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Trimester Dates:

End of First Trimester	Friday	November 12, 2021
End of Second Trimester	Friday	March 18, 2022
End of Third Trimester	Tuesday	June 15, 2022 (or final day of school)

Progress Reports & Conferences (C)

November 12, 2021	(Friday)	Progress Reports
November 18, 2021	(Thursday)	Progress Conferences - No School
March 18, 2022	(Friday)	Progress Reports
March 24, 2022	(Thursday, 12pm start)	Progress Conferences - Early Release
June 15, 2022	(Wednesday)	Final Progress Reports



Approved FY22 OPERATING BUDGET
 Approved by the MFCS Board of Trustees on May 21, 2021

		FY22 Budget
INCOME		
4000 · State Support	TOTAL State Support	1,282,942
4100 · Interest Income	TOTAL Interest Income	5,000
4300 · Special Education Services Reimbursement*	TOTAL Special Education Reimbursement	168,632
	TOTAL Budgeted Income	1,456,574
*This is an estimate. Actual expenses and reimbursement by sending districts are tracked throughout the year		
EXPENSES		
5000 · Salaries & Wages (this excludes afterschool programs and childcare)	Total Salaries & Wages	1,084,794
7000 · Special Education Salaries & Wages*	Total Special Ed Salaries & Wages	168,632
*This is an estimate. Actual expenses and reimbursement by sending districts are tracked throughout the year		
5100 · Fringe Benefit/Payroll Taxes	Total Fringe Bene/Payroll Tax	173,607
5200 · Professional/Contract Service (payroll, audit, accounting, legal, IT)	Total Prof/Contract	26,450
5300 · Office Expenses	Total Office	23,502
5400 · Administrative Expenses (banking, dues/fees, advertising)	Total Administrative	7,665
5500 · Instructional Program Expenses (consumables & non-consum, PD, furniture, equipment, etc)	Total Instructional	42,000
5600 · Integrated Arts Program Supplies (Art, Music, Fitness, Technology)	Total Intergrated	2,550
5700 · Student Support Services (food, SpEd, 504-related, field trip support, testing, transl/interp, health, school events, etc)	Total Student Support Services	15,400
5800 · Facility Expense (rent, cleaning, insurance, recycling, papergoods, life safety, etc)	Total Facility	190,089
TOTAL BUDGETED EXPENSES		1,734,689
BUDGETED Operating Surplus (Deficit)		(278,115)

**This excludes 'Variable Parts' of our Budget - ChildCare, AfterSchool Programs & School-Based Fundraising, which aims to raise necessary funds to cover any deficit*



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
7/1/2021

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Fred C. Church Insurance 41 Wellman Street Lowell MA 01851		CONTACT NAME: Devin Gallagher PHONE (A/C, No, Ext): 978-322-7329 FAX (A/C, No): E-MAIL ADDRESS: dgallagher@fredchurch.com	
		INSURER(S) AFFORDING COVERAGE	NAIC #
		INSURER A : Citizens Insurance Company of America	31534
		INSURER B : Hanover Insurance Company	22292
		INSURER C : Atlantic Charter Insurance Company	44326
		INSURER D :	
		INSURER E :	
		INSURER F :	

COVERAGES **CERTIFICATE NUMBER:** 224456833 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC OTHER:			ZBNA192581	7/1/2021	7/1/2022	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 3,000,000 PRODUCTS - COMP/OP AGG \$ Included \$
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			ZBNA192581	7/1/2021	7/1/2022	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
B	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 0			UHNA195530	7/1/2021	7/1/2022	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000 \$
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		N/A	WCA00566603	7/1/2021	7/1/2022	PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/> E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER NH Dept. of Education 21 S Fruit St. Concord NH 03301	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE
--	--

Mill Falls Charter School (District)

100 William Loeb Dr Manchester, NH 03109-5309 | 603-232-5176

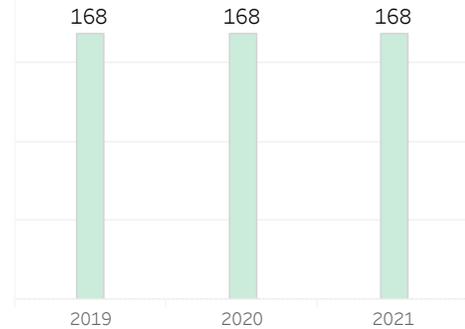
- 2021
- 2020
- 2019
- 2018

Report Card Year: **2021**

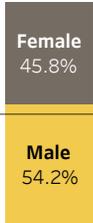
District ID
729

Head of School
Meryl Levin

Email Address
meryl.levin@millfalls.org



Population by Gender



Student Population Breakdown

Economically Disadvantaged	19.64%
English Language Learners	*N
Homeless	N/A
Migrant	N/A
Military Connected	N/A
Students in Foster Care	N/A
Students with Disabilities	19.64%

Population by Race / Ethnicity

American Indian or Alaskan	*N
Asian or Pacific Islander	<10%
Black or African American	*N
Hispanic or Latino	14.29%
Multiple Races	<10%
White	64.88%

Performance Indicators by Subgroupings

*Achievement Metrics Compared vs. Targets

				2019	2020	2021
Profile	Population By Gender	Sex	Female	50.00%	48.21%	45.83%
			Male	50.00%	51.79%	54.17%
	Population By Race/Ethnicity	Race/Ethnicity	American Indian or Alaskan	*N	*N	*N
			Asian or Pacific Islander	*N	*N	<10%
			Black or African American	<10%	<10%	*N
			Hispanic or Latino	11.90%	<10%	14.29%
			Multiple Races	*N	*N	<10%
			White	70.83%	72.02%	64.88%
	Population By Subgroup	Student Group	Economically Disadvantag..	19.05%	19.05%	19.64%
			English Language Learners	*N	*N	*N
			Homeless	*N	N/A	N/A
			Migrant	N/A	N/A	N/A
			Military Connected	N/A	N/A	N/A
			Students in Foster Care	*N	N/A	N/A
			Students with Disabilities	21.43%	16.67%	19.64%
			Total Student Enrollment		168	168
	DLM Participation - ELA		0.00%	*COVID	0.00%	
	DLM Participation - Math		0.00%	*COVID	0.00%	
	ELA Participation Rate		97%	*COVID	92%	
	Race/Ethnicity	American Indian or Alaskan	*N	*COVID	N/A	
		Asian or Pacific Islander	*N	*COVID	*N	
		Black or African American	*N	*COVID	*N	
		Hispanic or Latino	*N	*COVID	100%	
		Multiple Races	*N	*COVID	*N	
		White	96%	*COVID	88%	
	Sex	Female	100%	*COVID	90%	
		Male	93%	*COVID	94%	
	Student Group	Economically Disadvantaq..	100%	*COVID	78%	

	English Language Learners		*N	*COVID	*N
	Homeless		N/A	*COVID	N/A
	Migrant		N/A	*COVID	N/A
	Military Connected		N/A	*COVID	N/A
	Students in Foster Care		N/A	*COVID	N/A
	Students with Disabilities		87%	*COVID	86%
ELA Proficiency			77%(vs 60.45)	*COVID	70%(vs 64.40)
Achievement Level	Level 1 (lowest)		<10%	*COVID	14%
	Level 2		16%	*COVID	16%
Grade	Level 3		46%	*COVID	35%
	Level 4 (highest)		31%	*COVID	35%
	Grade 3		79%	*COVID	67%
	Grade 4		70%	*COVID	63%
Grade	Grade 5		77%	*COVID	80%
	Grade 6		80%	*COVID	72%
	Grade 7		N/A	*COVID	N/A
	Grade 8		N/A	*COVID	N/A
	Grade 11		N/A	*COVID	N/A
Race/Ethnicity	American Indian or Alaskan		*N (vs 52.68)	*COVID	N/A (vs 60.25)
	Asian or Pacific Islander		*N (vs 72.00)	*COVID	*N (vs 72.00)
	Black or African American		*N (vs 37.31)	*COVID	*N (vs 44.29)
	Hispanic or Latino		*N (vs 42.44)	*COVID	75%(vs 49.61)
	Multiple Races		*N (vs 62.93)	*COVID	*N (vs 70.61)
	White		78%(vs 63.95)	*COVID	69%(vs 70.61)
Sex	Female		79%	*COVID	74%
	Male		73%	*COVID	67%
Student Group	Economically Disadvantag..		80%(vs 40.39)	*COVID	86%(vs 47.49)
	English Language Learners		*N (vs 32.19)	*COVID	*N (vs 38.97)
	Homeless		N/A	*COVID	N/A
	Migrant		N/A	*COVID	N/A
	Military Connected		N/A	*COVID	N/A
	Students in Foster Care		N/A	*COVID	N/A
	Students with Disabilities		41%(vs 21.95)	*COVID	28%(vs 28.33)
First Year Exemption - ELA			N/A	*COVID	N/A
First Year Exemption - Math			N/A	*COVID	N/A
Math Participation Rate			97%	*COVID	91%
Race/Ethnicity	American Indian or Alaskan		*N	*COVID	N/A
	Asian or Pacific Islander		*N	*COVID	*N
	Black or African American		*N	*COVID	*N
	Hispanic or Latino		*N	*COVID	100%
	Multiple Races		*N	*COVID	*N
	White		96%	*COVID	86%
Sex	Female		100%	*COVID	90%
	Male		93%	*COVID	92%
Student Group	Economically Disadvantag..		100%	*COVID	78%
	English Language Learners		*N	*COVID	*N
	Homeless		N/A	*COVID	N/A
	Migrant		N/A	*COVID	N/A
	Military Connected		N/A	*COVID	N/A
	Students in Foster Care		N/A	*COVID	N/A
	Students with Disabilities		87%	*COVID	81%
Math Proficiency			56%(vs 49.14)	*COVID	30%(vs 51.05)
Achievement Level	Level 1 (lowest)		13%	*COVID	37%
	Level 2		31%	*COVID	33%
	Level 3		34%	*COVID	20%
	Level 4 (highest)		22%	*COVID	10%
Grade	Grade 3		61%	*COVID	50%
	Grade 4		59%	*COVID	25%
	Grade 5		55%	*COVID	25%
	Grade 6		45%	*COVID	24%
	Grade 7		N/A	*COVID	N/A
	Grade 8		N/A	*COVID	N/A
	Grade 11		N/A	*COVID	N/A
Race/Ethnicity	American Indian or Alaskan		*N (vs 37.14)	*COVID	N/A (vs 40.72)
	Asian or Pacific Islander		*N (vs 67.00)	*COVID	*N (vs 67.00)
	Black or African American		*N (vs 25.00)	*COVID	*N (vs 28.36)
	Hispanic or Latino		*N (vs 31.07)	*COVID	42%(vs 34.54)
	Multiple Races		*N (vs 48.26)	*COVID	*N (vs 52.06)
	White		60%(vs 51.30)	*COVID	25%(vs 54.21)
Sex	Female		52%	*COVID	20%
	Male		59%	*COVID	39%
Student Group	Economically Disadvantag..		40%(vs 20.05)	*COVID	29%(vs 22.48)

	Student Group	Economically Disadvantag..	40% (vs 23.03)	*COVID	23% (vs 32.46)
		English Language Learners	*N (vs 21.97)	*COVID	*N (vs 25.26)
		Homeless	N/A	*COVID	N/A
		Migrant	N/A	*COVID	N/A
		Military Connected	N/A	*COVID	N/A
		Students in Foster Care	N/A	*COVID	N/A
		Students with Disabilities	23% (vs 15.90)	*COVID	18% (vs 19.08)
	Null		N/A		N/A
	Science Participation Rate		96%	*COVID	71%
	Race/Ethnicity	American Indian or Alaskan	*N	*COVID	N/A
		Asian or Pacific Islander	*N	*COVID	*N
		Black or African American	*N	*COVID	*N
		Hispanic or Latino	*N	*COVID	N/A
		Multiple Races	*N	*COVID	*N
		White	93%	*COVID	60%
	Sex	Female	100%	*COVID	64%
		Male	91%	*COVID	77%
	Student Group	Economically Disadvantag..	*N	*COVID	*N
		English Language Learners	*N	*COVID	*N
		Homeless	N/A	*COVID	N/A
		Migrant	N/A	*COVID	N/A
		Military Connected	N/A	*COVID	N/A
		Students in Foster Care	N/A	*COVID	N/A
		Students with Disabilities	*N	*COVID	*N
	Science Proficiency		55%	*COVID	29%
	Achievement Level	Level 1 (lowest)	27%	*COVID	24%
		Level 2	18%	*COVID	47%
		Level 3	36%	*COVID	18%
		Level 4 (highest)	18%	*COVID	12%
	Grade	Grade 3	N/A	*COVID	N/A
		Grade 4	N/A	*COVID	N/A
		Grade 5	55%	*COVID	29%
		Grade 6	N/A	*COVID	N/A
		Grade 7	N/A	*COVID	N/A
		Grade 8	N/A	*COVID	N/A
		Grade 11	N/A	*COVID	N/A
	Race/Ethnicity	American Indian or Alaskan	*N	*COVID	N/A
		Asian or Pacific Islander	*N	*COVID	*N
		Black or African American	*N	*COVID	*N
		Hispanic or Latino	*N	*COVID	N/A
		Multiple Races	*N	*COVID	*N
		White	60%	*COVID	*N
	Sex	Female	42%	*COVID	*N
		Male	*N	*COVID	*N
	Student Group	Economically Disadvantag..	*N	*COVID	*N
		English Language Learners	*N	*COVID	*N
		Homeless	N/A	*COVID	N/A
		Migrant	N/A	*COVID	N/A
		Military Connected	N/A	*COVID	N/A
		Students in Foster Care	N/A	*COVID	N/A
		Students with Disabilities	*N	*COVID	*N
	ELA Growth		64	*COVID	*COVID
	Grade	Grade 4	65	*COVID	*COVID
		Grade 5	62	*COVID	*COVID
		Grade 6	66	*COVID	*COVID
		Grade 7	N/A	*COVID	N/A
		Grade 8	N/A	*COVID	N/A
	Race/Ethnicity	American Indian or Alaskan	*N	*COVID	N/A
		Asian or Pacific Islander	*N	*COVID	*COVID
		Black or African American	*N	*COVID	*COVID
		Hispanic or Latino	*N	*COVID	*COVID
		Multiple Races	*N	*COVID	*COVID
		White	64	*COVID	*COVID
	Sex	Female	62	*COVID	*COVID
		Male	67	*COVID	*COVID
	Student Group	Economically Disadvantag..	67	*COVID	*COVID
		English Language Learners	*N	*COVID	*COVID
		Homeless	N/A	*COVID	N/A
		Migrant	N/A	*COVID	N/A
		Military Connected	N/A	*COVID	N/A
		Students in Foster Care	N/A	*COVID	N/A
		Students with Disabilities	66	*COVID	*COVID

Academ	Math Growth		62	*COVID	*COVID	
	Grade	Grade 4	63	*COVID	*COVID	
		Grade 5	56	*COVID	*COVID	
		Grade 6	65	*COVID	*COVID	
		Grade 7	N/A	*COVID	N/A	
		Grade 8	N/A	*COVID	N/A	
	Race/Ethnicity	American Indian or Alaskan	*N	*COVID	N/A	
		Asian or Pacific Islander	*N	*COVID	*COVID	
		Black or African American	*N	*COVID	*COVID	
		Hispanic or Latino	*N	*COVID	*COVID	
		Multiple Races	*N	*COVID	*COVID	
	Sex	White	61	*COVID	*COVID	
		Female	64	*COVID	*COVID	
	Student Group	Male	59	*COVID	*COVID	
		Economically Disadvantag..	61	*COVID	*COVID	
	Expulsion Rate	English Language Learners	*N	*COVID	*COVID	
		Homeless	N/A	*COVID	N/A	
		Migrant	N/A	*COVID	N/A	
		Military Connected	N/A	*COVID	N/A	
		Students in Foster Care	N/A	*COVID	N/A	
Students with Disabilities		53	*COVID	*COVID		
Average Class Size			24.0	24.0	24.0	
Student Environment	Race/Ethnicity	American Indian or Alaskan	*N	*N	*N	
		Asian or Pacific Islander	*N	*N	0.00%	
		Black or African American	0.00%	0.00%	*N	
		Hispanic or Latino	0.00%	0.00%	0.00%	
		Multiple Races	*N	*N	0.00%	
		White	0.00%	0.00%	0.00%	
	Student Group	Economically Disadvantag..	0.00%	0.00%	0.00%	
		English Language Learners	*N	*N	*N	
		Homeless	*N	N/A	N/A	
		Migrant	N/A	N/A	N/A	
		Military Connected	N/A	N/A	N/A	
		Students in Foster Care	*N	N/A	N/A	
	Students with Disabilities	0.00%	0.00%	0.00%		
	In School Suspension Rate			0.00%	0.61%	0.00%
		By Day	1-5 Days	0.00%	100.00%	0.00%
6 -10 Days			0.00%	0.00%	0.00%	
11+ days			0.00%	0.00%	0.00%	
Race/Ethnicity		American Indian or Alaskan	*N	*N	*N	
		Asian or Pacific Islander	*N	*N	0.00%	
		Black or African American	0.00%	0.00%	*N	
		Hispanic or Latino	0.00%	0.00%	0.00%	
		Multiple Races	*N	*N	0.00%	
Student Group		White	0.00%	0.85%	0.00%	
		Economically Disadvantag..	0.00%	0.00%	0.00%	
		English Language Learners	*N	*N	*N	
	Homeless	*N	N/A	N/A		
	Migrant	N/A	N/A	N/A		
	Military Connected	N/A	N/A	N/A		
Students in Foster Care	*N	N/A	N/A			
Students with Disabilities	0.00%	3.57%	0.00%			
Incidents of Violence		0	0	0		
Out of School Suspension Rate			0.00%	0.61%	0.00%	
	By Day	1-5 Days	0.00%	100.00%	0.00%	
		6 -10 Days	0.00%	0.00%	0.00%	
		11+ days	0.00%	0.00%	0.00%	
	Race/Ethnicity	American Indian or Alaskan	*N	*N	*N	
		Asian or Pacific Islander	*N	*N	0.00%	
		Black or African American	0.00%	0.00%	*N	
		Hispanic or Latino	0.00%	0.00%	0.00%	
		Multiple Races	*N	*N	0.00%	
	Student Group	White	0.00%	0.85%	0.00%	
		Economically Disadvantag..	0.00%	0.00%	0.00%	
		English Language Learners	*N	*N	*N	
		Homeless	*N	N/A	N/A	
		Migrant	N/A	N/A	N/A	
		Military Connected	N/A	N/A	N/A	
Students in Foster Care	*N	N/A	N/A			
Students with Disabilities	0.00%	3.57%	0.00%			
5	Average Teacher Salary		\$43,997	\$47,263	\$46,609	

Educator Profile:	Classes by Educators Certified in the Subject		53.57%	64.29%	53.57%
	Classes by Educators on an Intern Path		0.00%	0.00%	0.00%
	Classes by Experienced Educators		25.00%	25.00%	21.05%
Finance	Cost Per Pupil		N/A	\$8,523	\$9,547
	School Type	Elementary School	N/A	\$8,523	\$9,547
		High School	N/A	N/A	N/A
		Middle School	N/A	N/A	N/A
	Total Expenditures		N/A	\$1,431,405	\$1,592,038
	Non-recurring Expenditures	Bond and Note Payment	N/A	\$0	\$0
		Facility Construction	N/A	\$0	\$0
	Recurring Expenditures	Bond & Note Interest	N/A	0	0
		Business Services	N/A	2	3
		Charter Schools / Other Ag..	N/A	0	0
		Community Programs	N/A	0	0
		Food Service	N/A	0	0
		General Administration	N/A	11	9
		Instructional Staff Support	N/A	0	0
		Non-Public Programs	N/A	0	0
		Other Instructional Progra..	N/A	3	1
		Plant Operations	N/A	10	11
		Pupil Transportation	N/A	0	0
		Regular Instruction	N/A	45	50
		School Administration	N/A	4	4
		Special Programs	N/A	11	7
		Student Support Services	N/A	10	11
	Vocational Programs	N/A	0	0	
	Total Revenues		N/A	\$1,575,482	\$1,821,208
	Additional Revenue Type	Sale of Bonds and Notes	N/A	\$0	\$0
		Equitable Education Aid	N/A	73.80%	65.80%
	Revenue Type	Federal Sources	N/A	0.00%	6.30%
Local Revenue		N/A	22.30%	22.80%	
Local Taxation		N/A	0.00%	0.00%	
Other State Sources		N/A	3.90%	5.10%	
Total Revenues		Other (includes insurance ..	N/A	0.00%	0.00%

*COVID	Data is not available due to COVID restrictions.	N/A	Data is not applicable
*N	Data is suppressed due to student population being less than 11.		
<10%	Value is below 10% and is blurred to protect student privacy.	NA	Data is not available

Printed on: 5/11/2022

8/11/2022

EXECUTIVE SUMMARY

Office of Chartered Public Schools

**Northstar Chartered Public School(CPS)
Charter Request**

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the charter application request from Northstar Chartered Public School(CPS).

B. RATIONALE FOR ACTION

RSA 194-B gives the State Board of Education the authority to approve or deny a prospective chartered public schools charter application.

C. EFFECTS OF THIS ACTION

An approval of this charter will allow Northstar CPS to operate as a chartered public school in the state of New Hampshire beginning with SY 2023/2024 for a 5 year period when they will need to participate in the charter renewal approval process.

D. POSSIBLE MOTION

I move that the State Board of Education approve the renewal of Northstar Chartered Public School's charter.

OR:

I move that the State Board of Education _____
(indicate some other action)



**Chartered Public School Application
Evaluation Summary**

Applicant Details				
Name of School: Northstar Chartered Public School Development Team Contact: Jim Miller Address: PO Box 152 Alton Bay, NH 03810 Phone: (774) 573-3253				
Date: November 26, 2021				
Initial Reviewer Names: Tal Bayer				
Evaluation Ratings				
Level of Achievement	Description			
<i>Meeting</i>	<i>Clear and complete description. Accomplishes requirement(s). Meets expectations.</i>			
<i>Not Meeting</i>	<i>Details are not adequate to determine understanding of the requirement; meaning and intentions are not clear or are not coherent. Description is lacking in depth. Does not meet requirement(s).</i>			
Application Evaluation Rubric				
Requirements for Submitting an Application		Measurement		Comments/Justification for Measurement
Section I: Letter of Intent	Page #	Meets ✓	Does Not Meet ✓	Comments

<p>Letter of Intent <i>Ed 318.08(a)</i> The letter shall include:</p> <ul style="list-style-type: none"> • date, • proposed charter school name, • proposed grade levels • Contact person and contact details. <i>Ed 318.08(b)</i> • Description of the charter school developers 	1	✓		
Section II: Application Cover Sheet and Technical Requirements	Page #	Meets ✓	Does Not Meet ✓	Comments
<p>A. Application Cover Sheet <i>Ed 318.05(c)(1); Ed 318.08(d)(1)</i> Including:</p> <ul style="list-style-type: none"> • The name of the proposed charter school; • Name of organization sponsoring the charter school, if any; • Name of contact person: • Mailing address; • Primary telephone; • Alternate telephone; • Email address; • Projected date of school opening; • Proposed school location; and • Total projected student enrollment broken out per year for 5 years listing the following: <ul style="list-style-type: none"> ○ School year; ○ Grade levels; and ○ Number of kindergarten students <p><i>Ed 318.08(f)</i></p>	1	✓		<p><i>Projected fall 2022 Opening with 90 students in grades k-4 and growing each year until enrollment caps at 315 students in K-8 in 2026. Breakdown of enrollment provided.</i></p>

<p>B. Technical Requirements</p> <ul style="list-style-type: none"> • Table of contents, page numbers on each page, one-inch margins and at least 11-point font. <i>Ed 318.08(d)(2)</i> • 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> • 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> • 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> 		✓		<i>Application slightly exceeds 50 pages but all information is included.</i>
Section III: Introduction	Page #	Meets ✓	Does Not Meet ✓	Comments
<p>A. General description and proposed or potential location <i>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. RSA194-B:3,II(a); Ed 318.05(c)(2)</i> <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>	8-9	✓		Projected location in lakes region. Thorough description of building requirements as well as surrounding community school will draw from is provided.
<p>B. The name, address, telephone and fax numbers, and email address of a contact person. <i>Ed 318.05(c)(3)</i></p>	8-9	✓		Cover sheet
<p>C. An identification of the eligible person(s) or entity of the applicant from among those listed in RSA 194-B:3,V. <i>Ed 318.05(c)(4)</i>. 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.</p>	9	✓		Non-Profit- Institute for Classical Culture (ICC)
<p>D. Education Vision and Mission Statement <i>RSA194-B:3,II(d), Ed 318.09(e)(1)</i> (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>	1	✓		Mission and Vision are a bit wordy but the purpose and key values are clear. Primary goal of North Star Academy, a Chartered Public School, is to build on

				the principles of classical, Socratic education.
E. A summary of the school's focus, including a description of the characteristics, methods and goals of the school. <i>Ed 318.05(c)(9)</i>	10	✓		Methods clearly defined. Traditional educational approach that is very teacher/instructor centered rather than student centered. Could prove to be a challenge working with student needs.
F. Target population	11	✓		Drawing from 12 different towns in the lakes region within 45 minute drive
G. Measurable Goals and Objectives for school opening and a timeline for implementation. <i>Ed 318.05(c)(9)</i>		✓		Well laid out timeline and goals for a Fall 2023 opening
H. Projected student enrollment for each of the first 5 years of operation. <i>Ed 318.05(c)(6)</i>	12	✓		Opening with 90 students and jump to 180(doubling in size in year 2). In each successive year there is only a 45 student increase. Curious what the reason for the big jump in year 2 is.
I. Students to be served: grade/age levels, maximum number, other information about pupils to be served. <i>RSA194-B:3,II(e); Ed 318.05(c)(5)</i>	12	✓		Starts with 90 students in grades k-4 and grows to K-8. 315 students.
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.	12	✓		Northstar will be using a classical curriculum(Barney School Initiative) not in use by public and private schools located in the surrounding area.
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. <i>Ed 318.05(c)(10)</i>	13	✓		School is planning for a fall 2023 opening
Section IV: Governance	Page #	Meets	Does Not Meet	Comments
A. Governing Board: roles, responsibilities, qualifications, skill set, experience. <i>Ed 318.09(e)(2)</i> <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)</i>	14-16	✓		Solid board layout proposed. Similar to other BSI schools that have been approved.
B. Method by which trustees and their terms are determined. <i>RSA194-B:3,II(c)</i> <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)</i>	16	✓		
C. Board of Trustees By-Laws <i>Ed 318.09(e)(2)</i>	Apx-H	✓		

<i>There is a clear description of the policies and procedures by which the governing board will operate. Ed 318.09(e)(2)</i>				
D. Organizational Structure and Growth Plan (Include Organizational Chart) <i>RSA 194-B:3,II(b)</i> <i>There is a clear description of an organizational plan in order to successfully implement the school's program. Ed 318.09(e)(2)</i>	17	✓		Initial concerns with board structure including outside organization (Institute for Classical Culture) (ICC) Board having oversight of the Northstar Board. Issue resolved with removal of ICC Board from organizational structure.
E. Fundraising Plan <i>Ed 318.09(e)(11)</i>	17-18	✓		.
F. Grievance/complaints Process or Policy	18-19	✓		Initial concern with language concerning interaction with Northstar and LEA policies. Issues addressed
Section V: 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. <i>RSA 194-B:3,II(f); Ed 318.09(e)(4)</i>	21 and Apx #C and M	✓		Hillsdale College Barney School Curriculum is extensive(500+ pages) and has been previously reviewed and approved by the board with several schools.
B. Current research for selecting curriculum <i>Ed 318.09(e)(4)</i> <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)</i>	24-27	✓		Research cited
C. Statement that the school will have available information about its curriculum and policies to all persons, and parents and students considering enrollment. <i>RSA 194-B:2,II; Ed 318.07(b)(6)</i> <i>Statement includes a description of where this will be accessible.</i>	27	✓		Will be available on school website and in print by request.
D. Measurable Academic Learning Goals and Objectives and timeline for accountability <i>RSA 194-B:3,II(g)</i> <i>There are clearly defined high and attainable educational goals and objectives. Ed 318.09(e)(5).</i>	27-28	✓		Also see appendix D

<i>A timeline has been created to ensure accountability for achievement of goals and objectives.</i>				
E. Performance Standards	28	✓		Performance standards bulleted
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. <i>RSA194-B:3,II(h)</i> <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).</i>		✓		State assessment tests noted for use along with other "research based assessments"
G. For Schools offering High School grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils. <i>RSA194-B:3,II(i)</i>		NA		
H. Student Performance Data Management System (<i>Cumulative performance over time</i>)	29	✓		Exploring multiple options will make final decision in subsequent months
I. Daily/weekly Schedule Samples	29-30	✓		
J. Supplemental Programming	30-31	✓		
Section VI: School Operations Plans	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Admissions Procedures <i>RSA194-B:3,II(o)</i> <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)</i> <i>A preferential status plan is fair and equitable.</i>		✓		Broad and inclusive approach to Admission procedures. School notes efforts to reach out to home school students, migrant/refugee populations, educationally disadvantaged, ELL, homeless and low income households.
• Student Recruitment Plan		✓		Plan as laid out in section should be adequate with such a long lead out time for Fall 2023
• 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		✓		
• 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);		✓		
• 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)	32-33	✓		Initially, no dates for lottery were listed in process. Language regarding disputes or

				errors in the lottery process is strongly suggested. Issue Resolved
B. School calendar and the number and duration of days pupils are to be served. <i>RSA194-B:3,II(s)</i>	33	✓		Mirroring host district calendar. See appendix
C. Staffing Overview, including qualifications sought for professionals and paraprofessionals: administrators, teachers. <i>RSA194-B:3,II(j)</i> <i>An adequate description is provided on staffing overview and staff member qualifications. Ed 318.09(e)(6)</i>	34-38	✓		
D. Employee job description/responsibilities <i>Ed 318.09(e)(6)</i> <i>An adequate description is provided on job descriptions and staff member job responsibilities. Ed 318.09(e)(6)</i>	34-38	✓		
E. The total number of teachers and the average teacher/student ratio for the first 5 years. <i>ED 318.05(c)(7)</i>	38	✓		1 to 15 on average. Starting with 6 teachers and growing to 22 in 5 years.
F. A description of how the school shall conduct school employee and volunteer background investigations (Criminal records Check) in accordance with <i>RSA 189:13-a. ED 318.07(3)</i>	39	✓		
G. Personnel compensation plan, including provisions for leaves and other benefits, if any. <i>RSA194-B:3,II(k): Ed 318.09(e)(6)</i> <i>A benefits compensation plan is outlined in the application. Ed 318.09(e)(6)</i>	40	✓		Basic outline provided. Language concerning health and retirement is vague "After a review of the financial feasibility by the Board, North Star Academy will provide 14 health insurance and retirement benefits, in accordance with applicable federal and state laws." Might want to put in some specific language concerning timelines for implementing, if approved by the board.
H. Administration Performance Evaluation	40	✓		
I. Teacher, Paraprofessional Performance Evaluation	40	✓		New teachers have 5 evaluations/observations in a single year.
J. Professional Development	41	✓		Plan lays out # of days, options as well as support for both internal and external PD.
K. Philosophy of Student Governance and Discipline <i>RSA194-B:3,II(p)</i>	42	✓		Emphasis on "just consequences over punishment." While students are not part

				of the discipline adjudication process, they do have a voice to inform the administration as to the way discipline is understood by the students
L. Age appropriate due process procedures to be used for disciplinary matters including suspension and expulsion. <i>RSA194-B:3,II(p)</i> <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)</i>	43-44	✓		North Star Academy promotes an atmosphere of positive and restorative 7 reinforcement as the foundation for the personal discipline. Discipline template is laid out with details.
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. <i>RSA194_B:3,II(l)</i> <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)</i>	44	✓		
N. Student, Staff Handbooks		✓		
O. Student Information System	44	✓		SDM
Section VII: Meeting Student Needs	Page #	Meets	Does Not Meet	Comments
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. <i>RSA194_B:3,II(n)</i> <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)</i>	45-46	✓		School will work in collaboration with sending districts to meet individual student needs and comply with state and federal law.
RSA194-B:II(c) states that the chartered public school shall cooperate with the child's resident district in the provision of the child's special education and related services. Articulate how you will coordinate with the LEA to satisfy the following: When a child is enrolled by a parent in a chartered public school, the local education agency of the child's resident district shall convene a meeting of the individualized education program (IEP) team and shall invite a representative of the chartered public school to that meeting.	46	✓		Once a student is fully enrolled, school will communicate, cooperate and coordinate with the sending district regarding IEP meetings, etc.
At the meeting, the IEP team shall determine how to ensure the provision of a free and appropriate public education in accordance with the child's IEP. The child's special education and related services shall be provided using any or all of the methods listed below starting with the least restrictive environment. Articulate how you will cooperate with the LEA to make the following determinations:				

(1) The resident district may send staff to the chartered public school; or		✓		
(2) The resident district may contract with a service provider to provide the services at the chartered public school; or		✓		
(3) The resident district may provide the services at the resident district school; or		✓		
(4) The resident district may provide the services at the service provider's location; or		✓		
(5) The resident district may contract with a chartered public school to provide the services;		✓		
6) If the child requires transportation to and/or from the chartered public school before, after, or during the school day in order to receive special education and related services as provided in the IEP, the child's resident district shall provide transportation for the child.		✓		
B. Other educationally disabled and economically disadvantaged/at risk includes: <i>Ed 318.07(1)(c)</i>				
• Educationally Disadvantaged	46	✓		
• English Language Learners (ELL)		✓		
• Neglected or Delinquent		✓		
• Homeless Students		✓		
• Migrant and Refugee populations		✓		
C. Additional Academic support and credit recovery: <i>strategies for improving student achievement and closing achievement gaps</i>		✓		
D. Federal Title Programs		✓		Activities are designed to support and supplement regular academic coursework, while promoting individual goals and objectives.
Section VIII: 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. <i>RSA194-B:3,II(q)</i> <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.</i> <i>Ed 318.09(e)(11)</i>	47	✓		Financial record keeping in accordance with GASB. Roles and responsibilities for financial work explained in detail.
B. Annual Budget: including all sources of funding (also include a proposed five-year budget containing revenue and expenditures) <i>Ed 318.09(e)(11)</i>	See appendix	✓		Areas noted in original budget: <ul style="list-style-type: none"> • Special Education Tuition is assumed to be SPED reimbursements for services

<p><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)</i></p>				<p>provided. As services increase with enrollment, their will also be a subsequent increase in labor cost providing those services. See next bullet.</p> <ul style="list-style-type: none"> • 1 SPED instructor for enrollment #'s might be workable in year 1 but by year 2 seems inadequate for a 12-15%(State average) SPED caseload. Budget adjusted and resolved • No costs listed for SPED Paraprofessionals. Are those covered under the Instructional Aid salary line? • Nursing Costs seem low and will be a challenge to attract someone at that rate • Chromebook prices are low based on current market and do not include site licenses for Chrome books (\$35 per unit) also might consider protection plan prices. • IT services are low based on current market averages • Legal Services costs seem high in years 2-5. Adjusted and Resolved • What is the breakdown of support services costs? Provided and resolved • Utilities costs seem exceptionally low and flat over a 5 year span. Adjusted and Resolved • Cleaning services are high. Typically see about \$25,000-\$35,000 per year including
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				<p>summer cleanings Adjusted and Resolved</p> <ul style="list-style-type: none"> • Trash Service typical is about \$200-\$300 per month • Principal Mortgage payment mentioned but no mortgage payment is listed in budget • Liability insurance seems high based on state averages of \$7000-\$10,000 per year. • Telephone Service is low based on typical schools. Will each classroom have a phone? • Workers Comp is not included in budget. Project \$175 to \$200 per year per person.
C. Budget Narrative: providing a justification for the budget. <i>Ed 318.09(e)(11)</i> <i>A detailed budget narrative Ed 318.09(e)(11)</i>				
Section IX: School Culture	Page #	Meets ✓	Does Not Meet ✓	Comments
A. School Environment: culturally inclusive	51	✓		School stated the importance of being “culturally inclusive, to cherish people’s differences and cultural backgrounds”
B. Establishment and maintenance of School Culture	51	✓		School culture will be established through communication(print, digital and in person) and a rigorous curriculum. Culture will be reinforced with parents,staff and students.
Section X: Stakeholder Engagement	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Philosophy of Parent (Family) Involvement and related plans and procedures. <i>RSA194-B:3,II(v)</i> <i>There is a clear description of the school’s purpose, expectations and plans for parent involvement. Ed 318.09(e)(10)</i> <i>There are clearly defined plans for parent involvement relating to implementation and action steps of the proposed charter school. Ed318.09(e)(12)</i>	52	✓		Parental involvement is a core philosophy of the school. There are parents on the Board of Trustees, a Parent Steering Committee and North Star Academy Parent Teacher Organization 26 (NSAPTO)

B. Community Involvement Plan including Partnerships <i>Ed 318.09(e)(10); Ed 318.09(e)(12)</i> <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)</i>	53	✓		Plan is solid. Perhaps list a few more potential partners to engage with other than the 2 listed.
C. LEA Partnerships <i>Ed 318.09(e)(12)</i> <i>There is a clearly defined plan for community outreach and the creation of partnerships with surrounding school districts. Ed 318.09(e)(12)</i>	53	✓		
Section XI: Facilities	Page #	Meets ✓	Does Not Meet ✓	Comments
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. 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)</i>	54	✓		Currently searching for a facility in the lakes region suitable for their curriculum and capable of facilitating as many students as possible
B. Description of school requirements		✓		Details included
C. Classroom, Offices, Athletics, Outdoor Needs Plan		✓		
D. Plans for facilities lease or purchase		✓		
Section XII: School Safety Management Plan	Page #	Meets ✓	Does Not Meet ✓	Comments
A. Emergency Operations Plan – Statement of assurance that this plan will be completed and submitted to the NH Homeland Security and Emergency Management portal prior to school opening	56	✓		
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: <ul style="list-style-type: none"> • Fire safety • Heating, ventilating, and air conditioning (HVAC) • Plumbing • Electrical • Food Service • ADA (Americans with Disabilities Act) <i>RSA 194-B:8,II; ED 318.07(b)(4)</i>	56	✓		
Section XIII: Communication Plan	Page #	Meets ✓	Does Not Meet ✓	Comments
A. A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school. <i>RSA 194-B:3,II(w)</i>	57	✓		

B. A plan to develop and disseminate best practices to charter schools, LEAs and the wider community.	57	✓		
C. A plan for timely and regular communication with families and school stakeholders about ongoing school business, events, student performance.	57-58	✓		
Section XIV: 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. <i>RSA194-B:3,II(x)</i>	59-62	✓		
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. <i>RSA194-B:3,II(y)</i>	59-62	✓		
C. Statement of assurances related to nondiscrimination according to relevant state and federal laws. <i>193-B:3, II(m)</i>	59-62	✓		
D. Provision for providing continuing evidence of adequate insurance coverage. <i>RSA194-B:3,II(t)</i>	59-62	✓		
E. Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name. <i>RSA194-B:3,II(u)</i>	59-62	✓		
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. <i>ED 318.07(b)(2); RSA 194-B:5, V; RSA 194-B:8, VII</i>	59-62	✓		
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 <i>Ed 318.08(j)(7)</i>	59-62	✓		

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. <i>RSA194-B:3,II(z)</i>	59-62	✓		See section J
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. <i>RSA194-B:3,II(aa)</i>	59-62	NA		
J. A plan for the education of the school's pupils after the charter school may cease operation. <i>RSA194-B:3,II(bb)</i>	59-62	✓		
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. <i>RSA-B:8, IV; ED 318.07(b)(5)</i>	59-62	✓		
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. <i>RSA194-B:3,II(dd)</i>	59-62	✓		
Section XV: Letters of Support	Page #	Meets	Does Not Meet	Comments
A. From business and community leaders, elected officials, local school districts, parents. <i>Ed 318.09(e)(12)</i> <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)</i>		✓		
Section XVI: Charter School Opening	Page #	Meets	Does Not Meet	Comments
Timeline for Opening		✓		
Section XVII: Signed and Certified Application	Page #	Meets	Does Not Meet	Comments
A. Complete Application				
B. Signed by all members of the Development Team		✓		
Final Evaluation and Recommendation <i>(to be completed once application evaluations are complete)</i>				
✓	Recommendation	Overall Evaluation		
✓	Approve			
	Tabled to a Future Meeting	The plan has potential, however, a number of critical areas require clarification, modification or additional information.		

	Deny	The application lacks clarity, meaningful detail, demonstrates a lack of preparation, and raises considerable concerns about the applicant's understanding of the requirements, procedures and processes of opening a charter school.
Overall Comments		The application clearly demonstrates a thorough, realistic, and achievable plan with the capacity to open and operate an innovative, quality charter school. The long lead up time for a Fall 2023 opening will allow for adequate time to prepare and recruit for a successful school opening.

CHARTER SCHOOL APPLICATION FOR THE
NEW HAMPSHIRE DEPARTMENT OF EDUCATION

Sponsored by

THE INSTITUTE FOR CLASSICAL CULTURE

NORTH STAR ACADEMY
CHARTERED PUBLIC SCHOOL

Contact:

JAMES MILLER JR ,*Chair*

DAN YULE ,*Vice Chair*

P.O. Box 152
Alton Bay, NH 03810
774 573-3253
secretary@iccnh.org

Opening Date:
September 2023

Location:
Town Of Ossipee /Wolfeboro

Summited:
Jan. 26 2022

Amended:
July 7 & August 3, 2022



*“Once you learn to read, you
will be forever free.”*
— Frederick Douglass

First 5 Years of Enrollment										
Year	k	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
2023	30	15	15	15	15	0	0	0	0	90
2024	45	30	30	30	30	15	0	0	0	180
2025	45	45	30	30	30	30	15	0	0	225
2026	45	45	45	30	30	30	30	15	0	270
2027	45	45	45	45	30	30	30	30	15	315

MISSION

The primary goal of North Star Academy, a Chartered Public School, is to build on the principles of classical, Socratic education. From astrophysics to music, or from poetry to robotics, our teaching will illuminate the common principles that connects all subject matters, such as symmetry, dynamics, and potential. North Star Academy aims to establish research based learning with an emphasis on deriving lessons from original sources. Understanding the characteristics of historic individuals will be emphasized and explored in the context of their contributions to Western Civilization. Utilizing a well rounded curriculum, students will master their own abilities, knowledge, and confidence, setting them on a path to becoming leaders and contributors to New Hampshire's innovation and growth. This developmental path will provide the students a moral and intellectual impetus to increase their responsibility for their life and the world around them.

VISION

To provide each student the crucial intellectual and emotional development that is necessary to lead in the modern world. North Star Academy seeks to equip students with a scientific method to navigate and address the vast challenges in life. Additionally, students will understand and appreciate American history, promote our country's founding principles, and engage in civil service. Finally, each student will achieve their highest level of intellectual, artistic expression.

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1 SECTION I

2

3

LETTER OF INTENT

4

5 See attached letter submitted on January 15, 2021

6 Jane Waterhouse confirmed receipt via email on 19 January 2021

1 SECTION II

2 APPLICATION COVER SHEET AND TECHNICAL REQUIREMENT

4

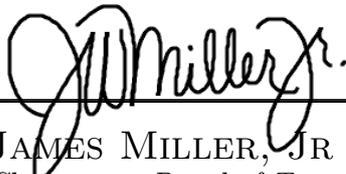
5 A. APPLICATION COVER SHEET

6 See Attachment “North Star Academy, Chartered Public School application cover sheet” or the
7 cover of this application.

8 B. TECHNICAL REQUIREMENTS

9 This application has been prepared using the criteria set forth in the ‘New Hampshire De-
10 partment Application Rubric’ and evaluation guidelines set forth in the ‘New Hampshire De-
11 partment of Education Charter School Evaluation Scoring Guide For Proposed Charter School
12 Applications’ as provided by the State of New Hampshire at the time of receipt and acceptance
13 of the ‘Letter of Intent’ as dated January 15, 2021.

14
15 I certify that I have the authority to submit this application and that all information con-
16 tained herein is complete and accurate, realizing that any misrepresentation could result in
17 disqualification from the application process or revocation of award. I understand that in-
18 complete applications will not be considered. The person named as contact person for the
19 application is so authorized to serve as the primary contact for this application.

20 

21 JAMES MILLER, JR
*Chairman – Board of Trustees
Institute for Classical Culture*

1 SECTION III

2 INTRODUCTION

3

4

5 A. EDUCATIONAL MISSION, PER RSA 194-B:3,II(A)

6 See Page 1

7 B. THE NAME, ADDRESS, TELEPHONE AND FAX NUMBERS, AND EMAIL ADDRESS OF
8 A CONTACT PERSON

9 See cover sheet

10 C. AN IDENTIFICATION OF THE ELIGIBLE PERSON(S) OR ENTITY OF THE APPLICANT
11 FROM AMONG THOSE LISTED IN RSA 194-B:3,V. ED 318.05(C)(4)

12 Ability to Submit Application

13
14 In accordance with provisions to RSA 194-B:3, V, the North Star Academy application
15 to establish a state authorized charter school has been submitted by The Institute for Clas-
16 sical Culture (ICC), a non-profit organization. The ICC (applicant) is a registered nonprofit
17 organization with the State of New Hampshire.

18 D. GENERAL DESCRIPTION AND PROPOSED OR POTENTIAL LOCATION, PER RSA194-
19 B:3,II(D)

20 Description of the school facility

21
22 It is the intent of the founding members that North Star Academy be located in the Lakes
23 Region. Several potential locations have been identified in the region with ongoing discussions.
24 The initial space requirements are determined to be approximately 12,000 square feet. This will
25 include 10 classrooms (2 classrooms each K-4), space for tutoring, art and music, science labs,
26 and office space for the school's administrative staff. We are currently exploring options that
27 will allow us to add 2 more classrooms each year thereafter. Our estimated growth over the
28 next five years will have us reaching approximately 21,000 square feet. North Star Academy will
29 prefer a location that will be an eco friendly, sustainable building environment, and one that
30 will provide for safe and convenient access for students. Although several potential locations
31 have been identified no formal binding contract has been signed therefore any specific detail
32 herein have been left out. In accordance with RSA 194-B:8, II, the North Star Academy shall
33 comply with all federal and state health and safety laws, rules, and regulations, including, but
34 not limited to:

- 35 a) Fire safety
- 36 b) Heating, ventilating, and air conditioning (HVAC);

- 1 c) Plumbing;
- 2 d) Electrical;
- 3 e) Requirements of Ed 321.23(u) and (v);

4 E. A SUMMARY OF THE SCHOOL’S FOCUS, INCLUDING A DESCRIPTION OF THE CHAR-
5 ACTERISTICS, METHODS AND GOALS OF THE SCHOOL.

6 North Star Academy focus lies in an American Classical Education in partnership with the
7 Barney Charter School Initiative. Classical education is a sound and time-tested means of
8 leading students towards intellectual, moral, and civic virtue. It begins with reflection upon
9 the common humanity of its students. All young people require formation, but they innately
10 represent all the potential that makes human beings so unique and remarkable. The project of
11 classical education is engaged in a community that is working together in the bonds of mutual
12 affection towards truth and virtue. Its methods and texts are often ancient, but are informed
13 by modern knowledge, experience, and circumstances. Its intent is to form graduates befitting
14 of their charge, who regardless of their future professions or aspirations seek to perpetuate
15 intellectual, moral, and civic virtue in themselves and future generations. It is an education
16 appropriate to our humanity, and essential for good government and the happiness of mankind.

17 It is North Star Academy’s intention to become an affiliate of the Barney Charter School
18 Initiative. This Initiative provides support to a network of schools that serve a wide variety of
19 local communities. Each has its unique challenges and opportunities, but the network is bound
20 together by a common understanding of the classical education that we are all offering. The
21 essentials of that education are as follows:

- 22 a) The centrality of the Western tradition in the study of history, literature, philosophy, and
23 fine arts;
- 24 b) A rich and recurring examination of the American literary, moral, philosophical, political,
25 and historical traditions;
- 26 c) The use of explicit phonics instruction leading to reading fluency, and the use of explicit
27 grammar instruction leading to English language mastery;
- 28 d) The teaching of Latin;
- 29 e) The acknowledgement of objective standards of correctness, logic, beauty, weightiness,
30 and truth intrinsic to the liberal arts;
- 31 f) A school culture demanding moral virtue, decorum, respect, discipline, and studiousness
32 among the students and faculty;
- 33 g) A curriculum that is content-rich, balanced and strong across the four core disciplines of
34 math, science, literature, and history;
- 35 h) A faculty where well-educated and articulate teachers convey real knowledge using tradi-
36 tional teaching methods rather than “student-centered learning” methods; and
- 37 i) A school that uses technology effectively but without diminishing the faculty leadership
38 that is crucial to academic achievement.

1 F. TARGET POPULATION

2 North Star Academy will be looking to enroll students that live within a 45 minute drive of
 3 the proposed school location. Our “Enrollment Zone” will pull from 8 Districts/12 Towns (see
 4 table below). As a reference. Windham Academy, Windham NH pulls from 18 Districts/21
 5 Towns

Table III.1: Target population

School District	Town
Governor Wentworth (SAU 49)	Wolfeboro
Governor Wentworth (SAU 49)	Effingham
Governor Wentworth (SAU 49)	New Durham
Governor Wentworth (SAU 49)	Center Ossipee
Governor Wentworth (SAU 49)	Center Tuftonboro
Alton (SAU 72)	Alton
Wakefield School District (SAU 101)	Sanbornville
Moultonborough School District (SAU 45)	Moultonboro
Rochester (SAU 54)	Rochester
Laconia (SAU 30)	Laconia
Gilford (SAU 73)	Gilford
Gilmanton (79)	Gilmanton

1 G. MEASURABLE GOALS AND OBJECTIVES FOR SCHOOL OPENING AND A TIMELINE
 2 FOR IMPLEMENTATION ED 318.05(c)(9)

3 See Appendix F - Measurable Goals and Objectives

4 H. PROJECTED STUDENT ENROLLMENT FOR EACH OF THE FIRST 5 YEARS OF
 5 OPERATION ED 318.05(c)(6)

First 5 Years of Enrollment										
Year	k	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
2022	30	15	15	15	15	0	0	0	0	90
2023	45	30	30	30	30	15	0	0	0	180
2024	45	45	30	30	30	30	15	0	0	225
2025	45	45	45	30	30	30	30	15	0	270
2026	45	45	45	45	30	30	30	30	15	315

6 I. STUDENTS TO BE SERVED: GRADE LEVEL, MAXIMUM NUMBER, OTHER INFORMA-
 7 TION ABOUT PUPILS TO BE SERVED. RSA194-B:3 II (E); ED 318.05(c)(5)

8 North Star Academy anticipates initial enrollment of approximately 90 students, anticipated in
 9 grades K-4 in the first year, as the board decides. First year enrollment will be capped at 120
 10 students. The exact capacity for enrollment in the first year is highly dependent on the space
 11 chosen and the ability to make needed renovations, if applicable. New students will be added
 12 each year thereafter until the school is fully enrolled; it is anticipated by the end of the fifth
 13 year the school will have 315 students enrolled with an minimum teacher/student ratio of 1:15.
 14 The school will serve a maximum (cap) of 525 students in grades K-8 with a maximum 1:25
 15 teacher/student ratio. The Board of Trustees will accept, on space available basis, students
 16 funded in alternative ways for available slots, including tuition students from out of state, as
 17 is the custom of other public schools. This assumes that all NH students that have applied to
 18 North Star Academy for admission have been enrolled in classes that had available space.

19 J. EDUCATIONAL NEED

20 North Star Academy Chartered Public School will be using a Classical Curriculum which is
 21 quite different from the curriculum offered by the public and private schools in the area. It
 22 will be located in the Lakes Region, which serves several towns with a significant number of
 23 disadvantaged, at risk students.

24

25 See Appendix A - At Risk in our Enrollment Zone

26 See Appendix J - List of Surrounding Schools (note: there are no chartered public schools
 27 currently in the this region.)

1 K. ANY REASONS WHY THE PROSPECTIVE BOARD OF TRUSTEES BELIEVES RSA
2 194-B:3,XII RELATIVE TO A SHORTENING OF DEADLINES MAY APPLY TO THIS
3 CASE

4 We would like to have the application review process completed as soon as possible. To allow
5 us to receive grant funds needed to work towards opening North Star Academy by 9/1/2023.

1 SECTION IV

2 GOVERNANCE

3

4

5 A. GOVERNING BOARD: ROLES, RESPONSIBILITIES, QUALIFICATIONS, SKILL SET,
6 EXPERIENCE. ED 318.09(E)(2)

7 The operating bodies of the school are the North Star Academy Board of Trustees, the Admin-
8 istration (consisting of the Director, Head Administrator, Business Administrator, Administra-
9 tive Assistant and Enrollment and Development Coordinator), the Leadership Council (consist-
10 ing of the Director, Head Administrator and Faculty Chairs) and the Faculty. Implementation
11 of governance is characterized by collaboration, effective leadership, and accountability.

12 The Leadership Council made up of the Director, Head Administrator and Faculty Chairs
13 is responsible for training, supervising, supporting and reviewing all faculty members as well
14 as supporting students and families who may require special care. The Council develops,
15 monitors, and reviews the curriculum as well as the daily schedule and future planning. It is the
16 responsibility of the Board to approve recommendations regarding hiring of faculty submitted
17 by the Leadership Council. In the event of a disagreement on the leadership council, the Director
18 shall make the final decision. Since there will be no Leadership Council prior to having hired
19 teachers, the initial recruitment and hiring of Faculty will be the sole responsibility of the
20 Board.

21 The Lead Administrator is responsible for the day-to-day-work of the school and direct su-
22 pervision of the Faculty (in conjunction and consultation with the Faculty Chairs), the Business
23 Administrator, the Office Assistant, and the Enrollment and Development Coordinator.

24 The Board of Trustees has the final responsibility for fiscal and legal matters and is ac-
25 countable for the school and its operations. The Board of Trustees is made up of three parent
26 representatives, one or two teacher representatives appointed by the Faculty, the Director as a
27 non-voting member, Business Administrator, and four community members. We will attempt
28 to ensure highly qualified Board Members with expertise and skills in the following areas: law,
29 finance, fundraising, education, marketing, development, information technology and adminis-
30 tration.

31
32 Trustees should show dedication to the mission and vision of the School and possess the following
33 personal characteristics:

- 34 * Honesty, sensitivity to and tolerance of differing views, a friendly, responsive and patient
35 approach, community-building skills, personal integrity, a developed sense of values, a
36 sense of humor and a commitment to professional standards of confidentiality.
- 37 * Willingness to prepare for and attend Board and committee meetings, ask questions, take
38 responsibility and follow through on a given assignment, contribute personal and financial
39 resources according to circumstances, open doors in the community, evaluate one's own
40 performance.
- 41 * Willingness to develop certain skills not already possessed, such as: to cultivate donors
42 and solicit funds, cultivate and recruit Board members and other volunteers, read and

1 understand financial statements, learn more about the substantive program area and
2 issues pertaining to the school.

3 The Board meets on a monthly basis throughout the year and is an open public meeting (in
4 accordance with RSA 91 A-2, except for those meetings or proceedings designated as nonpublic
5 sessions as defined in RSA 91-A:3, II). Board members are expected to attend meetings regularly
6 and may be subject to replacement if absences reaches 50 percent or more of meetings in a six-
7 month period. For purposes of conducting business, the Board will follow New Hampshire Right
8 to Know Law, RSA 91-A. For purposes of lawful meetings, a quorum is defined as a majority
9 of Trustees physically present or participating through video or voice communication systems.
10 Records and minutes of meetings will be kept in accordance with statutory guidelines.

11 It is the responsibility of the Board to develop policies and put them in writing, so they
12 serve as guidelines and goals for the successful and efficient functioning of the school. It will
13 annually evaluate and update its policies and ensure compliance with RSA 194 B:5. If in ex-
14 press conflict, compliance to NH state regulations will take precedence.

15
16 The Board's functions include:

- 17 * Overseeing that the school's program and operation are faithful to the terms of its charter,
18 bylaws, policies, and its mission statement.
- 19 * Adopting policies that further clarify and assist in maintaining the mission and educa-
20 tional program of North Star Academy.
- 21 * Ensuring that the school's academic programs are successful. All academic programs are
22 evaluated and reviewed annually by the Board. These evaluations are used to determine
23 the effectiveness of the programs and provide direction for improvements.
- 24 * Ensuring that the school is financially solvent by planning and budgeting to meet the
25 school's goals, approving an annual budget for the school as well as a long range strategic
26 growth plan.
- 27 * Ensuring proper accounting and reporting policies
- 28 * Hiring the Director, Office Coordinator, Enrollment and Development Coordinator, and
29 Business Administrator and evaluating their performance annually; hiring faculty upon
30 recommendations by the Faculty Chairs and Director.
- 31 * Creating, serving on, and appointing people to necessary committees.
- 32 * Providing Board orientation to all members, which includes introduction to the school
33 and curriculum, classroom visits, and copies of Board by-laws and Employee and Student-
34 Parent Handbooks

35 Prior to North Star Academy opening the Board of Trustees of North Star Academy will make
36 available policies regarding:

- 37 * Budget, fund-raising and growth,
- 38 * Records Retention,
- 39 * Promotion of School Safety,
- 40 * Reporting of suspected abuse or neglect,
- 41 * Sexual Harassment,
- 42 * Pupil safety and violence prevention,
- 43 * Limiting the use of child restraint practices,
- 44 * Developmentally appropriate daily physical activity,
- 45 * Grievance and complaints process.

46 These policies will be compiled in a binder and included as appropriate in the Student-Parent
47 and Employee Handbooks.

1 B. METHOD BY WHICH TRUSTEES AND THEIR TERMS ARE DETERMINED

2 It is important to the founders that board terms be staggered in order to benefit from the
3 experience of veteran board members while also welcoming fresh perspectives that new members
4 may offer. First-year trustees will be appointed for one, two, or three year terms to establish
5 initial staggered terms and governance stability. The Board may appoint a trustee to fill a
6 vacancy if vacated, but that Board member will only be allowed to serve until the original term
7 expires, but may be renewed by a majority vote of the Board of Trustees. Board members may
8 serve consecutive terms if so voted by a Board majority.

9 For the purpose of conducting business, the Board will follow the New Hampshire Right
10 to Know Law, RSA 91-A. For purposes of lawful meetings, a quorum is defined as a majority
11 of trustees physically present or participating through video or voice conferencing systems.
12 Records and meeting minutes will be kept in accordance with statutory guidelines and made
13 available online. The Board of Trustees will begin governance within three months after receiving
14 charter authorization. The Board's first task will be to create a selection process for the school
15 Director. The school Director will be a non-voting member of the Board.

16 Start-up Committee:

17 During the school's first year of planning and design, a start-up committee shall work on
18 all areas of charter school development and readiness. This team will consist of founders and
19 advisers. Their duties will include but are not limited to:

- 20 a) Fundraising
- 21 b) Developing applications and marketing materials
- 22 c) Forming initial subcommittees
- 23 d) Securing general and board liability insurance
- 24 e) Securing an appropriate site for the school
- 25 f) Developing job descriptions and the hiring process
- 26 g) Publicizing staff, administration, and faculty positions
- 27 h) Obtaining health, fire, and safety code approvals for facility
- 28 i) Purchasing supplies and materials for school setup

29 In accordance with RSA 194-B:2, II, the North Star Academy shall make available infor-
30 mation about its curriculum and policies to all persons, and parents and pupils considering
31 enrollment in the North Star Academy.

32 Board of Advisers:

33 The governing Board of Trustees may select a Board of Advisers to serve as an advisory
34 group of non-voting members.

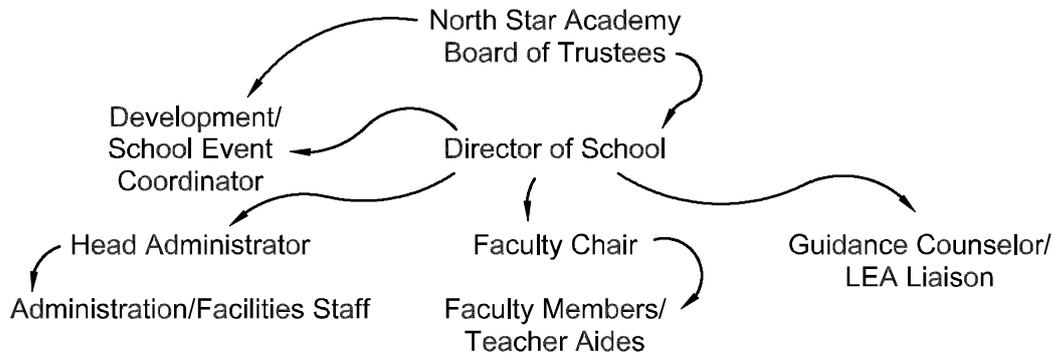
35 C. BOARD OF TRUSTEES BY-LAWS

36 Please see Appendix H -North Star Academy By-Laws.

37 D. ORGANIZATIONAL STRUCTURE AND GROWTH PLAN

38 In addition to the descriptions provided above for the Trustees and Board, key responsibilities
39 (Section IV c.) and qualifications for faculty and staff (Section VI d.) and the Organizational
40 Structure outlined below, as the School grows, faculty and administrative staff will be added
41 to support School needs.

1 The organizational Structure for North Star Academy is as follows:



2
3 Our plan for growth will initially be focused on strengthening the structure of North Star
4 Academy from within before considering external growth or expansion. Of particular impor-
5 tance are continued development and refinement of daily policies, procedures, and practices in
6 our program. We will work to grow the strengths of our faculty through professional devel-
7 opment. As finances allow, our own internal educational offerings will also grow to support
8 observed educational needs to reduce demand on LEA resources. Supplemental programming,
9 including during, before and after school activities will be developed to meet the demands of
10 our student population. Given the financial realities of starting a school, we anticipate our
11 facilities will also grow to support our program.

12 E. FUNDRAISING PLAN ED 318.09(E)(11)

13 Startup Phase:

14 Upon receiving state charter approval, North Star Academy will launch a fundraising cam-
15 paign. The campaign will last until the opening of the school and focus on educating the
16 surrounding community about the benefits North Star Academy will bring to the community.
17 At this point, fundraising will focus on supporting the start up cost and operations. Some info
18 meetings will be paired with sponsored dinners hosted by local restaurants and will include
19 raffles with gifts from local businesses. Phone calls will be made to local community groups,
20 community leaders and high-net worth individuals for the purpose disseminating brochures and
21 collecting contributions. Advertisement on social media, in local newspapers, and on local radio
22 will steer individuals to North Star Academy's website where they will find more info about the
23 school, a place to make a contribution, and contact info of the school administration for any
24 questions and enrollment. Table deployments at local grocery stores, hardware stores and post
25 offices will be made to provide info to locals, collect contributions and contact information.
26 Two main events will be the organizing focus in the school's startup phase. First will be a gala
27 for the community that has been built around North Star Academy. Families will be invited
28 to attend and invite guests (other families that have children) the fundraising committee could
29 invite potential donors. The second will be an open house at North Star Academy for bigger
30 donors and community leaders. In addition, Government Grants will be written and submitted.

31

1 Post Opening First Year Fundraising:

2 After North Star Academy opens, fundraising from the startup phase will rollover into the
3 first year of operation. The first focus will be the forming of the fundraising committee and
4 the Parent Steering Committee. It is very important that these committees are composed of
5 mostly outgoing individuals. These committee members will receive training in fundraising
6 from ICC. The Parent Steering Committee will be responsible for smaller fundraising events
7 such as do-nut sale, wreaths sale, mums sale, savers, ect. The Fundraising committee will be
8 responsible for larger fundraising events such as the Gala, Golf tournament, Matching Fund,
9 50/50 Raffle, sponsored dinners, ect. Each committee, as well as the board and event plan-
10 ner, will be responsible for outreach with coordination from the marketing staff and marketing
11 committee. During the first year of North Star Academy there will be a consolidated effort in
12 launching membership drives with the largest drive being toward the end of the school year
13 and in the summer.

14
15 Long Term Fundraising and Outreach:

16 A large membership base will be the long term goal for fundraising. If only one thousand
17 people gave ten dollars a month, at that point North Star Academy will be able to raise one
18 hundred and twenty thousand dollars through memberships alone each year. There are two
19 major components to a long term active membership base. One is outreach, and this is broken
20 down into two components. First, is continued successful membership drives, these drives will
21 be closely characterized by good marketing practices. Second, is through school events, mostly
22 fundraising and community events, that increase in quality over the years. Excellent outreach
23 is a combination of creative thinking and developed best practices.

24 The second major component is membership development, also known as follow up. The
25 most common form of this is quality content. North Star Academy may produce a seasonal
26 journal with many articles written by teachers and students. The journal will give overviews
27 of all the different school activities, upcoming events, best teaching practices, ect. The school
28 website will be a portal for all the online content and will include teaching lessons, presentations,
29 articles, blogs, ect.

30 Long term fundraising and outreach will be an integral part of North Star Academy’s overall
31 operation. It will help drive and sustain a high level of education that is offered to the students.
32 It will help generate and grow tuition and parent involvement. It will help optimize new and
33 innovative ideas for the teachers and administration.

- 34 * Start up goal: \$ 50,000
- 35 * First year goal:\$ 75,000
- 36 * Second year goal:\$ 150,000
- 37 * Long term goal: 25± years
- 38 * Upwards 10,000 memberships
- 39 * \$ 1,200,000 raised for year 25

40 See Appendix L - Fundraising Plan for list of fundraising events and goals.

41 F. GRIEVANCE/COMPLAINTS PROCESS OR POLICY

42 North Star Academy is committed to providing the best possible working conditions for its
43 employees and educational environment for students and families. Part of this commitment
44 is encouraging an open atmosphere in which any conflict, complaint, suggestion, or question
45 receives a timely response within the school. North Star Academy strives to ensure fair and
46 honest treatment of all employees, students and families. All school community members are
47 expected to treat each other with mutual respect and are encouraged to offer positive and
48 constructive criticism.

49

1 Internal Grievance/Disputes:

2 Internal Grievance/Disputes arising from within North Star Academy, including all disputes
3 among and between students, staff, parents, volunteers, advisers, partner organizations, and
4 governing board members, will be resolved pursuant to policies and processes developed by the
5 school. The LEA shall not be involved with internal disputes of North Star Academy unless
6 North Star Academy requests LEA involvement or it is legally required.

7 If employees disagree with established rules of conduct, policies, or practices, they can
8 express their concern through the conflict resolution procedure. No employee will be penalized,
9 formally or informally, for voicing a complaint with North Star Academy in a reasonable,
10 business-like manner, or for using the conflict resolution procedure. If a situation occurs when
11 employees believe that a condition of employment or a decision affecting them is unjust or
12 inequitable, and they do not feel that this can be resolved through informal measures, they are
13 encouraged to make use of the following steps. The employee may discontinue the procedure
14 at any step.

- 15 1. Employee presents conflict in written form to the Director or the office administration
16 after the incident occurs.
- 17 2. If that person is unavailable or the employee believes it would be inappropriate to contact
18 the Director or the office administration the employee may present the conflict to the Chair
19 of the Board of Trustees.
- 20 3. The Director or Board Chair responds to conflict during discussion or after consulting
21 with others, when necessary, and documents discussion.
- 22 4. Any grievance or complaint that is not resolved by the above steps shall be brought before
23 a subcommittee of the Board for hearing. This subcommittee will make recommendations
24 to the full Board for action regarding the grievances and/or complaints brought forth.

25 The above process also applies to any parent or student. In situations involving a classroom
26 teacher or other employee they are encouraged to first bring their complaint to the teacher or
27 employee in question. If they feel the issue is not resolved or it is not appropriate to bring to
28 that person, they shall bring the concern in writing to the Director or the office administration
29 or the Board as above.

30 In the case of grievances and/or complaints against the Board that cannot be resolved
31 through informal conflict resolution, a neutral third-party mediator shall engage the Parties in
32 a voluntary and non-binding mediation session designed to facilitate resolution of the dispute.
33 The cost of such mediation shall be split between the parties. If applicable, each party shall
34 bear its own attorney fees which result from the dispute resolution process.

35 Not every conflict can be resolved to everyone's total satisfaction, but only through under-
36 standing and discussion of mutual conflicts can members of the North Star Academy community
37 develop confidence in each other. This confidence is important to the operation of an efficient
38 and harmonious work environment.

39 In the case of disputes between the LEA and North Star Academy, an attempt will always be
40 made to resolve them amicably and reasonably without resorting to formal procedures. North
41 Star Academy will refrain from public commentary regarding any disputes until the matter has
42 progressed through the dispute resolution process unless legally required to do otherwise. In
43 the event of a dispute between North Star Academy and the LEA, North Star Academy will
44 issue a statement in a written format to be submitted to the Superintendent of the LEA. The
45 Director will reach out to the Superintendent for a meeting to resolve the dispute, not later than
46 5 business days from receipt of the statement. In the event that this meeting fails to resolve the
47 dispute, North Star Academy will identify a Board of Trustee member who will meet with the
48 Superintendent and Director and attempt to resolve the dispute within 15 business days from
49 the dispute statement. If this meeting fails to resolve the dispute, the Director will identify a
50 neutral third-party mediator to engage the Parties in a voluntary and non-binding mediation
51 session designed to facilitate resolution of the dispute. The format of the mediation session

1 may be developed jointly by the Superintendent and Director. Mediation will hopefully be held
2 within thirty business days of receipt of the dispute statement. North Star Academy will bear
3 only it's own attorney fees which result from the dispute resolution process.

1 SECTION V

2 EDUCATION PLAN

3

4

5 A. CURRICULUM AND INSTRUCTION

6 See Appendix M - Curriculum Alignment

7 A classical education takes a content-rich approach to the study of important subjects.
8 As students mature in the curriculum, classical education teaches them to ask and venture
9 answers to the big questions, then goes further to consider how those questions might be
10 answered persuasively and beautifully. It regards both the humanities and the sciences as
11 equally important, refusing to slight either in a firm belief that wonder about human nature
12 and the natural world is essential to the human condition, and that knowledge of both leads
13 us towards wisdom and happiness. To summarize G. W. Leibniz, *“Wisdom is the science of
14 happiness, happiness is the art of charity and charity is the act of benevolence”*

15 North Star Academy will collaborate with Hillsdale College’s Barney Charter School Initia-
16 tive (BCSI) in design and execution of the educational program. BCSI has collaborated with
17 more than thirty other classical schools across the country. Their curriculum is characterized
18 by a strong emphasis on language, content-richness in all subjects, a strong core curriculum,
19 and a focus upon the historical, literary, and scientific traditions of the United States and of
20 Western civilization at large.

21 The curriculum is content-rich, balanced, and strong, with emphasis upon the four core
22 disciplines of math, science, literature, and history, followed by attention to music, art, and
23 foreign languages, with Latin beginning in grade six. (See Appendix C - Year-at-a-Glance for
24 each grade level) The BCSI K-12 Program Guide provides a scope of the topics to be taught,
25 a sequence in which to teach them, and a complement of vetted and reviewed books, primary
26 sources, and other resources for teachers and students that accompany the scope and sequence.
27 The K-12 Program Guide and the recommended courses, books, and other resources accord
28 with and provide a useful summary of an “American Classical Education,” an education that
29 combines the best educational and American traditions in a form appropriate to contemporary
30 schools and students.

31
32 Curricular Program

33 In the earliest grades, North Star’s curriculum focuses the majority of the day on the teach-
34 ing of literacy and numeracy. Both subjects are foundational to a student’s education, so the
35 resources and methods deployed in each case must be consistent and excellent. We will there-
36 fore use Literacy Essentials and a reading intervention program, such as Wilson Foundations
37 to teach our struggling students literacy and related skills, and the Singapore Math program
38 to teach numeracy. Presenting a research-based approach of reading intervention curriculum,
39 allows elementary teachers to confidently present a carefully structured reading and spelling
40 curriculum using engaging multisensory techniques. Wilson curriculum and other programs
41 teach phonics, spelling, reading, handwriting, and grammar in an explicit way. They feature
42 research-based, systematic, and multisensory structured language curricula to help every stu-
43 dent succeed. Students learn to read step-by-step, starting with the basic structure and rules of
44 our language, then building to more advanced lessons over time. While addressing the general

1 student population, the science of reading also stipulates that these same foundational skills
2 must be taught to students and adults with reading deficits (Kruidenier et al., 2010; Lonigan
3 & Shanahan, 2009; NICHD, 2000). A lack of foundational skills is a major cause of poor
4 performance in struggling readers. Word-level deficiencies limit an individual’s exposure to
5 text, which in turn impedes the person’s vocabulary development and reading comprehension
6 (Stanovich, 1986). To overcome these deficiencies, students and adults with reading deficits
7 require direct, systematic instruction in the foundational skills of reading.

8 The central position of language in the curriculum continues throughout the elementary
9 and middle school grades, using a program that follows a classical sequence for grammar in-
10 struction. In Grades 4 and 5, students will learn Latin and Greek roots of English words. In
11 sixth grade, students begin learning formal Latin, and will continue with Latin through eighth
12 grade. Latin is introduced and taught alongside English so that students learn the structural
13 underpinnings of their own language, expand their vocabulary, and improve their reading com-
14 prehension. A classical education is an ideal curriculum for students who have a language-based
15 learning disability (such as Dyslexia) because the curriculum will allow for students to have
16 the opportunity to read and write across the curriculum in all subject areas. At its very core,
17 a classical curriculum is language based, thus students with a weakness in language will have
18 the opportunity to strengthen their weaknesses in reading and writing throughout the school
19 day. The expectation is for students to be immersed in language. This immersion of language
20 will benefit all students but especially those students who have a weakness in language. North
21 Star Academy intends to have a literacy specialist on staff trained in these reading intervention
22 programs. Our hope is to extend this training to our teachers to support the specialist in their
23 work and visa versa. This provides optimum instruction for our students, setting us apart from
24 general education.

25

26 Numeracy

27 The Singapore Math program provides students with a strong conceptual foundation in
28 basic mathematics. From the earliest grades, this program emphasizes concepts, mental math,
29 and number sense while employing physical and graphical illustrations of underlying mathe-
30 matical rules and phenomena. The program presents mathematical skill building and problem
31 solving such that students have a better understanding of not simply when to use a particular
32 equation—but why. Moving students on to higher levels of skills before they’re ready is not
33 an option, so the program will be employed at each student’s ability level. Ability-level groups
34 will be determined at the beginning of each school year, and adjustments will be made on an
35 as-needed basis in order to best equip each student with the language of numeracy.

36

37 Knowledge

38 The Core Knowledge Sequence is based upon E.D. Hirsch’s concept of cultural literacy,
39 which makes it the ideal curriculum for a classical school. This sequence was developed to
40 provide a comprehensive order to K-8 education, with the intention of training students in the
41 art, literature, science, history, math, and language that form their cultural and intellectual
42 inheritance. First published in 1988, it has been successfully employed and tested in hundreds
43 of schools throughout the United States.

44 The Core Knowledge Sequence provides a grade-by-grade sequence of specific topics to be
45 taught in grades K-8. It will provide the basic curricular framework for history, geography,
46 literature, visual arts, music, and science at North Star Academy. With cultural literacy as
47 the guiding principle, the Core Knowledge Sequence leads students through a comprehensive
48 and grade-appropriate view of science, literature, art, music, and history. Topics which are
49 especially important for cultural literacy are repeated in a spiraling fashion—so that younger
50 students build a firm but broad foundation in these topics while older students are able to
51 achieve depth. The sequence provides a necessary order across grades and between schools
52 and families, such that teachers can base their lessons upon what students have learned and
53 will learn, and parents can anticipate what their students will learn in each grade. The Core

1 Knowledge Foundation provides resources to support some, but not the entirety, of the sequence,
2 so teachers are supported but encouraged to reach beyond the immediate resources and take
3 ownership of their own lessons. The BCSI has found this arrangement valuable in striking a
4 balance between teacher support and teacher freedom.

5 This curriculum gives both the guidance and flexibility to teachers to optimize learning
6 and exceed state standards. Although the rhetoric surrounding a classical school often empha-
7 sizes the humanities, the sciences are no less important than the humanistic disciplines and
8 will not play a secondary role at North Star Academy. The Core Knowledge science program
9 focuses on thematically linked science topics and biographies of great scientists. The order of
10 the Core Knowledge program allows for regular repetition of the most important topics, such
11 that students are well-versed in the fundamentals by the time they reach high school. The sci-
12 ence program is supported by Pearson’s Science Explorer series, complete with integrated lab
13 manuals and demonstrations and Delta Science Content Readers. In middle school the normal
14 courses are literature, grammar, composition, civics (seventh or eighth grades), history and
15 geography, science, Singapore Mathematics (generally 6A-6B in sixth grade and pre-algebra in
16 seventh grade). Algebra I will normally be taken in eighth grade. Music, art, and Latin will
17 be included each year. The Core Knowledge Sequence will provide a grade-by-grade sequence
18 of specific topics to be taught in Grades K-8. It will provide the basic curricular framework for
19 history, geography, literature, visual arts, music, and science.

20 21 Instructional Strategies

22 The two primary instructional strategies employed at North Star Academy will be the
23 lecture and Socratic method/discussion.

24 The classical model values the teacher as the possessor of knowledge, and the teacher-led
25 discussion or lecture methods of instruction allow the teacher to impart his or her knowledge
26 to the students. Students will be taught how to take outlined notes beginning in the early
27 grades, which helps to engage them during the lecture. Note-taking by hand improves retention
28 of information and provides the student information from which to study for assessments.
29 Reviewing students’ notes can also inform the teacher about students’ attentiveness. Teacher-
30 led discussion and lecture in the form of storytelling or read-aloud will be used most frequently
31 in the lower grades.

32 The Socratic method includes the use of direct, intentional questions to guide students’
33 understanding of problems and their solutions. This will be a fundamental part of instruc-
34 tion, particularly in literature and history courses. The Socratic method is appropriate for the
35 anticipated student population since it assumes more discussion and less independent reading
36 without guidance. The Socratic discussion is the ideal mode of classical instruction, but the
37 founders of North Star Academy are under no illusion that young and inexperienced students
38 can immediately partake in or profit from such a discussion. Rather, the guiding principle
39 for most K-12 instruction will be that instruction be “teacher directed.” Most of the time
40 teacher-directed instruction will take the form of a lecture, story, readaloud, or teacher-led
41 discussion. Teacher-led discussion will help to model inquiry and analysis for students as a
42 way of preparing them to engage in more open Socratic discussion in high school. Projects,
43 student-led discussion, student-led inquiry, and other modern modes of instruction will have
44 a limited place at North Star Academy, and only within the broader context of the mission,
45 curriculum, and school culture. Teachers will receive training and feedback about when best
46 to employ these and other methods, with an emphasis placed on teacher-led, content-rich in-
47 struction in all subjects. This emphasis is consistent with the tradition of classical education
48 and with the content-rich curriculum from Core Knowledge Sequence (and other sources) that
49 the school will employ.

50 51 Other Instruction Strategies

52
53 Explicit and Systematic Phonics Instruction:

1 Through the direct teaching of letter-sound relationships through a specified sequence, the
2 foundation for literacy is established and provides students the ability to decode the printed
3 word. Scientific research supports this method (Source: K.K. Stuebing, A.E. Barth, P.T.
4 Cirino, D.J. Francis, and J.M. Fletcher, “A response to recent re-analyses of the National
5 Reading Panel report: Effects of systematic phonics instruction are practically significant,”
6 *Journal of Educational Psychology*, 100(1), 2008: 123-134).

7 8 Explicit English Grammar Instruction:

9 Using tools such as diagramming and the study of root words, students will be equipped to
10 speak and write with a high degree of communicative competence. As students learn to identify
11 parts of speech and seek to develop syntax, they are able to communicate more clearly on all
12 levels. The more they learn about the English language and its structure, their ability to easily
13 and fluently express more complex thoughts becomes evident.

14 15 Ability Groupings:

16 Instructional supports and strategies are most effective through the use of flexible ability
17 groupings in the core subjects of reading, writing and math. Ability groupings will allow North
18 Star Academy to tailor instructional techniques and class time to meet the needs of all types
19 of learners. We will provide individualized supports for all learners while maintaining the same
20 expectations of outcome. Students will be placed into ability groupings upon admission us-
21 ing initial assessments that indicate strengths and weaknesses. Those with IEPs will receive
22 accommodations as required on an individual basis. Students will be moved across groupings
23 as additional assessments suggest. Students are responsible for mastery of the same skills and
24 concepts and are required to take the same assessments regardless of grouping (using accom-
25 modations as required by the IEP, as applicable). Using differentiated instructional strategies
26 will enable teachers to optimize the learning of all students.

27 28 Utilization of Primary Source Documents:

29 Primary sources are materials that were created by those who participated in or witnessed
30 the events of the past. They can include letters, reports, photographs, drawings, sound record-
31 ings, motion pictures, and artifacts, as well as books. Although sometimes life lessons (e.g.,
32 motives, ethics, and “cause and effect”) are not necessarily obvious or easy to define, primary
33 sources can bring them to life. They reflect events and experiences that actually occurred and
34 introduce students to the individuals who lived them.

35 36 Teaching of Study Skills:

37 Time management, organizing, memory techniques, note taking, and outlining will be em-
38 phasized throughout North Star Academy and integrated throughout the curriculum to equip
39 students for higher learning. Developing stamina for challenging and complex work is impera-
40 tive for the promotion of a strong work ethic.

41 42 The Socratic Method:

43 The use of direct, intentional questions to guide students’ understanding of problems and
44 their solutions will be a fundamental part of instruction, particularly in literature and history
45 courses.

46 B. CURRENT RESEARCH FOR SELECTING CURRICULUM

47 North Star Academy curricular foundation is classical. The board of the Institute for Classical
48 Culture researched and found a curriculum that encompasses the mission, vision and curricular
49 goals and objectives of the school through the Barney Charter School Initiative at Hillsdale
50 College. Hillsdale College’s K-12 Curriculum was developed through the work of the College
51 and contributions from aliated schools. BCSI staff is made up of current and former classical

1 school teachers, and they regularly consult with teachers, school leaders, and professors at
2 Hillsdale College as they seek to improve upon it. The result is an excellent and thoughtfully
3 designed K-12 course of study in the liberal arts and sciences that is research based in which
4 over thirty public charter schools from across the nation use, including two based in New
5 Hampshire, Windham Academy and Lion Heart Academy .

6 Hillsdale College’s K-12 curriculum incorporates well-known curricula that is supported
7 with research and has proven success helping students achieve academic proficiency. The three
8 primary curriculum programs used are Core Knowledge, Literacy Essentials, and Singapore
9 Math, all of which meet Common Core State Standards.

10 Additionally, Deans For Impact, a nonprofit organization committed to improving student-
11 learning outcomes by transforming educator preparation, published *The Science of Learning*
12 (2015) and *The Science of Early Learning* (2019) to answer the questions “What do we know
13 about how students learn and what does that mean for how we teach?” These publications
14 connect research to its practical implications for teaching and learning. These publications
15 provide a helpful summary of major findings from cognitive science that are relevant to and
16 used in the Core Knowledge approach and to the classical, content-rich educational model
17 developed by Hillsdale College’s Barney Charter School Initiative.

18 Moreover, classical education is more than simply a pattern of learning. Classical education
19 is language-focused; learning is accomplished through words, written and spoken, rather than
20 through images (pictures, videos, and television). This is important to understand because
21 language-learning and image-learning require very different habits of thought. Language re-
22 quires the mind to work harder; in reading, the brain is forced to translate a symbol (words on
23 the page) into a concept. A classical education, then, has two important aspects. It is language-
24 focused and it follows a specific three-part pattern: the mind must be first supplied with facts
25 and images, then given the logical tools for organization of facts, and finally equipped to express
26 conclusions. Specialized reading programs to support struggling reading, such as the Wilson
27 Reading System, are a brain-based approach with multi-sensory instruction that addresses all
28 learning styles.

29 The New Hampshire Department of Education has developed a dyslexia resource guide de-
30 signed to create an awareness of dyslexia and other related disorders. It provides information
31 about screening and detecting young children who display associated risk factors and will assist
32 in the implementation of age-appropriate, evidence-based intervention strategies to strengthen
33 reading skills. The Wilson Reading System is listed in Section 5-Interventions as an evidence-
34 based intervention.

35 36 More About Core Knowledge

37
38 E. D. Hirsch, Jr. is the founder and chairman of the Core Knowledge Foundation and
39 professor emeritus of education and humanities at the University of Virginia. He is the author
40 of several acclaimed books on education in which he has persisted as a voice of reason making
41 the case for equality of educational opportunity.

42 A highly regarded literary critic and professor of English earlier in his career, Dr. Hirsch
43 recalls being “shocked into education reform” while doing research on written composition at
44 a pair of colleges in Virginia. During these studies he observed that a student’s ability to
45 comprehend a passage was determined in part by the relative readability of the text, but even
46 more by the student’s background knowledge.

47 This research led Dr. Hirsch to develop his concept of cultural literacy—the idea that read-
48 ing comprehension requires not just formal decoding skills but also wide-ranging background
49 knowledge. In 1986 he founded the Core Knowledge Foundation. A year later he published
50 *Cultural Literacy: What Every American Needs to Know*, which remained at the top of the
51 New York Times bestseller list for more than six months. His subsequent books include *The*
52 *Schools We Need*, *The Knowledge Deficit*, *The Making of Americans*, and most recently, *How*
53 *to Educate a Citizen: The Power of Shared Knowledge to Unify a Nation*.

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Research Studies

The Core Knowledge Language Arts™ (CKLA) program was piloted in 10 public schools in New York City and an additional 7 schools throughout the country, including rural and suburban schools. These diverse schools comprised 172 classrooms, 200 teachers and 4,466 students. Across these schools, the percentage of students receiving free and reduced lunch ranged from 30 to 99%, and the percentage of students for whom English is a second language ranged from 15 to 60%. Pilot teachers participated in extensive professional development prior to implementing the program. This training ensured that teachers had a clear understanding of the synthetic phonics at the heart of CKLA’s Skills strand. The training also provided teachers with techniques for building students’ background knowledge and vocabulary during read-aloud, which are at the heart of the CKLA Listening & Learning strand.

Results from the three-year pilot of CKLA in kindergarten through second grade in 10 New York City public schools show that students in the schools using CKLA outperformed their peers in 10 comparison schools on measures of reading, science, and social studies. (Microsoft PowerPoint - CK Early Literacy Pilot 3 12 12.pptx (coreknowledge.org))

Additionally, in a first of its kind study, researcher Sonia Cabell (formerly at the Center for Advanced Study of Teaching and Learning at the University of Virginia’s Curry School of Education, now at Florida State University) received a 3.3-million-dollar grant from the Institute of Education Sciences. The grant was awarded to test the fully-developed and widely-implemented Core Knowledge Language Arts (CKLA): Listening and Learning read-aloud program. The researchers will follow children from kindergarten entry to second grade and will investigate the effects of the reading curriculum on their vocabulary skills, listening comprehension, domain knowledge, and ultimately reading comprehension at the end of second grade. More than 1,400 children in 48 schools will participate in the study. The project started during the summer of 2016, and schools will begin implementing the program in the Fall of 2017. (Search Funded Research Grants and Contracts - Details)

Source: www.coreknowledge.org Research Studies: Core Knowledge Foundation

More About Literacy Essentials

Literacy Essentials: The Journey from Spelling to Reading was developed by Dorothy Kardatzke and Melody Furno of Access Literacy, LLC. The two authors have more than forty years of experience in using Orton-based phonics programs in primary schools, both as teachers and as teacher trainers. While they are very familiar with other Orton-based approaches to phonics, they developed the Literacy Essentials program to better serve the needs of teachers than any other program currently available.

Literacy programs tend to fall along a spectrum of phonics instruction, with one end of the spectrum focused entirely on the whole word or “whole language” approach with little to no attention to letter sound correspondences, and the other end of the spectrum employing an Orton-based method of For Approval November 2021 26 intensive phonics instruction that leads from spelling to reading through a multi-sensory approach. While the research (see, for example, The Report of the National Reading Panel, 2000) tends to support the Orton-based approach, many of the curricula based upon it are difficult to use in a classroom environment without intensive training. As a result, most phonics programs in the marketplace use a blended approach of phonics and whole language instruction, or they employ a less robust approach to phonics than the synthetic systematic approach of an Orton-based program. Kardatzke and Furno wanted to make a robust Orton-based program more widely accessible and user friendly, and Literacy Essentials does exactly that.

The Literacy Essentials curriculum is currently in a pilot phase as the authors and publisher work out the finer details. The curriculum first rolled out in summer 2019 to a small group of schools that included Hillsdale-affiliated charter schools and schools that specifically

1 sought out Access Literacy for coaching and training. The pilot part of the program will en-
2 ter its final stage in summer 2022, after which the authors and publisher aim to finalize the
3 curriculum and advertise it more broadly. The curriculum is currently available via request at
4 <http://www.journeytoliteracy.com/>

5 6 More About Singapore Math

7
8 For grades K-7, math will be taught using the U.S. edition of Singapore Math, an En-
9 glish equivalent to the national mathematics curriculum used in Singapore. Singapore is the
10 world leader in mathematics achievement, according to at least two major longitudinal stud-
11 ies. According to the Trends in International Mathematics and Science Study (TIMSS), an
12 international comparative study designed to measure achievement at the fourth and eighth
13 grades, Singapore ranked in the top three countries in both fourth and eighth grades in ev-
14 ery year the study was conducted (1995, 1999, 2003, 2007, 2011, and 2015). The Programme
15 for International Student Assessment (PISA), a triennial international survey that evaluates
16 OECD(Organisation for Economic Co-operation and Development) countries by testing the
17 skills and knowledge of 15-year-old-students, has also consistently ranked Singapore highest in
18 mathematics. The PISA survey has ranked Singapore in the top two countries for mathematics
19 in 2009, 2012, and 2015.

20 Singapore Math was developed in 1981 by the Curriculum Planning and Development In-
21 stitute of Singapore. Educators in the United States began implementing Singapore Math in
22 2000. Topics are taught to a mastery level with detail and consistency, and the textbooks
23 are designed to build a deeper understanding of mathematical concepts as opposed to offering
24 simple definitions and formulas. Professional development accompanies Singapore programs so
25 teachers are better prepared to facilitate lessons. Singapore Math has a consistent emphasis on
26 problem solving and model drawing, with a focus on in-depth understanding of the essential
27 math skills recommended in the National Council of Teachers of Mathematics Curriculum Focal
28 Points, the National Mathematics Advisory Panel. Students using Singapore Math learn math
29 concepts thoroughly, but they also master essential math skills more quickly, and it has been
30 reported that by the end of sixth grade, students have mastered multiplication and division of
31 fractions and are able to complete difficult multi step word problems comfortably, ensuring they
32 are well prepared to complete Algebra I in grade 8, (Source: John Hoven and Barry Garelick,
33 “Singapore Math: Simple or Complex?” Educational Leadership 65:3, November 2007).
34 Source: www.SignaporeMath.com

35 C. STATEMENT THAT THE SCHOOL WILL HAVE AVAILABLE INFORMATION ABOUT ITS 36 CURRICULUM AND POLICIES TO ALL PERSONS, AND PARENTS AND STUDENTS 37 CONSIDERING ENROLLMENT

38 In accordance with Section 194-B:2, II: Every chartered public school shall make available
39 information about its curriculum and policies to all persons, and parents and pupils considering
40 enrollment in that school. This information will be made accessible on North Star Academy’s
41 school website and hard copies will be available upon request.

42 D. MEASURABLE ACADEMIC LEARNING GOALS AND OBJECTIVES AND TIMELINE 43 FOR ACCOUNTABILITY

44 Measurable academic learning goals, objectives and standards for every grade level at North
45 Star Academy are outlined in the Curriculum Alignment and are aligned with the Common
46 Core Standards as set by the State of New Hampshire.

47 While some aspects of the curriculum may differ in their implementation and timing from
48 that of other public schools, none of the standards has been omitted and it is expected that
49 graduates from North Star Academy, having received the benefit of a classical Barney/Hillsdale

1 established curriculum, will have achieved the Common Core Standards (K-8). These academic
2 learning goals will be put into a formal plan, shared with faculty and staff, and reviewed to
3 track progress during the school year.

4 See also North Star Academy's academic goals and objectives are laid out in Appendix D -
5 Learning Goals and Objectives and Timeline for Accountability. In short, the curriculum will
6 use the philosophy and components of a classical education to deepen the natural wonder of
7 learning in all students while fostering community connection and involvement through civic
8 engagement and education. These goals and objectives are integral to our mission and vision,
9 and will be ingrained into the school culture from day one.

10 Students in elementary school must meet the required standards listed in order to proceed
11 to the next grade level. Students in middle school must also meet the standards with a passing
12 grade of C. Students at risk of not meeting the standard grade will be given opportunities
13 to improve their grade. Each student needs will be met on a case by case basis as not all
14 students can achieve academic success the same way. Examples of opportunities could include:
15 before or after school help, Tier II or Tier III support through RTI, home and wrap around
16 community support. The curriculum presented in Appendix C - Year-at-a-Glance is the basic
17 required curriculum. Depending on the qualifications and special interests of faculty, North Star
18 Academy will add elective courses when the school has reached full enrollment and finances are
19 stabilized.

20 In addition to the measurable goals enumerated in Appendix D - Learning Goals and Ob-
21 jectives, North Star Academy is guided by a set of character development goals for the devel-
22 opment, throughout the K-8 school years, of cognitive and social abilities and capabilities that
23 are needed for learning in all subjects by the broad goal of educating the whole human being.

24 E. PERFORMANCE STANDARDS

25 Among the variety of measures to be used for performance standards and informing instruction,
26 heavy emphasis will be placed on practices that meet the criteria for authentic assessment. Of
27 central importance in this process will be the development and periodic review of electronic
28 student portfolios, uniquely designed to chart progress in demonstrating growth in the charac-
29 teristics of thoughtful, imaginative, and productive young leaders. North Star Academy will
30 strive for academic excellence as defined below:

31

- 32 * All academic courses will have succinctly stated learning goals and objectives.
- 33 * Students should meet the performance standards and objectives for applicable subjects
34 for all subgroups each year, or will meet any alternative state performance goals.
- 35 * Research based assessments should demonstrate that students are proficient or advanced
36 in reading and math.
- 37 * Students should master the performance objectives each year as measured by multiple
38 formative and summative assessments (tests, performance tasks, exhibitions).
- 39 * Students should demonstrate positive levels of interest in learning at high levels each year
40 in at least a majority of their classes as measured by documented teacher observation and
41 a student survey instrument.
- 42 * All eighth graders should satisfactorily complete a capstone project that represents a cul-
43 mination of each student's learning and research that draws both broadly and specifically
44 from each student's education.
- 45 * By the end of grade 8 we expect at least 80% of all students will exhibit grade level
46 scientific reasoning assessed by state science testing. Upon promotion from grade eight,
47 students should demonstrate an advanced ability to originate and proceed with exploring
48 a line of questioning that leads to a deeper understanding of ideas and concepts.

- 1 * Upon promotion from grade eight, students should demonstrate an understanding and
2 performance skills of language as used in influencing how one perceives the world, thinks
3 about it, and chooses to act upon it - as measured by a rubric for assessing relevant
4 evidence contained in each student's portfolio.
- 5 * All students should contribute to a respectful community environment.

6 F. ACHIEVEMENT TESTS TO BE USED TO MEASURE ACADEMIC AND OTHER GOAL
7 ACHIEVEMENT

8 Per RSA 194-B:8 V, North Star Academy will administer state assessment testing for all grade
9 levels as required by law. Research-based assessments will be used to measure pupil academic
10 and other goal achievement including, but not limited to, objective and age-appropriate mea-
11 sures of literacy and numeracy skills, including spelling, reading, writing, history, geography,
12 science, and mathematics. North Star Academy will rely on research-based assessments to
13 determine how students are progressing through these areas of study. In addition to research-
14 based assessments, a variety of rubrics will be developed by the appropriate faculty to measure
15 age-appropriate academic progress in each student's critical thinking, presentation, team partic-
16 ipation, quality of writing, research skills, and quality of overall project/presentation, leadership
17 skills and mathematics. Developmentally appropriate progress monitoring and benchmark as-
18 sessments will be applied to measure student academic progress. They may be administered
19 throughout the year with a minimum of two times per year. Ideally testing will be adminis-
20 tered in September and again in May. Initially, North Star Academy is planning to test as
21 needed to measure student progress against the curriculum. The data will be used to reflect
22 upon previous instruction and inform future instruction as needed for each student. Progress
23 monitoring and intervention will be conducted with students that are below grade level through
24 multi-tiered levels of support. Assessments will be completed on a time schedule that allows
25 ample opportunity to make any necessary changes needed to achieve student academic success
26 and growth.

27 G. FOR SCHOOLS OFFERING HIGH SCHOOL GRADE LEVELS, GRADUATION REQUIRE-
28 MENTS SUFFICIENT TO ENSURE THAT THE SCHOOL HAS PROVIDED AN ADEQUATE
29 EDUCATION FOR ITS PUPILS

30 Not Applicable, North Star Academy will be K-8

31 H. STUDENT PERFORMANCE DATA MANAGEMENT SYSTEM (CUMULATIVE PERFOR-
32 MANCE OVER TIME)

33 North Star Academy will have a Student Performance Data Management System that complies
34 with the New Hampshire Department of Education student accountability requirements. North
35 Star Academy will review and choose one of the several systems including, but not limited to:
36 PowerSchool, Rediker, Infinite Campus, Aspen, Quick Schools and Skyward

37 I. DAILY/WEEKLY SCHEDULE SAMPLES

38 Sample Schedule: (The bell schedule will be dependent on the local school district and bus
39 schedule)

40 The daily instruction in math will be shorter in the lower elementary school and language
41 arts instruction will be longer. The upper elementary students will have a longer math period
42 and science and history will be integrated with language arts and writing. We may implement
43 a block scheduling which provides instruction every other day with longer class times. We will
44 maintain in each elementary school, a school year of at least 945 hours of instructional time
45 and in each kindergarten at least 450 hours of instructional time; we will maintain in each

1 middle and high school, a school year of at least 990 hours of instructional time. We shall
 2 provide at least 990 hours of instructional time for grades 7 and 8 in elementary schools that
 3 include grades 7, or 8, or both; The instructional school day of an individual student shall
 4 not exceed 5.75 hours of instructional time in elementary schools and 6 hours of instructional
 5 time in middle (and high) schools. Lunch time, home room periods, passing time, and breaks
 6 shall not be counted toward the required amount of instructional time. Elementary schools
 7 may count up to 30 minutes of recess per day as instructional time for pupils in kindergarten
 8 through grade 6. Advisory periods in middle school shall be counted as instructional time.

Table V.1: Sample Schedule

Early Elementary	
7:50-8:15	Assembly and/or Morning Gathering
8:15-9:00	Integrated Arts
9:00-10:15	Math
10:15-12:00	Phonics/Reading Language
12:00-12:45	Recess/Lunch
12:45-1:45	Nature Studies/History/Writing
1:45-2:45	Independent work: projects, writer's workshop
2:45-3:15	Writing/grammar
Upper Elementary/ Middle School	
7:50-8:15	Homeroom and/or advisory
8:15-9:45	Math lesson and independent work
9:45-10:15	Writing/Grammar
10:15-12:00	Language Arts
12:00-12:45	Integrated Arts
12:45-1:45	History
1:45-2:45	Science
2:45-3:15	Writer's Workshop

9 J. SUPPLEMENTAL PROGRAMMING

10 Supplemental programming needs will be evaluated and implemented based on the unique
 11 needs of enrolled students. We anticipate teaching aides and specialty subject faculty providing
 12 additional supplemental programming capacity throughout the School, with a teacher aide in
 13 every K-3 classroom. Title I, Part A of the Elementary and Secondary Education Act (ESEA)
 14 provides financial assistance to schools with high numbers or high percentages of students from
 15 low income families. The purpose of the funding is to help ensure that all children meet high
 16 academic standards. (Please note that students do NOT have to be from low-income families
 17 to receive support through Title I funded programming.) Services provided are supplemental
 18 to instruction that already occurs within the school setting. This purpose is accomplished in
 19 two ways:

- 1 * by providing children supplemental support through enriched and accelerated education
- 2 programs; and
- 3 * by providing instructional personnel with substantial opportunities for professional de-
- 4 velopment.

5 Similar to peer public charter schools, we will provide supplemental instruction for students
6 in the lower 20% of proficiency with significant needs outside of special education. As a first
7 level response, teachers are expected to use RTI (Response to Intervention) to work with the
8 students to gain the knowledge and skills needed to perform at grade level. Teaching students
9 to read will be the primary focus of early elementary education at North Star Academy. Once
10 students have transitioned from “learning to read” to “reading to learn,” the focus of the
11 North Star Academy curriculum will appropriately shift. From mid-elementary forward, the
12 curriculum will place a strong emphasis on reading, and especially upon reading works of great
13 literature. Students who are capable of work above their grade level may be given the option to
14 read additional works of literature or read adapted works in an original or longer form. Students
15 who are behind their grade cohort may receive adapted reading assignments (or shorter adapted
16 works of literature), audiobooks, read-a louds of the original, or other supports as identified by
17 the teacher and administrator.

18 Parent involvement is critical to the success of students and is highly encouraged through
19 Title I. In addition, North Star Academy intends to offer before and after school programming
20 and tutoring services during and outside of the school day.

21 In addition, we hope to partner with area schools and agencies in order to provide additional
22 supplemental programming for our students. This programming not only includes academic
23 support, but will expand our students’ growth through enrichment opportunities in the arts,
24 music, STEM and athletics. For experiential and enrichment activities for elementary school,
25 North Star Academy will conduct a survey at the beginning of the year to determine parent and
26 student interest. In the first year, it is very hard to predict stakeholder and interest availability
27 so we believe this approach will help yield effective results.

1 SECTION VI

2 SCHOOL OPERATIONS PLANS

3

4

5 A. ADMISSIONS PROCEDURES

6 North Star Academy is committed to building a strong and diverse community of learners. As
7 an open enrollment public charter school any student that resides in the state of New Hampshire
8 may apply for admission and completed applications will be processed in the order that they are
9 received. North Star Academy methods of admission shall not be designed, intended, or used to
10 discriminate or violate individual rights in any manner prohibited by law. North Star Academy
11 will hold multiple, pre-enrollment information sessions, in an effort to allow prospective families
12 to learn more about North Star Academy and the public charter school experience.

13 Beginning as soon as possible of first year and on November in following years the Enroll-
14 ment and Outreach Committee of the Board (with the Development and Enrollment Director in
15 subsequent years) actively engages in recruitment activities in the host district, and surrounding
16 counties, including speaking and distributing information at grade schools, community centers,
17 food pantries and library as well as holding on-site information sessions and open houses for
18 prospective students and their families. Efforts will be made to reach as many students in the
19 area as possible including, home schooled, migrant and refugee populations, English language
20 learners with educationally disadvantaged, homeless, and low income households. North Star
21 Academy will provides application packets with information on its educational philosophy, cur-
22 riculum and student expectations. When necessary translation services are available. North
23 Star Academy will work with local social service agencies to ensure that all aspects of a students
24 life that might affect their ability to learn and succeed are addressed.

25
26 Admission Procedures:

27 We expect the following of all students who are admitted:

- 28 a) The applicant student and their parent or guardian agrees to the mission of the school,
29 its policies, program, and expectations and signs the Admissions Agreement.
- 30 b) The enrolled student should attend an orientation within 6 months of enrollment during
31 which he/she is expected to read the Student-Parent Handbook. (student orientation
32 events will be held at various times after the admissions process closes and any possible
33 lottery haves taken place)

34 North Star will follow the basic method of admissions that defines charter schools nation-
35 wide.

- 36 a) The North Star Academy’s Board of Trustees reserves the right to give preferred enroll-
37 ment to children of school faculty, administration, members of the board of trustees,
38 siblings of currently enrolled students and are exempt from any enrollment lottery.
- 39 b) Admission shall be blind with the exceptions of the above preferred enrollment. Pre-
40 enrollment will be open on October 1st to December 31st, 11 months prior to school
41 opening.

- 1 c) Should the number of applicants exceed capacity, students will be chosen randomly using
2 a lottery system, with a wait list developed from the lottery overflow. Lottery drawing
3 will be held on February 16th, 7 months prior to school opening. Should a dispute or
4 error in the lottery process occur applicant will have 4 weeks after the lottery drawing
5 to notify in writing the North Star Academy's Board of Trustees. The Board will then
6 follow its grievance and complaint policy.

7 Admissions Process Overview

- 8 a) Prospective students and their families will be strongly encouraged to attend at least
9 one informational meeting at which North Star Academy's educational approach and
10 expectations of students and their families will be explained, prior to enrollment.
11 b) North Star Academy will create application packets for prospective students about the
12 school, its philosophy and expectations of attending students, and their families. These
13 and other student related policies will be posted and available online for the public.
14 c) Parents will be asked to sign an agreement indicating their understanding and acceptance
15 of the School's Mission and other expectations as part of the admission process.
16 d) Interested families will then submit their application.
17 e) A committee will review applications for completeness.
18 f) Should applicants exceed the number of spaces available, a blind lottery, organized by
19 grade will be held. Those not accepted in the lottery will be placed on a waiting list in
20 the order determined by the lottery.
21 g) All accepted students and those who have been wait-listed will be notified within 2 weeks
22 h) Soon after the enrollment process is complete, North Star Academy will hold meetings for
23 admitted students and their families and provide an orientation for students and families
24 (as noted in item a). Completed applications received after the deadline will be added to
25 the wait list according to time stamp requirements.

26 Enrollment Provisions

- 27 a) North Star Academy will offer automatic re-enrollment to its students, provided they are
28 in good standing at the end of each year. Families will be asked to sign a letter of intent
29 to re-enroll by a stated date preceding the lottery.
30 b) North Star Academy will admit students from the wait list, in the order that the completed
31 applications are received, should space become available after the lottery.
32 c) Siblings of children already enrolled at the North Star Academy will receive preference.
33 The Board maintains the right to reserve enrollment to children of school faculty, ad-
34 ministration, and board members. Under non-regulatory guidance provided by the U.S.
35 Department of Education the amount of reserved seats must constitute "only a small
36 percentage of the school's total enrollment".

37 Given that diversity is crucial to the school culture the admissions panel ensures that recruit-
38 ment and enrollment practices promote inclusion by eliminating all barriers to enrollment for
39 educationally disadvantaged students including foster youth, unaccompanied homeless youth
40 and ELL. The Board of Trustees will also track applications from year to year and reach out
41 to underrepresented groups in future recruitment efforts. The Board of Trustees ensures that
42 methods for admission are not designed, intended or used to discriminate or violate individual
43 civil rights in any manner prohibited by law according to Ed 318.07 (b) (1)a.

44 B. SCHOOL CALENDAR AND THE NUMBER AND DURATION OF DAYS PUPILS ARE TO 45 BE SERVED

46 School calendar will follow the host school district that school is located in. See Appendix E -
47 School Calendar for full details. Also see Section V:I for daily and weekly schedule samples.

1 C. STAFFING OVERVIEW, INCLUDING QUALIFICATIONS SOUGHT FOR PROFESSIONALS
2 AND PARAPROFESSIONALS: ADMINISTRATORS, TEACHERS

3 Planning and Development:

4 The period from charter authorization until four to six months before the school opens to
5 students will be considered the Period of Planning and Organizational Development. Planning
6 will commence once authorization is granted. During the planning and development period,
7 project staff will include start-up coordinators, as needed consulting specialists, personnel from
8 other organizations, and volunteers.

9
10 Tasks related to school development include:

- 11 a) Financial operations, revenue initiatives
- 12 b) Dissemination of material to schools, parents and communities
- 13 c) Board initiations and governance training
- 14 d) Define and create committees
- 15 e) Facility initiatives
- 16 f) Curriculum development and course design
- 17 g) Create school policies and student handbook
- 18 h) Teacher development and staff training
- 19 i) Materials development and marketing
- 20 j) Set-up of administrative systems
- 21 k) Strategic planning

22 Staffing:

23 The North Star Academy shall conduct school employee and volunteer background investi-
24 gations in accordance with RSA 189:13-a North Star Academy will comply with all statutory
25 requirements for teaching and staff qualifications. Refer to Section D (below) for qualifications
26 sought for professionals and para professionals. North Star Academy is committed to recruiting
27 highly qualified staff with a diverse range of backgrounds, skills, teaching and administrative
28 experience. Other desired qualities and qualifications include: a commitment to the mission
29 and vision of the school; ability to work effectively on a team with colleagues, students, fami-
30 lies, and community members; experience with a variety of instructional approaches, including
31 project-based learning; interest or expertise working with a diverse student population; and a
32 commitment to their own educational growth. All staff members shall share, commit to, and
33 promote the mission and vision of North Star Academy. Any contracts for teaching services
34 will comply with RSA 194-B:8 VII(a).

35 D. EMPLOYEE JOB DESCRIPTION/RESPONSIBILITIES

36 School Director:

37 The Director will be responsible for the leadership, day-to-day business affairs, and school
38 operation as delegated and approved by the Board of Trustees. The School Director will lead,
39 support, and engage with the school, which will:

- 40 a) Allow students and faculty to maximize their achievements
- 41 b) Establish a school culture built on respect, leadership, responsibility, and support
- 42 c) Execute relationships to work with local school districts
- 43 d) Assume overall responsibility for supervision of staff and students
- 44 e) Hire additional administrative and teaching staff as needed, with approval of the Board
- 45 f) Follow all State and Federal requirements and standards

- 1 g) Supervise and evaluate the work of staff
- 2 h) Oversee the class scheduling process
- 3 i) Supervise adequate testing and evaluation of students' achievement
- 4 j) Promote safety and good health practices by adherence to public codes/regulations.
- 5 k) Provide oversight of finances and report to the board monthly.

6 Director Qualifications:

- 7 a) Meet all NH regulations for eligibility
- 8 b) Master's Degree from an accredited university, preferred
- 9 c) Minimum of 5 years teaching and/or school administration experience, preferred
- 10 d) Experience with administrative duties in a school or business
- 11 e) Background in primary school education, preferred
- 12 f) Demonstrated leadership, people management, and business management experience
- 13 g) Such other qualifications as the Board may find appropriate.

14 Business Manager:

15 School business managers oversee school operating finances. It is their job to develop a
16 budget for the school. School business managers strive to ensure that existing resources are used
17 efficiently while identifying resources that are needed and prioritizing expenses. Qualifications:

- 18 a) Bachelor's Degree from an accredited university, business and accounting preferred
- 19 b) No less than three years of experience as a Business/Operations Manager
- 20 c) Experience preparing purchase orders and bank deposits
- 21 d) Experience preparing payroll processing
- 22 e) Experience with grant writing and management
- 23 f) Such other qualifications as the Board may deem appropriate

24 Roles and responsibilities:

- 25 a) Setting up the school financial systems
- 26 b) Working with the director to prepare budget and other financial documents for board
27 review and approval
- 28 c) Preparing purchase orders and banking deposits
- 29 d) Preparing information for payroll processing
- 30 e) Assisting the Director when needed
- 31 f) Filing proper paperwork with proper agencies, (such as state reporting and required
32 financial audits)
- 33 g) Working with the Director to oversee proper ADM count
- 34 h) Supporting grant writing and management
- 35 i) All other responsibilities as determined by the Director and approved by the Board

36 Teachers:

37 North Star Academy teachers will teach students by creating an atmosphere that prizes
38 learning for its own sake; by encouraging students to persevere in their studies and to cultivate
39 the skills, motives, and knowledge needed flourish as human beings and sustain personal growth,
40 academically and morally; by establishing good rapport with the students and their parents; by
41 building a community characterized by civility and respect. North Star Academy will comply
42 with RSA 194-B:14. Section IV, which states that, "IV. The teaching staff of a chartered public
43 school shall consist of a minimum of 50 percent of teachers either New Hampshire certified or
44 having at least 3 years of teaching experience". In addition to those holding current NH educator
45 certification, preference will be given to applicants with knowledge of child development, child
46 psychology, and curriculum design and literacy instruction. Teachers who are not certified may:

- 1 a) Hold a Bachelor's Degree from an accredited university.
- 2 b) Have experience working in particular areas of study

3 Role and Responsibilities:

- 4 a) Understand and embrace the philosophy and methods of classical education.
- 5 b) Skillfully apply the principles of classical education to his/her teaching.
- 6 c) Cover the prescribed classical curriculum and sequence.
- 7 d) Demonstrate loyalty to the school and its mission.
- 8 e) Develop the intellect of each student to the utmost of his/her ability.
- 9 f) Develop the personal character of every student. Cooperates in the development and
- 10 implementation of the school program of instruction.
- 11 g) Plans and implements a program of study that, as much as possible, meets the individual
- 12 needs, interests, and abilities of students and complies with
- 13 h) New Hampshire Department of Education standards and North Star Academy's goals
- 14 and objectives.
- 15 i) Guides the learning process toward the achievement of curriculum goals.
- 16 j) Establishes clear objectives for all lessons, assignments, units, and projects in harmony
- 17 with curriculum goals and communicates the objectives to students.
- 18 k) Employs instructional methods and materials that are most appropriate for meeting stated
- 19 objectives, including the use of computers and other technological classroom support
- 20 equipment in student instruction.
- 21 l) Meets and instructs assigned classes in the locations and at the times designated.
- 22 m) Shows commitment to the school's mission, academic program, and student academic
- 23 outcomes as outlined in the approved charter.

24 Teachers Aids':

25 It is anticipated that the majority of teachers' aids will be sourced from local colleges and
26 universities through paid and non-paid internship programs. Preference will be given to those
27 applicants holding current NH paraeducator certifications. Teacher's Aides have a key support
28 role in the classroom. They work with the teacher to help students succeed in the classroom
29 environment. Some of their responsibilities include helping with standard tasks such as grading,
30 taking attendance, recording grades, making copies, assisting the teacher in lesson planning and
31 lesson delivery, and behavior management.

32
33 Guidance Counselor:

34 Guidance counselors help students with difficulties they may face at school or at home,
35 such as learning disabilities, adjustment or behavioral problems and offer guidance to overcome
36 these or to improve existing performance. Guidance counselors shall:

- 37 a) Hold a Bachelor's Degree from an accredited university certified in school adjustment
- 38 counseling or guidance counseling in the state of NH.
- 39 b) Preference given to candidates with coursework in counseling and guidance, and human
- 40 growth and development.
- 41 c) Preference given to Masters' Degree in School Counseling.
- 42 d) Preference given to applicants holding a teacher certification.

43 Guidance Counselor Responsibilities:

- 44 a) Observing children and identifying their strengths, problems or areas for improvement.
- 45 b) Offering guidance to students, parents and teachers.

- 1 c) Monitoring the progress of children with difficulties to observe if improvement is being
2 made.
- 3 d) Working with other teachers to help with the overall development of the students, not
4 just their academic development.
- 5 e) Interacting with parents, understanding how the child is performing at home and whether
6 there are any relevant conditions prevailing at home that may be affecting the child
7 adversely and accordingly advising parents on how to assist the child.
- 8 f) Recommending appropriate psychological help if required.
- 9 g) Working with special needs and disabled children in some cases.
- 10 h) Serve as Academy's homeless liaison.

11 Special Education Representative:

12 Under the direction of the Director, the Special Education Representative serves as the
13 connection between the school, sending district (LEA) and parents of students with disabil-
14 ities, implementing policies and coordinating programs to support students with disabilities.

15 Qualifications:

- 16 a) Hold a Bachelor's Degree from an accredited university.
- 17 b) Preference given to candidates with current teaching certification.
- 18 c) Preference given to candidates with Special Education experience.
- 19 d) Preference given to candidates with administrative experience.

20 Role and Responsibilities:

- 21 a) Overseeing / managing a caseload of special education students and the implementation
22 of their IEP/504 plans in: inclusive, self-contained and pull-out settings.
- 23 b) Ensuring appropriate delivery of both special education instruction and related services
24 as stipulated on IEPs/504 plans.
- 25 c) Ensuring compliance by the school with all local and Federal laws and regulation relating
26 to students with IEPs/504 plans and students referred to special education.
- 27 d) Ensuring that services provided by contractual personnel are of high quality, provided in
28 the LRE, and are aligned with students' IEPs/504 plans.
- 29 e) Effectively communicating to parents and guardians the special education process includ-
30 ing process for referrals, evaluations, annual IEPs/504 plans, and re-evaluations as well
31 as parental rights granted by IDEA.
- 32 f) Establishing effective and supportive relationships with the LEA from students' home
33 districts to provide appropriate supports and services, including wraparound, to special
34 education and 504 students.

35 Part Time Nurse:

36 A part time nurse that meets the certification requirements of RSA 200:29 will be available
37 during core hours. The school nurse supports student success by providing health care through
38 assessment, intervention, and follow-up for all children within the school setting.

39 Roles and responsibilities:

- 40 a) Screen students for hearing and eyesight issues
- 41 b) Evaluate students who complain of specific ailments
- 42 c) Call parents to suggest they pick up students who might be uncomfortable or who might
43 have developed a contagious illness or medical emergency
- 44 d) Examine and authenticate vaccination records
- 45

- 1 e) Monitor and dispense prescription medications based on instructions from parents and
2 General Practitioners
- 3 f) Develop and manage school health and wellness program
- 4 g) Maintain files on each student's health and medical history

5 School Event Coordinator:

6 A full time school Event Coordinator will be responsible for all oversight and logistics of
7 any school event including but not limited to fundraisers, sports events, teacher workshops,
8 student events, community outreach, field trips, ect. The primary focus of the School Event
9 Coordinator will be admissions events as well as fundraisers.

10

11 Qualifications:

- 12 a) Applicants will preferably hold an Associates in Business or Event Management (or similar
13 experience) or a minimum of 5 years' experience in management.
- 14 b) Strong organizational skills with the ability to see the 'Big Picture'
- 15 c) Exceptional communication and interpersonal skills both written and verbal, and experi-
16 ence in maintaining cooperative partnerships within social dynamics.
- 17 d) Skilled in negotiating conflicting interests to ensure a positive outcome
- 18 e) Unparalleled critical thinking, decision making, and problem solving skills and the ability
19 to prioritize workload and meet deadlines while working with a team and independently.

20 Orton Gilligham Specialist:

21 An Orton-Gillingham Dyslexia Specialist will be on staff to support teachers with Orton-
22 Gillingham based reading programs.

23

24 Qualifications:

- 25 a) the specialist will have at least 200 hours and two years of experience in Orton-Gillingham
26 one-on-one instruction
- 27 b) a certification through IMSLEC.
- 28 c) the dyslexia practitioner will have at least two years of experience implementing a multi-
29 sensory structured literacy curriculum in a classroom setting.

1 E. THE TOTAL NUMBER OF TEACHERS AND THE AVERAGE TEACHER/STUDENT RA-
 2 TIO FOR THE FIRST 5 YEARS

3 The average student to teacher ratio, not including teacher aide support is 1:15. Our plan is
 to have a teacher aide in every K-3 classroom, thereby having a 2:15 ratio.

Table VI.1: Teacher/Grades Ratio

Grades										
Year	k	1st	2nd	3rd	4th	5th	6th	7th	8th	Total
2023	2	1	1	1	1	0	0	0	0	6
2024	3	2	2	2	2	1	0	0	0	12
2025	3	3	2	2	2	2	1	0	0	15
2026	3	3	3	3	2	2	2	1	0	19
2027	3	3	3	3	3	2	2	2	1	22

4

5 F. A DESCRIPTION OF HOW THE SCHOOL SHALL CONDUCT SCHOOL EMPLOYEE AND
 6 VOLUNTEER BACKGROUND INVESTIGATIONS (CRIMINAL RECORDS CHECK) IN AC-
 7 CORDANCE WITH RSA 189:13-A

8 North Star Academy will complete a criminal history records check on every selected applicant
 9 for employment and volunteer in any position in the school administrative unit prior to a final
 10 offer of employment. North Star Academy will submit a criminal history records check on
 11 applicants for employment pursuant RSA 189:13-a to the division of state police. The Director
 12 of North Star Academy may extend a conditional offer of employment to a selected applicant,
 13 with a final offer of employment subject to a successfully completed criminal history records
 14 check. No selected applicant may be extended a final offer of employment unless North Star
 15 Academy has completed a criminal history records check. North Star Academy shall not be held
 16 liable in any lawsuit alleging that the extension of a conditional or final offer of employment
 17 to an applicant, or the acceptance of volunteer services from a designated volunteer, with a
 18 criminal history was in any way negligent or deficient, if the North Star Academy fulfilled the
 19 requirements of this section.

20 G. PERSONNEL COMPENSATION PLAN, INCLUDING PROVISIONS FOR LEAVES AND
 21 OTHER BENEFITS, IF ANY

22 Salary:

23 The Director, Teachers, and Administrative Staff of North Star Academy will be paid a
 24 salary. Part-time employees can be paid on an hourly rate or monthly rate; whichever is deemed
 25 appropriate by the Director. All independent contractors, whether full-time or part-time, will
 26 be paid on an hourly rate based on negotiated rates. See budget for salary expectations.

27

28 Vacation:

29 North Star Academy will publish an annual calendar of holidays and vacations during which
 30 the School will officially be closed. The calendar will generally coincide with the public school
 31 district. Full-time teachers will also receive a maximum of three (3) days of paid personal leave

1 per year. Personal leave days must be used during the school year in which they are accrued.

2
3 Sick Leave:

4 Sick leave is available to employees, providing full salary and benefits for absences due to
5 personal illness or injury that prevent the employee from working, as follows: Full-time staff
6 shall receive sick leave at the rate of five (5) days per school year. If specified in the employee's
7 contract, part-time staff, or staff working part of the school year shall receive sick leave on a
8 prorated basis to reflect the proportion of time or working months that the employee's schedule
9 represents in relation to a full time schedule. Sick leave days must be used during the school
10 year in which they are accrued.

11
12 Fringe Benefits:

13 After a review of the financial feasibility by the Board, North Star Academy will provide
14 health insurance and retirement benefits, in accordance with applicable federal and state laws.

15 H. ADMINISTRATION PERFORMANCE EVALUATION

16 North Star Academy's Director will develop a process for collecting and presenting data to
17 document performance that is based on well-defined job expectations. The school's Director
18 will be responsible for conducting the evaluation and will be conducted at a minimum of one
19 per school year.

20 North Star Academy's administrator evaluation system will provide a balance between struc-
21 ture and flexibility. That is, it is prescriptive in that it defines common purposes and expect-
22 tations, thereby guiding effective practice. At the same time, it provides flexibility, thereby
23 allowing for creativity and individual initiative. The goal is to support the continuous growth
24 and development of each administrator by monitoring, analyzing, and applying pertinent data
25 compiled within a system of meaningful feedback.

26 I. TEACHER, PARAPROFESSIONAL PERFORMANCE EVALUATION

27 In accordance with New Hampshire New Hampshire state law RSA 189:1-a(III) continues to
28 state that: "School boards shall adopt a teacher performance evaluation system with the in-
29 volvement of teachers and principals for use in the school district. A school board may consider
30 any resources it deems reasonable and appropriate, including any resources that may be pro-
31 vided by the state department of education," North Star Academy will have a teacher and
32 paraprofessional evaluation system and committee comprised of appropriate school staff. This
33 evaluation system will be in compliance with New Hampshire state law Ed 512.02, in which
34 the Criteria for State Approval of Local Professional Development Master Plans requires dis-
35 tricts to provide evidence of activities that foster collective responsibility for improved student
36 performance. (Ed 512.02(c)(7)(c)).

37 Evaluations of teacher effectiveness grounded in student outcomes provide states with op-
38 portunities to improve teacher policy and teacher practice. Teachers should not be able to
39 receive satisfactory evaluation ratings if they are not effective in the classroom. Observations
40 of new teachers or those with less than five years' experience will occur a minimum of five times
41 throughout the school year. Two of these observations will be formal in which an evaluator
42 will meet with the teacher before and after the observation. The other three will be informal
43 in which an evaluator can observe at any time and without formal notice. For experienced
44 teachers, an evaluator will make a minimum of one formal and one informal observation per
45 year. An evaluator reserves the right to observe a classroom throughout the year. Teacher
46 will be evaluated on content knowledge and delivery, classroom leadership and management,
47 ability to teach all students, parent and community relationships, and professional culture and
48 responsibilities.

1 Paraprofessionals will be evaluated by their classroom teacher with the support of the ad-
2 ministration. This evaluation will cover areas of classroom environment, classroom procedures,
3 responsibilities and routines, and professional culture (work ethics, professional relationships,
4 and adaptability).

5 Staff not meeting effectiveness will be placed on a support plan with their evaluator.

6 J. PROFESSIONAL DEVELOPMENT

7 North Star Academy will develop a Professional Development Plan in which its staff and teach-
8 ers are supported in their professional growth and development in the areas of classical education
9 and programming, classical and supplemental curriculum and implementation of said curricu-
10 lum, planning and assessment, teaching all students, family and community engagement, and
11 professional culture. Under Ed 512.03(a)(3), the Individual Professional Development Plan,
12 certified educators shall develop, in collaboration with a supervisor or the supervisor's de-
13 signee, an individual plan that includes one or more goals for improving student learning and
14 be developed from:

- 15 a) The educator's self-assessment or reflection on competencies referenced in Ed 505.07 and
16 the content area standards referenced in Ed 506 and Ed 507;
- 17 b) Analysis of student work;
- 18 c) Analysis of student achievement data, if available; and
- 19 d) A review of school or district master plan needs assessment.

20 Finally, Ed 512.03(a)(4) requires the Individual Professional Development Plan to outline the
21 educator's growth in the professional standards as referenced in the local evaluation system.
22 (c); Effective instructional practices related to school and district goals that increase student
23 achievement. (d); These requirements focus on student learning and ensure educators have the
24 support they need through professional learning.

25 North Star Academy will offer professional days to its staff. These days will comprise of a
26 minimum of three full days, one being a Welcome Back/Orientation Day, and five half-days.
27 These professional development days may be funded through grant monies, including, but not
28 limited to, Title IIA funding. The full days will allow the Academy to present professional
29 development which guides and improves instruction to its students, enhances school policy and
30 culture, and allows for collaboration and leadership opportunities for its staff. The half-days
31 will be dedicated to Professional Learning Communities in which staff will collaborate and
32 analyze school programming, curriculum, and student data.

33 In addition, North Star Academy intends to form a partnership with the Barney Charter
34 School Initiative which offers teachers, administrators, and school boards professional devel-
35 opment on its curriculum, classical school culture and strong school leadership. If eligible,
36 North Star will participate in the state of New Hampshire's Next Steps Program, a system
37 of support that provides professional development and transition tools to school districts and
38 families as they focus on strategies to increase student competency and ensure successful school
39 transitions.

40 Moreover, all teachers will be encouraged to pursue external professional development, at a
41 frequency determined by the Director and Assistant Director/Lead Teacher to be outlined in a
42 professional development master plan in consultation with the Board of Trustees. Employees
43 may contact the Director for information about professional development opportunities and
44 benefits. All employees are given a copy of the Faculty and Staff Handbook, which describes the
45 required process for requesting professional days. Teachers may meet this expectation through
46 attending workshops, conferences, or courses related to their subject specialty; Hillsdale/Barney
47 Charter School Initiative offered training courses; or other programs approved by leadership.
48 North Star Academy will provide paid days off for such training and professional development.
49 All full-time salaried employees, including administrative staff, receive two professional days
50 per year. This encourages teachers to pursue professional development whenever possible and

1 so long as scheduling can be accommodated. All employees who participate will be asked,
2 following their training, to share a brief synopsis of the key takeaways from their training with
3 other team members.

4 Professional Development will be reviewed annually to determine current and future needs
5 for each subject, grade, or individual teachers.

6 K. PHILOSOPHY OF STUDENT GOVERNANCE AND DISCIPLINE

7 This school's philosophy of student discipline is built upon the origin of the word that includes
8 learning and understanding to establish the order needed to achieve our goals.

9 The school's rules exist for a variety of reasons:

- 10 * to fulfill legal requirements
- 11 * to maintain a safe environment
- 12 * to establish ethical standards
- 13 * to develop respectful atmosphere
- 14 * to create order for the attainment of our core purpose to educate

15 The thoughtful establishment of rules and thorough explanation of those rules is intended
16 to provide the basis upon which our students will become more self-disciplined and incorporate
17 leadership into that self-discipline.

18 Since we strive to provide an academically appropriate and challenging environment, North
19 Star Academy will build the pillars of respect, responsibility, and achievement in all we do.
20 Student government will be empowered to develop a code of student conduct stemming from
21 these pillars and will be asked to join the administration and faculty in recommending pro-
22 grams based on these pillars to educate all students. Students will not be asked to adjudicate
23 disciplinary matters, but through student government, will be invited to share the perspectives
24 of the student body with the administration. In this manner, students will always have an op-
25 portunity to inform the administration as to the way discipline is understood by the students.
26 If our goal is to develop understanding through discipline, we must always invite our students
27 to respond to our actions.

28 While it is true that some transgressions are of an egregious nature requiring just conse-
29 quences, it is our belief that most behaviors may become opportunities to help our students
30 learn the importance of their individual actions.

31 For several reasons, North Star Academy does not punish its students with suspension for
32 infractions and violations of the school code of conduct or of the rules of the school.

33 Studies have shown that school suspensions harm both the suspended students and those
34 who have not been suspended. A punitive school environment and the missing of classes by
35 some students are harmful to all students.

36 Suspensions are punishments not related to a violation. North Star Academy believes in
37 consequences related to the violation, not punishments. For instance, a student who steals or
38 destroys an object belonging to the school or to another student would apologize to those who
39 have been harmed and replace the object.

40 Consequences have a healing effect on all stakeholders involved in a violation or infraction,
41 through apologies and making amends. Suspensions do not.

42 North Star Academy does reserve the right to remove a student from school on the basis
43 of the student's own health and safety or the health and safety of others. When this happens,
44 it is not considered to be a punishment, however, but a necessary measure to restore order.
45 The student sent home, may or may not receive consequences for his actions upon his return
46 to school. But the home interval is a necessity, not a punishment.

1 L. AGE APPROPRIATE DUE PROCESS PROCEDURES TO BE USED FOR DISCIPLINARY
2 MATTERS INCLUDING SUSPENSION AND EXPULSION

3 Philosophy of discipline:

4 All too often students become the object of a teacher's attention due to behavioral issues.
5 Far less frequently do we provide our students with attention for positive behavior and achieve-
6 ment. For this reason, North Star Academy promotes an atmosphere of positive and restorative
7 reinforcement as the foundation for the personal discipline we wish to engender in our students.
8 While a positive atmosphere cannot preclude all behavioral issues, it can do much to reduce
9 behavioral problems while encouraging students to be their best.

10 To the extent possible, negative student behavior will be addressed privately with the stu-
11 dent, though in some cases, this is not possible as in incidents of major disruption or dangerous
12 behavior.

13 The general premise for North Star Academy's approach to negative student behavior will be
14 to address problem behavior privately while praising positive behavior publicly, thus sparing
15 the student public embarrassment while providing public and esteem-building public praise.
16 The venue for public praise may simply involve acknowledgment of positive behavior before
17 a student's peers in class or at school-wide activities/events. The process of establishing and
18 maintaining positive classroom and school-wide discipline: teachers and administrators promote
19 a positive school atmosphere by providing positive reinforcement for positive behavior and
20 promoting achievement as an ongoing objective for lesson planning and in all interactions with
21 the students.

22 Addressing negative student behavior and to fulfill legal requirements:

- 23 * All discipline of a student will be recorded and reported to the students parents/guardians.
- 24 * Discipline issues often begin with lesser infractions which, when unaddressed, become
25 greater issues.
- 26 * When lesser negative behaviors occur, i.e., tardiness, speaking/acting in a manner in-
27 congruent with school/class activities, the behaviors will be addressed through private
28 discussion with the student by removing him or her from peers just outside the classroom
29 or after class so that the student is not humiliated by teacher direction.
- 30 * Chronic problem behavior and/or more significant behavioral issues will be addressed
31 after consultation with the director who will meet with the student to attempt resolution.
32 This meeting may result in an improvement plan with the student who will, at that time,
33 become accountable with the director regarding his or her behavior.
- 34 * Should the student fail to meet the expectations established in the improvement plan,
35 parents will be contacted for reinforcement from home so as to assist the school in its
36 efforts. Sanctions may be imposed with the student depending upon the nature of the
37 problem behavior and the extent to which the improvement plan has not been followed.
- 38 * Should the student continue to demonstrate chronic disruptive behavior, a meeting with
39 the parents/guardians will be required. Should the parents/guardians refuse to meet, the
40 student will receive greater sanctions, i.e., restriction from school activities, school-related
41 service and lastly expulsion. The Director in accordance with RSA 193:13 may require
42 parents/guardians to withdraw the student from the school as refusal to meet with the
43 director will constitute failure on the part of the parents/guardians to support the school's
44 mission and purpose.
- 45 * As our students will rely heavily on bus transportation and as many parents do not have
46 the ability to take students home from school, detention will not be employed.
- 47 * Resolution of problem behavior will always result in a student's full ability to continue
48 without any stigma. The ability to begin anew is integral to making discipline a matter
49 of finding teachable moments and thus leading to the true development of the student's
50 self-discipline.

- 1 * Dangerous behaviors will result in the contacting of law enforcement and the appropriate
- 2 documentation. For these behaviors, the school will follow all mandated legal require-
- 3 ments. North Star Academy will comply with all state-reporting requirements. As part of
- 4 its discipline procedures, North Star Academy plans to adopt (among others as required)
- 5 policies on:
- 6 * Student Due Process, according to RSA 193:13, that will be printed in the Student Hand-
- 7 book, according to RSA 189:15;
- 8 * Assault, defined in RSA 362, which may include a necessity for a student to leave school
- 9 for a period not exceeding 10 days and notification to the Chairman of the Board of
- 10 Trustees;
- 11 * Child Restraint, which will be adopted in accordance with Section Ed 1113.04, Ed 1114.07
- 12 and RSA 126-U;
- 13 * Anti-Bullying and Cyberbullying, in accordance with RSA-193F.

14 M. STUDENT TRANSPORTATION PLAN, BOTH INSIDE AND OUTSIDE OF DISTRICT

15 North Star Academy will comply with charter law provisions that govern student transportation
16 under Section 194-B:2, which states:

17 “Attendance at a chartered public school for the purposes of transportation shall not con-
18 stitute assignment under the provisions of RSA 189:6 and RSA 189:8. Pupils who reside in the
19 school district in which the chartered public school is located shall be provided transportation
20 to that school by the district on the same terms and conditions as provided for non-chartered
21 public schools in the district and utilizing the same regular bus schedules and routes that are
22 provided to pupils attending non-chartered public schools within that district.”

23 Students attending the North Star Academy who reside in the host school district will have
24 the option to ride direct transportation. The host school district may or may not have direct
25 transportation and reserves the right to decide.

26 “For the purposes of open enrollment, neither the sending nor the receiving school district
27 shall be obligated to provide transportation services for pupils attending an open enrollment
28 school outside the pupil’s resident district. No transportation will be provided by a sending
29 school district or receiving charter school for students whose residence is other than where the
30 school program is located.”

31 North Star Academy anticipates that students will come from many different communities
32 around New Hampshire. We will help coordinate with parents and students who wish to
33 coordinate personal transportation from outside the district in which the charter school is
34 located. North Star Academy is not financially required for any transport cost what so ever
35 and any cost encored is done charitably.

36 N. STUDENT, STAFF HANDBOOKS

37 North Star Academy board of trustees will develop, review, and make available a handbook for
38 both students and staff before parent-teacher orientation of the opening year.

39 O. STUDENT INFORMATION SYSTEM

40 North Star Academy will utilize a program like Scholastic Digital Manager (SDM) or the
41 equivalent as refer to Section V:H to provide a single place for educators, parents and students
42 to access and manage their work in and out of school.

43 (Students: Easy Login: Students can access e-mail, Canvas, the student information system
44 (SIS), and library resources with one username, password. Log in to SIS to obtain the username
45 and password needed to set up an Easy Login account.)

1 SECTION VII

2 MEETING STUDENT NEEDS

3

4

5 A. SPECIAL EDUCATION: METHOD OF COORDINATING WITH A PUPIL'S LEA RE-
6 RESPONSIBLE FOR MATTERS PERTAINING TO ANY REQUIRED SPECIAL EDUCATION
7 PROGRAMS OR SERVICES INCLUDING METHOD OF COMPLIANCE WITH ALL FED-
8 ERAL AND STATE LAWS PERTAINING TO CHILDREN WITH DISABILITIES

9 As an open enrollment chartered public school, North Star Academy will accept applications
10 from any student who is a New Hampshire resident. In accordance with RSA 194-B:8, North
11 Star Academy will not discriminate against any child with a disability as defined in RSA 186-
12 C. North Star Academy will cooperate with district decisions and coordinate to ensure the
13 provision of services as identified on the Individual Education Plans (IEPs).

14 Under New Hampshire's charter school statute, RSA 194-B: 11, III (a) "the funding and
15 educational decision-making process for children with disabilities attending a chartered public
16 school shall be the responsibility of the resident district and shall retain all current options
17 available to the parent and to the school district."

18 North Star Academy recognizes the critical and leading role of the LEA in successful im-
19 plementation and administration of IEPs (Individual Education Plans). Upon approval of our
20 charter, North Star Academy will reach out to possible sending districts to introduce the school
21 and start conversations on how the district prefers to provide services.

22 Specifically, the North Star Academy representative will notify and collaborate with the LEA
23 when an enrolled student's parents indicate he/she has an IEP. Please note this information is
24 provided by parents after the lottery and enrollment is confirmed. Once confirmed, North Star
25 Academy will connect with the LEA to request a meeting.

26 At the meeting, the IEP team shall determine how to ensure the provision of a free and
27 appropriate public education in accordance with the child's IEP. The child's special education
28 and related services shall be provided using any or all of the methods listed below starting with
29 the least restrictive environment. We will cooperate with the district decisions and coordinate
30 to ensure the provision of services as identified on the IEPs for the following:

- 31 1) The resident district may send staff to the chartered public school; or
- 32 2) The resident district may contract with a service provider to provide the services at the
33 chartered public school; or
- 34 3) The resident district may provide the services at the resident district school; or
- 35 4) The resident district may provide the services at the service provider's location; or
- 36 5) The resident district may contract with a chartered public school to provide the services;
- 37 6) If the child requires transportation to and/or from the chartered public school before,
38 after, or during the school day in order to receive special education and related services
39 as provided in the IEP, the child's resident district shall provide transportation for the
40 child.

41 Once North Star Academy has a better understanding of the preference for each district
42 and its student enrollment, we will review our plan regarding hiring of special educators and

1 paraprofessionals to make any adjustments. Also, we will coordinate with the sending district
2 regarding the student schedule and work with the best interest of the student as the primary
3 objective. Additionally, 504 plans are the responsibility of the chartered school and North Star
4 Academy will work to implement 504 services and accommodations.

5 B. OTHER EDUCATIONALLY DISABLED AND ECONOMICALLY DISADVANTAGED/AT RISK
6 INCLUDES

7 North Star Academy will contact prior to school opening the appropriate liaisons at the De-
8 partment of Education regarding how to support the students that have the following needs
9 (but not limited to):

- 10 * Educationally Disadvantaged
- 11 * English Language Learners (ELL)
- 12 * Neglected or Delinquent
- 13 * Homeless Students (will have a homeless liaison at North Star Academy)
- 14 * Migrant and Refugee populations

15 C. ADDITIONAL ACADEMIC SUPPORT AND CREDIT RECOVERY

16 North Star Academy is committed to aftercare activities, summer opportunities and working
17 with the community needs. North Star Academy will provide extended learning activities as
18 outlined below.

19

20 The extended learning opportunities shall:

21 a) Consist of activities designed to:

- 22 1) Provide acknowledgment of achievement or supplement regular academic courses;
23 and
- 24 2) Promote the schools and individual students' educational goals and objectives;

25 b) Be governed by a policy adopted by the Local School Board that:

- 26 1) Provides for the administration and supervision of the program;
- 27 2) Outlines how certified school personnel will oversee, although not necessarily lead,
28 facilitate, or coordinate, an individual student's program;
- 29 3) Requires that each extended learning proposal be aligned with district and grad-
30 uation competencies consistent with RSA 193-C:3 that students are expected to
31 demonstrate for graduation, and be approved by the school prior to its beginning;
- 32 4) Specifies that students will be able to attain acknowledgment of achievement through
33 mastery of District or graduation competencies for extended learning activities, in-
34 cluding, but not limited to, independent study, private instruction, team sports,
35 performing groups, internships, community service, and work study; and
- 36 5) Requires that acknowledgment of achievement shall be based on a student's demon-
37 stration of District or graduation competencies, as approved by a certified educator;

38 c) Incorporate student participation in selecting, organizing, and carrying out extended
39 learning activities; and

40 d) Be available to all students; and a co-curricular program shall be offered that provides
41 opportunities for all students to participate in activities designed to meet their needs and
42 interests, including, but not limited to:

- 43 1) Intramural and interscholastic athletics;

- 1 2) Performing groups;
- 2 3) Academic clubs and societies;
- 3 4) Student government;
- 4 5) Activities and services that afford students with disabilities an equal opportunity to
- 5 participate; and
- 6 6) Any other activities that:
 - 7 i) Supplement and enrich regular academic courses;
 - 8 ii) Provide opportunities for social development;
 - 9 iii) Encourage participation in the arts, athletics, and other cooperative groups; and
 - 10 iv) Encourage service to school and community.

11 North Star Academy will participate in Title 1 Funding for the purpose of: (1) by providing
12 children supplemental support through enriched and accelerated education programs; and (2) by
13 providing instructional personnel with substantial opportunities for professional development.

14 D. FEDERAL TITLE PROGRAMS

15 North Star Academy will do benchmark assessments of students and develop a rubric who enroll
16 to determine what students are eligible for Federal Title Programs and apply for the allocated
17 Federal Title Program funds. These programs include, but are not limited to Title I, Title IIA,
18 and additional funding through ESSA.

1 SECTION VIII

2 FINANCIAL MANAGEMENT

3

4

5 A. METHOD OF ADMINISTERING FISCAL ACCOUNTS AND REPORTING, INCLUDING
6 A PROVISION REQUIRING FISCAL AUDITS AND REPORTS TO BE PERFORMED BY
7 AN INDEPENDENT CERTIFIED PUBLIC ACCOUNTANT

8 North Star Academy will follow NH public school accounting guidelines and will put in place
9 internal accounting controls necessary to safeguard its assets and to prevent and detect financial
10 statement misstatements. The School will maintain accurate financial records in accordance
11 with Governmental Accounting Standards Board (GASB) for non-profit corporations. An an-
12 nual financial report will be provided including an audit by an independent certified public
13 accountant. The Board of Trustees will appoint a Treasurer to provide the oversight necessary
14 for monitoring the financial status of the School. The Treasurer shall report the financial status
15 of the School to the Board of Trustees at least monthly. The Board shall also adopt policies
16 for the financial management of the School, including policies on conflicts of interest for Board
17 members, Administration, and Faculty. All financials and quarterly financial statements will
18 be posted publicly.

19 The Board will approve accounting policies and internal controls and procedures to be
20 followed by all employees, contractors and Board members to ensure the proper tracking and
21 use of North Star Academy school funds. A general account will be set up for the administration
22 of funds, and the Treasurer and named members of the Board of Trustees will have check-writing
23 authority. Each individual with check-writing authority will be covered by a fidelity bond in
24 accordance with the guidelines of the New Hampshire Department of Revenue Administration.

25 Except for emergency purchases approved by the School's authorized personnel (up to a
26 maximum to be established by the Board of Trustees), all expenditures and contracts will be
27 handled through an approved system of internal control and procedures for status of account
28 balances.

29
30 Annual Audit

31 North Star Academy will comply with all required reporting requirements specified in NH
32 charter school section, RSA 194-B:10. Section 194-B:10 requires that all public charter schools
33 issue an annual report, perform annual financial audits, program audits, and participation
34 during the annual school budget process. The School will also comply with all requirements
35 set forth in ED 318 regarding the contents of its annual report.

36 As required by law, the annual report will be provided to the state board and any person
37 who requests it. In addition, a summary version of the annual report and periodic reports will
38 be made available to the parent or guardian of each student at the School, and the public.
39 The Board will select an external, independent auditor annually to complete the required
40 annual audit and report. The audit will address accounting practices and review the School's
41 internal controls. The audit will be conducted in accordance with applicable generally accepted
42 accounting principles. It is anticipated that the annual audit will be completed within six
43 months of the close of the fiscal year. The Board of Trustees will review and respond to the
44 audit report, if necessary, and include the audit results in its annual report.

1 B. ANNUAL BUDGET: INCLUDING ALL SOURCES OF FUNDING

2 The North Star Academy will utilize on all available state funding including per pupil adequacy
3 aid from the local districts of the attending students. North Star Academy will apply for a
4 federal charter school startup grant, which will be used in accordance with U.S. Department of
5 Education guidelines pertaining to proper charter school startup expenditures.

6 The Institute for Classical Culture recognizes that the financial sustainability of a charter
7 school requires a long-term fiscal plan, especially after the expiration of the federal grant. The
8 Institution for Classical Culture is committed to working with the Board of Trustees to ensure
9 projected revenue sources will be responsibly managed to guarantee long-term fiscal sustain-
10 ability. Enclosed to this application in Appendix G - Budget Plan is the proposed 5-year annual
11 budget plan for the school outlining the use of budget and startup grant, as well as donated
12 funds.

13
14 Fiscal Issues

15 The Director and Business manager will develop in partnership with the Finance Committee,
16 a balanced yearly budget. North Star Academy Board of Directors will review and approve
17 each budget prior to each fiscal year. Annual budgets will hopefully contain adequate reserves
18 and will be submitted to the appropriate State Offices, and any other entities as required by
19 law.

20 North Star Academy may receive funding in accordance with NH State and Federal law
21 and will opt to receive funding directly from the State. These funds may include, but are not
22 limited to, general purpose block grants, categorical block and non-block grants; charter school
23 funding from the New Hampshire Department of Education, the federal government or other
24 sources; and any other available or mutually agreeable sources of funding for programs. North
25 Star Academy expects that any funds received by the charter authorizer and due to the school
26 will be forwarded to North Star Academy in a timely fashion.

27 C. BUDGET NARRATIVE: PROVIDING A JUSTIFICATION FOR THE BUDGET

28 The budget proposed in this application is based on realistic enrollment and fundraising goals
29 while remaining conservative in our estimation of expenditures. We understand that there
30 may be circumstances beyond our control that may lead to shortfalls in either fundraising or
31 enrollment. Our operating plan and budget have been developed with an understanding that
32 specific components have higher priority than others. Should our fundraising or enrollment tar-
33 gets not be met, the School will identify and remove lower priority items within the operating
34 budget so that we may provide the highest possible quality education within our revenue means.

35
36 Operating Cash Inflows:

37 North Star Academy's budget projections include revenue from the State of New Hampshire
38 Charter School Per Pupil Aid 2022-2023 which is \$7,339 for grades K-12. These are the figures
39 available at the time of the submission of the application. These numbers will be updated
40 annually pursuant to RSA 194-B:11. The projections also include tuition from school districts
41 for special education services which will possibly help cover the payroll costs for a Special Edu-
42 cation Representative. For more information, see North Star Academy's detailed 5-year budget.

43
44 Operating Cash Outflows:

45 Instructional Services (Instruction, Special Education, Other Instructional Programs and
46 Guidance): Our operating budget includes teacher, paraprofessional, and substitute employee
47 compensation & benefits. Individual compensation is estimated based upon current market
48 conditions and may vary depending upon qualifications, credentials, experience etc. are. We
49 believe that salaries and benefits are adequate to attract and retain quality personnel. Instruc-
50 tion for special classes and programs identified will be separately contracted on a per diem
51 basis. Costs have been estimated based upon current market knowledge and estimated needs.

1 Associated expenditures for these departments are based on Charter Schools of similar size and
2 scale over a 5-year period with student population growth. For more information, see North
3 Star Academy's detailed 5-year budget.

4 Support Services (Health, Improvement of Instruction, Technology, Library, School Board,
5 and Administration): Our operating budget includes director, business manager, school event
6 coordinator and school nurse compensation & benefits. Individual compensation is estimated
7 based upon current market conditions and may vary depending upon qualifications, credentials,
8 experience etc. are. We believe that salaries and benefits are adequate to attract and retain
9 quality personnel. Additional contractors will be outsourced as needed including accounting,
10 auditing, technology, and legal services. Chromebooks will be purchased for each student and
11 salaried employees. For more information, see North Star Academy's detailed 5-year budget.

12
13 Operation of Plant:

14 North Star Academy intends to lease, purchase, or build a building suitable for the school's
15 needs based on appropriate locations being available and those locations being financially vi-
16 able. Our projections assume a \$2M building is mortgaged at 2% over 15 years and includes
17 utilities, grounds maintenance, telephone services, and insurance. We intend to seek out do-
18 nated equipment and furnishings as much as possible to reduce cash expenditures for initial set
19 up. For more information, see North Star Academy's detailed 5-year budget.

1 SECTION IX

2 SCHOOL CULTURE

3

4

5 A. SCHOOL ENVIRONMENT: CULTURALLY INCLUSIVE

6 All cultures share one common goal, which is the preservation of human life. Because of that
7 principle, there isn't a superior culture or an inferior culture, they are all equally important.
8 Although all cultures have the same goal, no one culture is the same. Each culture has their own
9 dynamic elements and traditions which makes that culture unique. Each culture has an unique
10 approach to the same human challenges that confront all cultures. It is this diversity of cultures,
11 each with their own unique characteristics and methodologies, that gives humanity its greatest
12 chances of survival. Therefore it is most advantageous for society to be culturally inclusive and
13 to cherish each culture's traditions. Culture strengthens people's faith in humanity's ability to
14 overcome the hardest challenges. Culture is the greatest expression of the greatest good that's
15 passed on from one generation to another.

16 School culture only differs in one way: School primarily focuses on learning. Although
17 this may seem to be a difference, it really is not because we learn for the sake of preserva-
18 tion of human life. Therefore, as above, it is most advantageous for North Star Academy's
19 school environment to be culturally inclusive and to cherish people's differences and cultural
20 backgrounds.

21 Furthermore the school environment at North Star Academy will be one of inclusion regard-
22 less of the emotional, physical, and academic needs of the student, by offering forums (town
23 halls, school assemblies, staff training, etc.) established to foster inclusion. We will strive to
24 build strong relationships within the school and local community. In addition to setting the
25 expectation and maintaining a culture of inclusion, the culture at North Star Academy, at all
26 levels, will embody a culture of virtue and ethics.

27 B. ESTABLISHMENT AND MAINTENANCE OF SCHOOL CULTURE

28 At North Star Academy, true to the Socratic tradition, we will welcome all ideas, which will
29 be discussed, contemplated, debated and decided upon. We aspire to build an inclusive culture
30 that bonds students, staff, parents, and community members to one another by establishing
31 and maintaining an atmosphere of mutual respect.

32 This aspiration will be shared through our communication channels (website, marketing lit-
33 erature, letters to families, etc.) as well as school documents (policy manual, student handbook,
34 etc.) and modeled by staff and students.

35 The culture at North Star Academy will be built through energetic parental involvement and
36 exceptional teachers who inspire students to love to learn and pursue academic excellence. Our
37 rigorous curriculum will stimulate thought and will reinforce self-discipline, civic responsibility,
38 and high achievement.

39 This will give us a solid foundation to become the best of ourselves and achieve the school's
40 mission of developing students to their fullest potential intellectually and artistically, thereby
41 enabling students to become productive, responsible, caring citizens, and who are able to excel
42 in a diverse society.

1 SECTION X

2
3 STAKEHOLDER ENGAGEMENT
4

5 A. PHILOSOPHY OF PARENT (FAMILY) INVOLVEMENT AND RELATED PLANS AND
6 PROCEDURES

7 Children instinctively look up to their parents, they are their inspiration, their moral compass,
8 image of authority, sense of security and are dependent on them for their intellectual identity.
9 It is for these reasons that the most impactful education involves the parents or guardian.
10 Good educational system provides avenues for collaboration between parents and teachers to
11 maximize children’s educational experience. This is especially important with the younger ages.
12 Parental involvement strengthens children’s study habits, attention span, focus and learning
13 skills. It is North Star Academy’s expectation that parents or guardians will be involved in
14 their child’s educational growth. This can be done through collaboration with the School’s
15 Director and teachers at North Star Academy.

16 Parental involvement is a core philosophy of the school. The school will have a well-defined
17 parent involvement initiative through a Parent Steering Committee. The Parent Steering Com-
18 mittee can have up to two representatives on the Board of Trustees and have regular attendance
19 at their meetings by the School Director. North Star Academy believes that parents are an
20 integral part of the school community and bring valuable input, energy and skills to the school’s
21 success.

22 Parents outside of the Parent Steering Committee will be offered materials and training to
23 help them with understanding what is happening in the classroom, such as literacy training,
24 newly evolved functions of mathematics, and using technology. This will help to foster parent
25 involvement, including the creation of the North Star Academy Parent Teacher Organization
26 (NSAPTO). It is expected of parents to be involved with the NSAPTO.

27 B. COMMUNITY INVOLVEMENT PLAN INCLUDING PARTNERSHIPS ED 318.09(E)(10);
28 ED 318.09(E)(12)

29 Because not all students have parents to share in their academic interests, North Star Academy
30 will identify business and community members who are available as mentors, providing guid-
31 ance specific to students’ interests. In the first year, the Parent Steering Committee will be
32 created within the first few weeks of school. For each year thereafter, the Parent Steering Com-
33 mittee serves as the communication vehicle between parents, the School Director and Board of
34 Trustees.

35 The NSAPTO will seek to be composed of business professionals and highly engaged parents.
36 It will jointly develop with parents a school-parent compact that outlines how parents, the school
37 staff, and students will share responsibility for funding and improved student achievement.

38 NSAPTO will take part in the responsibility for community outreach. North Star Academy
39 believes in creating programs that will build student participation in their community. Vehicles
40 such as Kiwanis Club are good examples of student involved programs that provide the students
41 the organized ability to give back to their community. Reversely, Big Brother Big Sister is a
42 good example of how community organizations can provide valuable programs for students that

1 strengthen the relationship students have with their community helps students respect their
2 communities and find ways to develop them. North Star Academy has intrinsic interest in
3 the intellectual and moral health of the community surrounding it. It is for this reason that
4 NSAPTO will be tasked with organizing the appropriate student organization for community
5 outreach as well as contacting community organizations that provide services to students.

6 C. LEA PARTNERSHIPS ED

7 North Star Academy will provide a Classical Education. Our goal is not to compete with exist-
8 ing public schools, but to provide an educational choice to families that want or are interested
9 in exploring what a Classical Education has to offer.

10 A successful LEA partnership starts with the recognition that both the LEA and North Star
11 Academy have the best interests of the students as their common goal. It is also important
12 for North Star Academy to build a relationship founded on respect for the LEA's work and
13 limited resources. Over time, and with these common goals and understanding in mind, we
14 hope that the relationship between North Star Academy and the LEA will be a solid two-way
15 street supporting the needs of all students in the districts that attend our school.

16 North Star Academy will meet with key LEA stakeholders, including Superintendents, spe-
17 cial education staff/faculty, and other administrative staff to identify partnership opportunities
18 and challenges that may exist. These relationships will be nurtured to create open dialogue
19 and foster partnerships that benefit both North Star Academy and the LEAs.

20 During the first initial phase of opening the school, North Star Academy will reach out
21 to contact the LEAs to introduce the school and to answer any questions a LEA may have
22 about the school. North Star Academy will continue regular communications and outreach
23 to the LEAs after the school opens. Also prior to school opening, North Star Academy's
24 administration will compile a list of educational programs that are offered within the school
25 district and the surrounding community of North Star Academy. Then the administration will
26 reach out to the agencies that provide the various educational programs to make contact and to
27 understand what a partnership would look like. After gathering the necessary information from
28 the LEAs and local community, North Star Academy will evaluate what programs are feasible
29 for the school and what programs the students and parents want. A new list of educational
30 programs will be created that will be prioritized. North Star Academy will then reach out
31 to those agencies that provide those prioritized educational programs to begin the necessary
32 process of contracting their services. The Parent Steering Committee will be tasked to gather
33 feedback from parents and students that are involved in those educational programs. This
34 feedback will help improve the partnerships North Star Academy has with the LEAs and the
35 local community as well as determine future decisions of those partnerships.

1 SECTION XI

2

3 FACILITIES

4

5 A. WHETHER THE APPLICANT HAS ACCESS TO A FACILITY SUITABLE FOR THE
6 SCHOOL AND, IF NOT, HOW THE APPLICANT INTENDS TO PROVIDE A PHYSICAL
7 LOCATION FOR THE SCHOOL

8 The Institute for Classical Culture is working with local realtors and other community members
9 to identify available properties in the Lakes Region suitable for our curriculum, equipped to
10 support our campus, and to facilitate transportation to as many students as possible.

11 B. DESCRIPTION OF SCHOOL REQUIREMENTS

12 The Institute for Classical Culture is locating a campus which will be able to accommodate
13 our expected growth over the first 5-year period of our charter. We are seeking a property with
14 the potential to build as necessary to accommodate growth. The Institute for Classical Culture
15 has identified a number of properties which would be suitable for our purposes and pending
16 application approval, the trustees will pursue, negotiate, and arrange facility options and work
17 with the local Code Enforcement and Fire Code personnel. In accordance with RSA 194-B:8,
18 II, any facility will be built to or brought up to code to comply with all state and federal health
19 and safety laws, rules, and regulations meeting the requirements of ED 321.23(u) and (v).

20 C. CLASSROOM, OFFICES, ATHLETICS, OUTDOOR NEEDS PLAN

21 The initial space needs for North Star Academy are projected as follows:

22 * Classroom space:

23 * (8) individual classrooms grades 1-4

24 * (2) kindergarten classes

25 * Office space:

26 * (1) secure office for Business Administrator with controlled access to personnel and
27 student files.

28 * (1) secure office for the Director.

29 * (1) private room for school infirmary.

30 * Shared office space for other administrative staff and general school office functions.

31 * Athletic space & outdoor needs:

32 * Gymnasium, Playground, Athletic Fields, Parking

1 D. PLANS FOR FACILITIES LEASE OR PURCHASE

2 When North Star Academy is granted a charter, we will take appropriate action to finalize the
3 lease or purchase of a location suitable for the school's needs based on appropriate locations
4 being available and those locations being financially viable.

1 SECTION XII

2 SCHOOL SAFETY MANAGEMENT PLAN

3

4

5 A. EMERGENCY OPERATIONS PLAN

6 The purpose of the North Star Academy emergency management plan is to identify and re-
7 spond to incidents by outlining the responsibilities and duties of the school and its employees.
8 Developing, maintaining, and exercising the plan empowers employees in an incident to act
9 quickly and knowledgeable. In addition, the plan educates staff, faculty, students, and other
10 key stakeholders on their roles and responsibilities before, during, and after an incident. This
11 plan provides parents and other members of the community with assurances that North Star
12 Academy has established guidelines and procedures to respond to incidents/hazards effectively.

13 North Star Academy will complete this emergency management plan and submit it to
14 the appropriate authorities (New Hampshire Homeland and Emergency Management) prior to
15 school opening.

16 B. A STATEMENT THAT, THE SCHOOL FACILITIES SHALL COMPLY WITH ALL FEDERAL
17 AND STATE HEALTH AND SAFETY LAWS, RULES, AND REGULATIONS

18 North Star Academy shall comply with all federal and state health and safety laws, rules, and
19 regulations, including, but not limited to:

- 20 * Fire safety
- 21 * Heating, ventilating, and air conditioning (HVAC)
- 22 * Plumbing
- 23 * Electrical
- 24 * Food Service
- 25 * ADA (Americans with Disabilities Act)

1 SECTION XIII

2 COMMUNICATION PLAN

4

5 A. A PLAN TO DEVELOP AND DISSEMINATE INFORMATION TO ASSIST PARENTS AND
6 PUPILS WITH DECISION-MAKING ABOUT THEIR CHOICE OF SCHOOL

7 To ensure that all residents have an equal opportunity to apply to North Star Academy, an
8 extensive and widely broadcast marketing effort will be initiated through the Institute for
9 Classical Culture and the NH Alliance Charter School Action Network. Information will be
10 widely broadcast through newspapers, websites, libraries and other public places and social
11 media to ensure that families are aware of North Star Academy as a choice, and is available to
12 them.

13 During the initial months of planning, information will be disseminated through bulletins,
14 advisories, social media, and posting on informational websites. Materials for a major informa-
15 tional outreach program will be disseminated to public school administrators, school personnel,
16 parents, businesses, and foundations. Upon approval of the charter, the Board of the Institute
17 for Classical Culture will develop informational brochures describing the school, its mission, its
18 approach to education, and the expectations and opportunities the program hopes to provide.

19 North Star Academy will continue this initial information campaign through out the next
20 5 year after opening.

21 Parents of enrolled students will be provided additional school information through public
22 announcements posted on the school website. More information will be provided through stu-
23 dent report cards, parent/student school e-mails, parent/teacher meetings, school news letters,
24 and a school bulletin board.

25 B. A PLAN TO DEVELOP AND DISSEMINATE BEST PRACTICES TO CHARTER SCHOOLS,
26 LEAS AND THE WIDER COMMUNITY.

27 North Star Academy will develop a plan to disseminate best practices. The following plan is
28 only an example and the finale plan may vary; North Star Academy, through the director's
29 office, will track and record any improvements in any practices used within the school. At
30 a minimum of once a year, with the collaboration of the director, the board of trustees will
31 compile a report of the best practices and submit it to the NH DOE. The report will be made
32 publicly available and copies of it will be mailed to any charter schools in NH upon request.
33 Throughout the course of the school year the board of trustees will share any practices that
34 have been improved with the NH DOE Charter School Administration.

35 C. A PLAN FOR TIMELY AND REGULAR COMMUNICATION WITH FAMILIES AND SCHOOL
36 STAKEHOLDERS ABOUT ONGOING SCHOOL BUSINESS, EVENTS, STUDENT PERFOR-
37 MANCE.

38 North Star Academy will communicate on a regular basis with families and school stakeholders
39 about ongoing school business through the following channels but not limited to:

- 1 * Monthly Board Meetings
- 2 * Weekly Updates
- 3 * Monthly Newsletters
- 4 * Social Media Posts
- 5 * Student Information System
- 6 * Communication Platform
- 7 * Quarterly Report Cards
- 8 * Twice per Year, Parent/Teacher Conferences

9 North Star Academy will post all public documents in a timely manner on it's website as
10 well as make them available at the front office.

1 SECTION XIV

2
3 ASSURANCES, PROVISIONS, POLICIES
4

5 A. A GLOBAL HOLD-HARMLESS CLAUSE

6 In accordance with RSA 194-B: 3, II(x), North Star Academy, its successors, and assigns,
7 covenants and agrees at all times to indemnify and hold harmless the host school district and any
8 other school district which sends its students to North Star Academy, and their school boards,
9 officers, directors, agents, employees, all funding districts and sources, and their successors and
10 assigns, (the “indemnified parties”) from any and all claims, demands, actions and causes of
11 action, whether in law or in equity, and all damages, costs, losses, and expenses, including but
12 not limited to reasonable attorneys’ fees and legal costs, for any action or inaction of North
13 Star Academy, its board, officers, employees, agents, representatives, contractors, guests and
14 invitees, or pupils.

15 B. SEVERABILITY PROVISIONS AND STATEMENT OF ASSURANCE THAT ANY PROVI-
16 SION OF THE CHARTER SCHOOL CONTRACT FOUND BY COMPETENT AUTHORITY
17 TO BE CONTRARY TO APPLICABLE LAW, RULE, OR REGULATION SHALL NOT BE
18 ENFORCEABLE

19 If any part of the charter contract is determined to be invalid or illegal by a court of competent
20 jurisdiction, such invalidation or illegality shall not affect the remaining portions of the charter
21 contract, which shall remain in full force and effect. Any provision of the charter school contract
22 found by competent authority to be contrary to applicable law, rule, or regulation shall not be
23 enforceable.

24 C. STATEMENT OF ASSURANCES RELATED TO NONDISCRIMINATION ACCORDING TO
25 RELEVANT STATE AND FEDERAL LAWS

26 North Star Academy shall not discriminate on the basis of sex, race, color, age, religion, hand-
27 icap, or sexual/gender orientation, pregnancy, ethnic origin or marital status in the selection
28 of students or staff, or in the administration of its educational program, or in any other way as
29 is prohibited by relevant state and federal law. The Board of Trustees shall develop and adopt
30 a policy and create administrative procedures to address complaints or concerns.

31 D. PROVISION FOR PROVIDING CONTINUING EVIDENCE OF ADEQUATE INSURANCE
32 COVERAGE

33 Pursuant to RSA 194-B:1, North Star Academy will be a public school afforded the same
34 protections as all other public schools under RSA 507(b), which provides for limited general
35 liability for the charter school and its agents.

36 The Board will procure and provide evidence of adequate insurance coverage as required by
37 the State, including but not limited to general liability for the School, workman’s compensation,

1 board errors and omissions, and faculty coverage. The insurance program will be in place as the
2 first Board of Trustees begins its duties and will be maintained through the life of the school.
3 Copies of the insurance documents will be housed with the trustees contracted legal services

4 E. IDENTITY OF CONSULTANTS TO BE USED FOR VARIOUS SERVICES, IF KNOWN, OR
5 THE QUALIFICATIONS OR CERTIFICATIONS OF CONSULTANTS NOT IDENTIFIED BY
6 NAME

7 During the period of startup and development, North Star Academy may require tasks ad-
8 dressed and conducted by specialists in certain fields. However, no consultants have been
9 identified at this time. North Star Academy anticipates contracting with an individual or com-
10 pany that provides services such as computer IT setup, school guidance & counseling, special
11 education, and school health. As enrollment grows, North Star Academy believes that some
12 of these positions may become permanent employees. While we cannot identify any particular
13 contract at the time of this application, all candidates will be required to show sufficient evi-
14 dence of past experience and expertise in the specified role, including, but not limited to formal
15 education in the specified field, work history and references.

16 F. A POLICY AND PROCEDURE THAT EITHER SETS FORTH THE GUIDELINES FOR
17 THE OPTIONAL CONTRACTING OF SERVICES WITH THE HOST SCHOOL DISTRICT
18 IN SHARING TRANSPORTATION, ATHLETIC, MAINTENANCE AND OTHER SERVICES
19 AND FACILITIES, OR STATES HOW AND WHY THE SCHOOL DECLINES TO CHOOSE
20 THE OPTION

21 North Star Academy students will have access to bussing only if they reside in the district
22 where the charter school is located. The charter school will comply with charter law provisions
23 that govern student transportation under Section 194-B:2, which states:

24 “Attendance at a charter school for the purposes of transportation shall not constitute as-
25 signment under the provisions of RSA 189:6 and RSA 189:8. Pupils who reside in the school
26 district in which the open enrollment or charter school is located shall be provided transporta-
27 tion to that school by the district on the same terms and conditions as provided for in RSA
28 189:6 and RSA 189:8 and that transportation is provided to pupils attending other public
29 schools within that district. However, any added costs for such transportation services shall be
30 borne by the charter school.”

31 Students attending North Star Academy who reside in the host school district shall ride
32 transportation provided by that host district, with the charter school providing for added route
33 costs, if so billed.

34 “For the purposes of open enrollment, neither the sending nor the receiving school district
35 shall be obligated to provide transportation services for pupils attending an open enrollment
36 school outside the pupil’s resident district. No transportation will be provided by a sending
37 school district or receiving charter school for students whose residence is other than where the
38 school program is located.”

39 As a state authorized charter school, North Star Academy anticipates that students may
40 come from many different communities around New Hampshire. North Star Academy will
41 assist, to the extent possible, logistical assistance to parents and students who wish to connect
42 and coordinate personal shared transportation, e.g. arrange carpools.

43 G. STATEMENTS THAT THE SCHOOL WILL DEVELOP, PRIOR TO OPENING, POLICIES
44 REGARDING THE FOLLOWING...

45 North Star Academy will develop, prior to opening, policies regarding the following:

46 * Records retention

- 1 * Promoting school safety including:
 - 2 * Reporting of suspected abuse or neglect;
 - 3 * Sexual harassment,
 - 4 * Pupil safety and violence prevention;
 - 5 * Limiting the use of child restraint practices; and
- 6 * Developmentally appropriate daily physical activity

7 H. PROVISION FOR DISSOLUTION OF THE CHARTER SCHOOL INCLUDING DISPOSITION
8 OF ITS ASSETS OR AMENDMENT OF ITS PROGRAM PLAN, AND A PLAN FOR THE
9 EDUCATION OF THE SCHOOL'S PUPILS AFTER THE CHARTER SCHOOL MAY CEASE
10 OPERATION

11 If North Star Academy ceases operation or has its charter revoked by its authorizer, the Board
12 shall consult with an attorney and the NH Department of Education to assure that contractual
13 and financial obligations are met. Upon dissolution of the corporation all non-committed
14 assets will be donated to public charter schools or other non-profits supporting charter schools
15 as determined by the board. Where in kind assets exist, the school will make arrangements
16 with the donor for return of such assets.

17 I. IN THE CASE OF THE CONVERSION OF A PUBLIC SCHOOL TO A CHARTERED CON-
18 VERSION SCHOOL

19 Not Applicable.

20 J. A PLAN FOR THE EDUCATION OF THE SCHOOL'S PUPILS AFTER THE CHARTER
21 SCHOOL MAY CEASE OPERATION

22 A plan for each student's continued education, should the school cease to exist, will be de-
23 termined individually with each student and his/her parent or legal guardian. Likely options
24 would be,

- 25 a) Reintegration into the student's assigned public school,
- 26 b) Application to a different chartered public school, if available, or
- 27 c) Other available options based on parent and student priorities.

28 Upon cessation of operation and as soon as the Board of Trustees become aware, each family
29 will receive notice by mail, in a timely fashion, advising them of the dissolution of the School.
30 The records of each student would be transferred in a timely manner to the receiving school,
31 and the staff and trustees would work with the receiving school, parents, and students to assure
32 smooth and timely transitions.

33 K. A STATEMENT THAT A CHARTERED PUBLIC SCHOOL PROVIDING THE ONLY AVAIL-
34 ABLE PUBLIC EDUCATION SERVICES AT A SPECIFIC GRADE LEVEL IN A SCHOOL
35 DISTRICT SHALL OFFER THOSE EDUCATIONAL SERVICES TO ALL RESIDENT PUPILS
36 OF THAT GRADE LEVEL

37 If North Star Academy is providing the only available public education services at a specific
38 grade level in a school district we will offer those educational services to all resident pupils of
39 that grade level.

1 L. AN OUTLINE OF THE PROPOSED ACCOUNTABILITY PLAN WHICH CLARIFIES EX-
2 PECTATIONS FOR EVALUATING THE SCHOOL'S PROGRAM, AND WHICH CONTAINS
3 AN ACKNOWLEDGMENT THAT A FULL ACCOUNTABILITY PLAN SHALL BE DEVEL-
4 OPED AND READY TO IMPLEMENT PRIOR TO THE DATE OF OPENING

5 The Accountability Plan lays out the specific student achievement goals that a school agrees to
6 meet and the specific measures that define what constitutes meeting these goals. These plans
7 establish a common set of goals and outcome measures that represent expectations the Institute
8 and Trustees hold for student learning and achievement. Progress in meeting the Accountability
9 Plan is used in evaluating whether a school receives approval to continue operating.

10 As public schools, charter schools are held accountable to the same outcomes as other public
11 schools in New Hampshire State, namely performance on state exams. The Accountability
12 Plan sets goals and outcome measures for the school's performance in English language arts,
13 mathematics, science, and social studies as well as for the school's standing with respect to the
14 state's accountability system. Schools may also choose to include in their Accountability Plan
15 optional academic, as well as organizational or other non-academic goals and measures.

16 The initial Accountability Plan is finalized before a school's first day of operation and covers
17 the initial "Accountability Period," the first five years of its charter term. At the end of the
18 Accountability Period schools develop a new Accountability Plan as part of their application
19 for renewal.

20 North Star Academy will have in place an accountability plan before the school opens.

1 SECTION XV

2

3

CHARTER SCHOOL OPENING

4

5 North Star Academy is planning to have the school fully staffed by May 2023. First day of
6 school Sept 2023. See Appendix F - Measurable goals.

1 SECTION XVI

2

3

LETTERS OF SUPPORT

4

5 A. FROM BUSINESS AND COMMUNITY LEADERS, ELECTED OFFICIALS, LOCAL SCHOOL
6 DISTRICTS, PARENTS

7 See Appendix I - Letters of Support

8 B. SIGNED BY ALL MEMBERS OF THE DEVELOPMENT TEAM

9 Please see Appendix B - List of Board Members

Appendix A - At Risk in our Enrollment Zone
Appendix B - List of board members
Appendix c - Year-at-a-Glance
Appendix D - Learning Goals and Objectives and Timeline for Accountability
Appendix E - School calendar
Appendix F - Measurable goals
Appendix G - Budget Plan
Appendix H - ByLaws
appendix I - List the letters
Appendix J - List of Surrounding Schools
Appendix K - Research Studies - not need,in appilcation
Appendix L - Fundraising Plan
Appendix M - Curriculum Alignment

SCHOOL DISTRICT	SCHOOL	TOWN	GRADES	NO. STUDENTS		STATE Math At-Risk	STATE ELA At-Risk	
Governor Wentworth (SAU 49)	Carpenter Elementary School	Wolfeboro	K-3	255		53%	43%	https://en.wikipedia.org/wiki/List_of_school_districts_in_New_Hampshire
Governor Wentworth (SAU 49)	Crescent Lake School	Wolfeboro	4-6	222		53%	38%	http://www.carpenterschool.org/
Governor Wentworth (SAU 49)	Effingham Elementary	Effingham	K-6	114		68%	63%	http://www.crescentlakeschool.org/
Governor Wentworth (SAU 49)	New Durham Elementary	New Durham	PK, K-6	154		58%	48%	https://www.ewinghamelementary.org/
Governor Wentworth (SAU 49)	Ossipee Central	Center Ossipee	PK, K-6	317		63%	58%	http://www.newdurhamschool.org/
Governor Wentworth (SAU 49)	Tuftonboro Central	Center Tuftonboro	K-6	123		43%	28%	http://www.ossipeecentralschool.org/
Governor Wentworth (SAU 49)	Lakeside Academy							No Website
Alton (SAU 72)	Alton Central Elementary	Alton	PK, K-8	426	minus 126 6-8 grades	58%	55%	https://www.tuftonborocentralschool.com/
Wakefield School District (SAU 101)	Paul Elementary School	Sanbornville	PK, K-8	470	minus 170 (6-8 grades)	64%	57%	
Moultonborough School District (SAU 4)	Moultonborough Central School	Moultonboro	PK, K-6	252		53%	38%	http://mcs.sau45.org/
Rochester (SAU 54)	Maple Street Magnet School	Rochester	K-5	118		35%	35%	
Rochester (SAU 54)	Gonic School	Rochester	K-5	226		28%	43%	
Rochester (SAU 54)	Nancy Loud School	Rochester	K-4	74		10%	45%	
Rochester (SAU 54)	School Street School	Rochester	K-4	79		45%	35%	
Rochester (SAU 54)	Chamberlain Street School	Rochester	K-5	393		41%	51%	
Rochester (SAU 54)	East Rochester School	Rochester	PK, K-5	284		43%	53%	
Rochester (SAU 54)	William Allen School	Rochester	K-5	307		43%	53%	
Rochester (SAU 54)	McClelland Elementary School	Rochester	K-5	307		43%	53%	
Laconia (SAU 30)	Woodland Heights Elementary	Laconia	PK, K-5	362		68%	63%	
Laconia (SAU 30)	Pleasant Street School	Laconia	PK, K-5	299		68%	58%	
Laconia (SAU 30)	Elm Street School	Laconia	PK, K-5	307		68%	68%	
Gilford (SAU 73)	Gilford Elementary	Gilford	K-4	343		28%	43%	
Gilford (SAU 73)	Gilford Middle School	Gilford	5-8	311	Minus 200 for Grade 6-8	38%	35%	
Gilmanton (79)	Gilmanton Elementary	Gilmanton	K-8	407	Minus 135 for Grades 6-8	45%	32%	
				5432		49%	49%	
				-631				
				4801				

Board Members For

THE INSTITUTE FOR CLASSICAL CULTURE
THE SPONSOR OF NORTH STAR ACADEMY

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We, the above listed board members of the Institute for Classical Culture, here by authorize with our signatures the submittal of the North Star Academy Chartered Public School application to New Hampshire Department of Education.



(James Miller jr)



(Daniel Yule)



(Melani Galante)



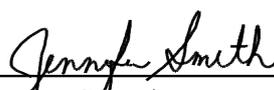
(Marion Claus)



(Greg Brooks)



(Walter Cartwright)



(Jennifer Smith)

KINDERGARTEN - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY Literacy Essentials	Weeks 1-6	Weeks 7-10	Weeks 11-14	Weeks 15-16	Weeks 17-20	Weeks 21-24	Weeks 25-28	Weeks 29-32	Weeks 33-36
LITERATURE Include ~5 poems each month	Three Billy Goats Goldilocks Three Little Pigs	The Wolf and the Seven Little Kids Aesop's Fables	Red Riding Hood The Legend of Jumping Mouse King Midas	The Velveteen Rabbit	Tortoise and the Hare How Many Spots? Tug-of-War	Snow White Cinderella Casey Jones	Momotaro Bremen Town Musicians Chicken Little	Little Red Hen Ugly Duckling Johnny Appleseed	Winnie-the-Pooh
HISTORY & GEOGRAPHY	Basic Geography and Maps Seven Continents	Native Americans Past and Present	Columbus Pilgrims	George Washington	July 4 Thomas Jefferson	Abraham Lincoln	American Flag White House	Theodore Roosevelt Statue of Liberty	Mount Rushmore Current President
MATH Dimensions KA & KB	Chapters 1-2 Begin KA	Chapters 3-4	Chapters 4-5	Chapter 6	Chapters 7-8 Begin KB	Chapters 9-10	Chapters 10-11	Chapters 12-13	Chapter 14
SCIENCE	Plants & Trees George Washington Carver	Seasons	Magnetism	Animals & Their Needs Jane Goodall	Human Body: 5 Senses	Human Body: Taking Care of Your Body	Taking Care of the Earth	Weather Wilson Bentley The Wright Brothers	Planting & Farming
ART	Color	Color	Line	Line	Sculpture	Bruegel Cassatt	Homer	Rivera	Tanner
MUSIC Include 2 songs each month	Basic Elements	Basic Elements	Instruments	Instruments	Peer Gynt	March of the Toys	March of the Siamese	Carnival of the Animals	Review elements

1ST GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY Literacy Essentials	Weeks 1-4 Review, List A Begin Primary Phonics	Lists B & C	Lists D & E Begin McCall Harby	Lists F & G	List H Complete Primary Phonics	Lists I & J Begin Uncontrolled Readers	Lists K & L	Lists M & N	List O
LITERATURE Include ~2 poems each month	Frog Prince Hansel and Gretel Thumbelina (& variations)	Cinderella (& variations) Jack and the Beanstalk Pied Piper	Pinocchio	Princess and the Pea Rapunzel Tale of Peter Rabbit	Aesop's Fables Puss-in-Boots Br'er Rabbit	Rumpelstiltskin Sleeping Beauty The Little Hero of Holland	House at Pooh Corner	Why the Owl Has Big Eyes Lon Po Po/ Little Red Riding Hood	The Little Half-Chick All Stories Are Anansi's The Crowded, Noisy House
HISTORY & GEOGRAPHY	Basic Geography and Maps Mesopotamia	Ancient Egypt Judaism	Christianity	Islam	First Americans Maya, Aztec, Inca Modern Mexico	Early Exploration and Settlement	Thirteen Colonies American Revolution	American Revolution	Exploration of the American West
MATH Dimensions 1A & 1B	Chapters 1-3 Begin 1A	Chapters 4-5	Chapters 6-8	Chapters 8-9	Chapters 10-12 Begin 1B	Chapters 13-14	Chapters 15-16	Chapter 17	Chapters 18-19
SCIENCE	Habitats & Food Chains Oceans Jacques Cousteau Environmental Change	Classification of Animals	Human Body Louis Pasteur	Human Body Edward Jenner	Astronomy	Matter	Electricity Thomas Edison	The Earth	The Earth
ART		Art from long ago	Color	Line	Shape	Texture	Portrait	Still Life	
MUSIC Include 2 songs each month	Basic Elements	Basic Notation	Composers Mozart	Orchestra Prokofiev	Opera	Instrumental Music	Ballet	Jazz	Review notation, elements

2ND GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY	Weeks 1-2 Review	Lists 2B & 2C	Lists 2D & 2E	Lists 2F & 2G	List 2H	Lists 2I & 2J	Lists 2K & 2L	Lists 2M & 2N	List 2O
Literacy Essentials	McCall Crabb List 2A Begin Uncontrolled Readers								
LITERATURE	Charlotte's Web	Magic Paintbrush	Greek Mythology	Tongue-Cut Sparrow Christmas Carol How the Camel Got His Hump	Peter Pan	Ikami Stories Tall Tales Talk	Sign of the Beaver	Emperor's New Clothes	El Pajaro Cu Tiger, Brahman, & Jackal
Include ~2 poems each month		Fisherman and His Wife Beauty and the Beast							
HISTORY & GEOGRAPHY	Basic Geography and Maps Ancient India	Ancient China Modern Japan	Ancient Greece	Ancient Greece	Constitution War of 1812	Geography of the Americas Westward Expansion	Civil War	Civil War	Immigration and Citizenship
MATH	Chapters 1-2 Begin 2A	Chapters 3-4	Chapters 5-6	Chapter 7	Chapter 8 Begin 2B	Chapters 9-10	Chapters 11-12	Chapters 13-14	Chapter 15
Dimensions 2A & 2B									
SCIENCE	Seasons and Water Cycle Life Cycles	Insects	Insects Jean-Henri Fabre	Magnetism	Simple Machines Elijah McCoy	Cells and Microscopes Daniel Hale Williams Anton van Leeuwenhoek	Cells & Microscopes Taking Care of Your Body Florence Nightingale	Digestive and Excretory Systems	Plants * Review content from Kindergarten for this unit.
ART	Lines	Architecture	Architecture	Sculpture	Landscapes	Landscapes	Abstract Art	Abstract Art	
MUSIC	Basic Notation	Basic Elements	String Instruments Carnival of the Animals	Vivaldi	Percussion Instruments Toccata for Percussion	Keyboard Instruments Sonata K. 331	Beethoven Spring Song	Bach	Review notation, elements
Include 2 songs each month									

3RD GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY Literacy Essentials	Weeks 1-2 Review Lists for Weeks 1-4	Lists for weeks 5-8	Lists for weeks 9-12	Lists for weeks 13-16	Lists for weeks 17-20	Lists for weeks 21-24	Lists for weeks 25-28	Lists for weeks 29-32	Lists for weeks 33-36
LITERATURE Include ~2 poems each month	Arabian Nights Black Beauty	Black Beauty Greek and Roman Mythology	Norse Mythology Princess and the Goblin	The Princess and the Goblin	The Hunting of the Great Bear Farmer Boy	Farmer Boy	Gone is Gone The People Could Fly	Three Words of Wisdom William Tell The Little Match Girl	Jungle Book
GRAMMAR Well-Ordered Language 2A & 2B	Parts of Speech Kinds of Sentences	Principal Elements Adverbs	Adjectives Direct Objects	Subject Pronouns Interrogative Sentences	Object Pronouns Pronoun Review	Prepositional Phrases-Adverbial Introductory Prepositional Phrases	Compound Subjects Compound Verbs	Compound Verbs Compound Direct Objects	Punctuation & Review
COMPOSITION	Introduction to the Paragraph Informative Paragraph	Narrative Paragraph	Persuasive Paragraph	Review and Remediation	Review and Remediation	Informative Paragraph	Narrative Paragraph	Persuasive Paragraph	Review and Remediation
HISTORY & GEOGRAPHY	Rivers of the World Ancient Rome	Ancient Rome	Ancient Rome	Vikings Canadian Geography	Native Peoples of North America	Exploration	Southern Colonies	New England Colonies	Middle Atlantic Colonies
MATH Dimensions 3A & 3B	Chapters 1-2 Begin 3A	Chapters 3-5	Chapters 6-7	Chapters 8	Chapters 9-10 Begin 3B	Chapters 11-12	Chapters 13-14	Chapters 15-16	Chapters 17
SCIENCE	Classification of Animals	Ecology John Muir	Astronomy Mae Jemison	Astronomy E. Halley Copernicus	Human Body: Muscular & Skeletal Systems	Human Body: Nervous System, Vision & the Eye	Light & Optics	Human Body: Hearing & the Ear	Sound A.G.Bell
ART	Balances and Symmetry	Ancient Rome	Ancient Rome	Byzantium	American Indian Art	Light	Space	Design	Design
MUSIC Include 2 songs each month	Basic Notation	Basic Elements	Tchaikovsky Brass Instruments	W. Tell Overture Horn Concertos	Woodwinds Prelude to...a Faun	Souza	Copland	Scheherazade	Review notation, elements, ranges

4th GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY	Intro of Roots 3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week
LITERATURE	Wonderful Chuang Brocade Treasure Island	Treasure Island King Arthur	King Arthur Saint George & the Dragon Robin Hood	Robin Hood Fire on the Mountain	Johnny Tremain	Johnny Tremain	Anne of Green Gables	Anne of Green Gables	Rip Van Winkle Sleepy Hollow
GRAMMAR	Principal Elements Diagramming Adverbs	Adverbs Adjectives	Predicate Verbs Direct Objects Predicate Nominative	Predicate Adjectives Predicate Review Possessive Nouns	Prepositional Phrases Compound Elements	Subject Pronouns Object Pronouns	Possessive Pronouns Interrogative Pronouns	Compound Sentences	Relative Pronouns Relative Clauses
COMPOSITION	Informative Body Paragraph & 2 topic sentences	Narrative Body Paragraph & 2 topic sentences	Persuasive Body Paragraph & 2 topic sentences	Review & Remediation	Review & Remediation	3 Informative Body Paragraphs	3 Narrative Body Paragraphs	3 Persuasive Body Paragraphs	Review & Remediation
HISTORY & GEOGRAPHY	Mountains China	Europe in the Middle Ages	Islam Crusades	Early & Medieval African Kingdoms	American Revolution	Making a Constitutional Government	Washington Adams Jefferson	Jeffersonian America	Andrew Jackson
MATH	Chapters 1-2 Begin 4A	Chapters 3-4	Chapters 5-6	Chapters 6-7	Chapters 8-9 Begin 4B	Chapters 10-11	Chapters 12-13	Chapters 13-14	Chapter 15
SCIENCE	Circulatory & Respiratory Systems Charles Drew Elizabeth Blackwell	Geology James Hutton	Geology	Geology	Meteorology Benjamin Barneker	Meteorology	Chemistry	Chemistry Electricity Michael Faraday	Electricity
ART	Ancient China	Medieval Europe	Islamic Art and Architecture	Africa	Late 18th-century United States	Late 18th-century United States	Monticello	Georgian Architecture	
MUSIC	Basic Notation 2 songs	Basic Elements 2 songs	F.J. Hayden 2 songs	Vocal Ranges G.F. Handel	Orchestra 2 songs	W.A. Mozart 2 songs	W.A. Mozart 2 songs	Gregorian Chant 1 song	Review Notation, Elements, Ranges

5TH GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERACY	Root words review 3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week	3 roots & 10 spelling/vocab words per week
LITERATURE	Secret Garden	Tales from Shakespeare	Wind in the Willows	Wind in the Willows The Samurai's Daughter	Adventures of Tom Sawyer	Adventures of Tom Sawyer Frederick Douglass	Frederick Douglass	Coyote Goes to the Land of the Dead The Sun Dance Alice in Wonderland	Alice in Wonderland Sherlock Holmes
GRAMMAR Well-Ordered Language 3A & 3B	Four Kinds of Sentences Adverbs & Adjectives	Predicate Verbs, Nominatives & Adjectives Personal Pronouns	Sensory Linking Verbs Prepositional Phrases	Indirect Objects	Interrogative Pronouns Relative Clauses	Adverbial Elements Adverbial Clauses	Reflexive Pronouns Participles	Gerunds Infinitives Review Verbals	Types of Sentences
COMPOSITION	Informative 4 Paragraph Essay	Informative 4 Paragraph Essay	Informative 4 Paragraph Essay	Narrative 4 Paragraph Essay	Narrative 4 Paragraph Essay	Narrative 4 Paragraph Essay	Persuasive 4 Paragraph Essay	Persuasive 4 Paragraph Essay	Persuasive 4 Paragraph Essay
HISTORY & GEOGRAPHY	Lakes Renaissance	Early American Civilizations European Exploration	Reformation England from Henry VIII to William & Mary	Russia Feudal Japan	Antebellum America	Civil War	Civil War	Reconstruction	Westward Expansion after 1860 Native Americans
MATH	Chapters 1-2 Begin 5A	Chapters 3-4	Chapters 4-5	Chapter 6	Chapters 7-8 Begin 5B	Chapters 8-9	Chapters 10-11	Chapters 11-12	Chapter 13
SCIENCE	Plant Structures and Processes	Plant Structures and Processes Classification	Classification Carl Linnaeus	Cell Structures and Processes Ernest Just	Cell Structures and Processes	Life Cycles and Reproduction Percy Lavon Julian	Endocrine System Reproductive System	Atomic Structure & Periodic Table John Dalton	Elements, Compounds, & Chemical Change
ART	Renaissance Art	Renaissance Art/ Sculpture	Renaissance Art/ Sculpture	Art of Japan	19th-Century American Art	19th-Century American Art	19th-Century American Art	19th-Century American Art	
MUSIC	Basic Notation and Elements	Renaissance Music	Mendelssohn Dona Nobis Pacem	Mussorgsky Songs: Sakura and Hava Nnnninh	Beethoven	Spirituals	American Songs	American Songs	American Songs

6TH GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERATURE	Classical Mythology	Children's Homer	Children's Homer Prince and the Pauper	Prince and the Pauper	Scarlet Pimpernel	Scarlet Pimpernel	Count of Monte Cristo	Count of Monte Cristo	Count of Monte Cristo
GRAMMAR Well-Ordered Language 4A & 4B	Principal Elements, Adverbs & Adjectives Predicate Verbs, Nominatives, and Predicate Adjectives	Prepositional Phrases Personal Pronouns	Indirect Objects Interrogative Pronouns and Interrogative Adverbs	Relative Clauses with Relative Pronouns and Relative Adverbs Appositives	Reflexive Pronouns & Intensive Pronouns	Adverbial Causes & Phrases Indefinite Pronouns	Participial Phrases Gerund Phrases	Infinitive Phrases Verbal Phrase Review	Noun Clauses
COMPOSITION	Informative 5 Paragraph Essay	Informative 5 Paragraph Essay	Informative 5 Paragraph Essay	Narrative 5 Paragraph Essay	Narrative 5 Paragraph Essay	Narrative 5 Paragraph Essay	Persuasive 5 Paragraph Essay	Persuasive 5 Paragraph Essay	Persuasive 5 Paragraph Essay
HISTORY & GEOGRAPHY	Deserts Judaism & Christianity	Ancient Greece	Ancient Rome	Ancient Rome Enlightenment	French Revolution	Romanticism Industrialism	Capitalism & Socialism	Immigration Industrialization & Urbanization	Reformers Latin America
MATH Dimensions 6A & 6B	Chapters 1-2 Begin 6A	Chapters 2-3	Chapters 4-5	Chapters 6-7	Chapter 8 Begin 6B	Chapters 11-12	Chapters 12-13	Chapter 9	Chapter 10
SCIENCE	Plate Tectonics Alfred Wegener	Energy Marie Curie	Heat & Heat Transfer	Energy Transfer Lewis Latimer James P. Joule	Astronomy Isaac Newton	Human Body: Circulatory & Lymphatic Systems	Immune System & Diseases Alexander Fleming	Oceans	Oceans
ART	Classical	Gothic	Renaissance	Baroque	Rococo	Neoclassical	Romantic	Realism	
MUSIC	Basic Notation and Elements	Baroque Bach	Classical Mozart	Handel	Chamber music Haydn	Beethoven Romantic	Schubert	Chopin	Schumann
LATIN Wheelock's	Introduction Chapter 1	Chapter 1	Chapter 2	Chapter 3	Chapter 4	Chapter 5	Chapter 6	Chapter 7	Chapter 8

7TH GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERATURE	Fahrenheit 451	Fahrenheit 451 Cyrano de Bergerac	Cyrano de Bergerac Christmas Carol	Christmas Carol	Call of the Wild	Call of the Wild	Romeo & Juliet	Romeo & Juliet Short Stories	Dr. Jekyll & Mr. Hyde
GRAMMAR Get Smart	Principal Elements of the Sentence Lessons 1-4	Pronouns Adjectives Lessons 5-8	Adverbs Prepositional Phrases Transitive Verbs Lessons 9-12	Coordinating Conjunctions Lessons 13-17	Indirect Objects Intransitive Verbs Passive Verbs Lessons 18-21	Linking Verbs Noun Jobs Clauses Lessons 22-26	Clauses Lessons 27-30	Gerunds Participles Lessons 31-34	Infinitives Review Lessons 35-37
HISTORY & GEOGRAPHY	Exploration and Colonization	American Revolution	U.S. Constitution	U.S. Constitution	Early Republic	Antebellum Era	Abraham Lincoln	Civil War	Civil War and Reconstruction
MATH Dimensions 7A & 7B	Chapters 1-2 Begin 7A	Chapters 3-4	Chapters 5-6	Chapters 7-8	Chapters 9-10 Begin 7B	Chapters 11-12	Chapters 13-14	Chapters 15-16	Chapter 17 and Review
SCIENCE	Review Scientific Method Atomic Structure Niels Bohr Dmitri Mendeleev	Atomic Structure Antoine Lavoisier	Chemical Bonds and Reactions Lise Meitner	Chemical Bonds and Reactions	Chemistry of Food and Respiration	Chemistry of Food and Respiration Dorothy Hodgkin	Cell Division and Genetics	Cell Division and Genetics Gregor Mendel History of Earth and Life Forms	Evolution Charles Darwin
ART	Monet Renoir	Degas Cassatt	Cezanne Seurat Van Gogh	Gauguin Toulouse-Lautrec	Matisse Munch Chagall	Picasso Duchamp Kandinsky	Klee Mondrian Dali	Hopper Wyeth O'Keefe	Wood Rivera Rockwell
MUSIC	Music Theory Review	Music Theory Review	Romantic Era	Romantic: Berlioz & Liszt	Romantic: Wagner & Brahms	Classical: Dvorak & Grieg	Nationalism: Grieg & Tchaikovsky	Blues & Jazz	Jazz & Fusion
LATIN Wheelock's	Review	Chapter 9	Chapter 10	Chapter 11	Chapter 12	Chapter 13	Chapter 14	Chapters 15-16	Chapter 17

8TH GRADE - YEAR AT A GLANCE

	AUGUST & SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
LITERATURE	To Kill a Mockingbird	To Kill a Mockingbird	Robinson Crusoe	Robinson Crusoe	Lord of the Flies	Lord of the Flies	Short Stories Much Ado About Nothing	Much Ado About Nothing	Poetry
GRAMMAR Stay Smart	Review: Parts of Speech Phrases	Review: Clauses Verbals	Diagramming Sentences 1-27	Diagramming Sentences 28-55	Diagramming Sentences 56-83	Diagramming Sentences 84-111	Diagramming Sentences 112-139	Diagramming Sentences 140-167	Diagramming Sentences 168-188
HISTORY & GEOGRAPHY	The Gilded Age Progressivism Toward the Great War	World War I The Roaring Twenties	The Great Depression Rise of Totalitarianism World War II	World War II	The Start of the Cold War	Cultural changes and Activism The 1960s	The 1960s The 1970s	The 1980s The 1990s	The 2000s The 2010s
MATH Weeks & Adkins	Chapters 1-2	Chapters 3-4	Chapters 5-6	Chapter 7	Chapter 8	Chapter 9-10	Chapters 11-12	Chapters 13-14	Review
SCIENCE	Review scientific method and metric system Motion	Forces	Density and Buoyancy	Work, Energy, Power Albert Einstein	Work, Energy, Power Sound	Sound Electromagnetic Radiation and Light	Light Charles Steinmetz	Electricity Nikola Tesla Benjamin Franklin	Magnetism James Maxwell
ART	Painting since WWII	Painting since WWII	Photography	Photography	20th Century Sculpture	20th Century Sculpture	Architecture since the Industrial Revolution	Architecture since the Industrial Revolution	Review
MUSIC	Music Theory: Rhythm & Melody	Music Theory: Intervals & Keyboard Skills	Music Theory: Scales & Key Signatures	Music Theory: Harmony, Form, & Composition	Nationalism: Sibelius & Copland	Moderns: Debussy & Stravinsky	Opera: Rossini & Verdi	Musical Theater: Berlin, Cohan, Porter, & Kern	Musical Theater: Rogers & Hammerstein, Bernstein, & Sondheim
LATIN Wheelock's	Review Chapter 18	Chapters 19-20	Chapter 21	Chapter 22	Chapter 23	Chapter 24	Chapter 25	Chapter 26	Chapter 27

APPENDIX D

MEASURABLE ACADEMIC LEARNING GOALS AND OBJECTIVES AND TIMELINE FOR ACCOUNTABILITY

GOAL/OBJECTIVE	TIMELINE
<p>Ensure compliance with applicable laws, regulations, and provisions of the charter.</p> <p>Achieve and maintain “Meets standard” or “Exceeds Standard” rating on the Charter Renewal Application Performance Rubric in the area of Academic Learning.</p>	<p>Year 5 Charter Renewal Application In accordance with RSA 194-B:16 (VI), North Star Academy will comply with the conditions for renewal of a New Hampshire Public Charter School: VI. <i>“By the end of its final contract year, the charter school shall meet or exceed the objective academic test results or standards and goals as set forth in its application.”</i></p> <p>Yearly Yearly Review of Accountability Plan and Annual Reports by key stakeholders</p> <p>Monthly Monthly review of data of achievement and academic testing to ensure students are maintaining academic standards and progress as outlined in the charter by key stakeholders</p>
<p>Ensure compliance with expectations of New Hampshire Academic Standards and Assessments as outlined in the Charter</p>	<p>Elementary School:</p> <ul style="list-style-type: none"> ● Teachers will provide students with ongoing feedback on their work in an age-appropriate manner. ● In the middle of each term parents will be provided with a written assessment of their child’s work in both main lesson and core subject areas to be accessed. This will be followed by a more comprehensive assessment at the end of each term. ● Parent-teacher conferences will also be scheduled on a twice-yearly basis. ● At any point during the year if a teacher has specific concerns about a student’s progress, they will communicate directly with parents and the administration. ● After two years of instruction we expect students to average 15% growth on state assessment scores. ● After four years of instruction at LCA, we expect over 65% of elementary students to be proficient (level 3 and 4) in reading and over 60% math as measured by the state assessment.

	<p>Middle School:</p> <ul style="list-style-type: none"> • Parent-teacher conferences will also be scheduled on a twice-yearly basis. At any point during the year if a teacher has specific concerns about a student's progress, they will communicate directly with parents. • By the end of each school year we expect at least 70% of all students will have completed a competency based portfolio of their work throughout the school year of acceptable quality according to teacher assessment standards. • We expect at least 70% of all students at North Star Academy will be reading, writing and performing math at grade level as assessed by NH SAS tests: ELA and Math. • By the end of each school year, we expect at least 70% of all middle school students to have completed all of their courses with a grade of C or higher.
<p>Improve student learning and achievement through a rigorous, challenging, content-rich, Classical curriculum.</p> <p>70% of students in each grade level will meet or exceed Assessment Testing growth goals in Math and Reading, measured from fall to spring each year. 70% of students in each sub-group will meet or exceed Assessment Testing growth goals in Math and Reading, measured from fall to spring each year.</p> <p>Sub-groups include:</p> <ul style="list-style-type: none"> • English Language Learners • Students with Disabilities • Gifted • Minorities • Economically Disadvantaged <p>Students in all at-risk subgroups will score within 20% of non-risk subgroups on state-mandated assessments.</p>	<p>Yearly Yearly Review of Accountability Plan and Annual Reports by key stakeholders</p> <p>Monthly Monthly review of data of achievement and academic testing to ensure students are maintaining academic standards and progress as outlined in the charter by key stakeholders.</p> <p>Weekly It is the expectation that classroom instructors will create differentiated units, lessons and assessments that adhere to this goal. Plans and assessments will be reviewed by school personnel on a regular basis.</p> <p>Daily Classroom instructors should be adjusting instruction in order to meet student needs. Reflection on daily data trends assessed through formative assessments is essential for optimum learning. This reflection will be incorporated in the unit and lesson planning.</p>
<p>Facilitate character development in</p>	<p>Annually</p>

<p>an inclusive learning environment.</p> <p>Teacher and parent surveys rate the school as “meets expectations” or better for condition of learning environment</p>	<p>North Star Academy will have a minimum of one parent survey annually, but may conduct more as deemed necessary</p>
<p>By the end of grade 8 we expect at least 70% of all students will exhibit grade level scientific reasoning assessed by state science testing. Upon promotion from grade eight, students will demonstrate an advanced ability to originate and proceed with exploring a line of questioning that leads to a deeper understanding of ideas and concepts.</p>	<p>Daily Students will engage in a rigorous science curriculum that allows students to learn the scientific method through questioning (hypothesis) and hands-on experimentation.</p> <p>Quarterly Students will be assessed quarterly through formative and summative assessment, labs and field based experiences.</p> <p>Annually Common assessments will be administered a minimum of 3 times per year and data will be analyzed. Students at risk of not meeting the academic goal will be given additional interventions and supports based on need.</p>
<p>By the end of grade 8 we expect at least 70% of all students will exhibit grade level social science/historical reasoning as assessed by internal school testing. Upon promotion from grade eight, students will demonstrate an advanced ability to originate and proceed with exploring a line of questioning that leads to a deeper understanding of ideas and concepts.</p>	<p>Daily Students will engage in a rigorous social science/history curriculum that allows students to learn American and World History through a civic minded lens. Students will learn in history and civics based on the answers to a single question: What ideas, words, and deeds have most significantly formed the world into which students were born? Studying the answers to this question provides students the fullest understanding of the world in which they will live their lives.</p> <p>Quarterly Students will be assessed quarterly through formative and summative assessment, project and community based experiences.</p> <p>Annually Common assessments will be administered a minimum of 3 times per year and data will be analyzed. Students at risk of not meeting the academic goal will be given additional interventions and supports based on need.</p>

Owner	Goal	Time Line	Status
ICC Board	Vote to approve 5 year budget for NSA	27 January 21	Completed
ICC Board	Apply for NH Charter School Grant for start-up costs	22 July 21	Completed
ICC Board	Set up Committees and meet regularly	March 22	In Progress
ICC: Marketing Committee	Begin Marketing	May 22	In Progress
ICC Board	Complete and submit application for NH Public Charter North Star Academy	June 22	In progress
ICC Board	Receive approval for NH Public Charter North Star Academy	August 22	In progress
ICC Board	Re-apply for NH Charter School Grant for start-up costs	12 August 22	Pending
ICC Board	Find a suitable location for the school campus	August 22	In progress
ICC Board/ NSA Director	Begin Recruiting Administration and Teaching Staff	August 22	Pending
ICC: Building Committee	Begin Building OR upgrades and renovations	September 22	Pending
ICC Board/ NSA Director	Begin student recruitment efforts	February 23	Pending
NSA Director	Application Period for student enrollment begins	February 23	Pending
NSA Director	Curriculum Published	March 23	Pending
ICC Board/ NSA Director	Begin outreach to sending districts, LEAs, and community to forge partnerships	March 23	Pending
ICC Board/ NSA Director	Reach out to sending districts to coordinate IEP meetings to begin the process of providing support to eligible students	April 23 and ongoing	Pending
ICC Board	Hire School School Director	April 23	Pending
NSA Director	Hire School Administrative Staff	June 23	Pending
NSA Director	Hire School Faculty in Special Education Teachers	June 23	Pending
ICC Board/ NSA Director	Hire all Service Providers necessary for the full operation of the school	Ongoing	In Progress
ICC Board/ NSA Director	Opening Day of North Star Academy Charter School	28 August 2023	Pending
ICC Board/ NSA Director/Fundraising Committee	Start executing on 5 year Fundraising Plan (FY 2025-2028)	September 2023	Pending

North Star Academy Budget Narrative

The budget proposed in this application is based on realistic enrollment and fundraising goals while remaining conservative in our estimation of expenditures. We understand 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.

Operating Cash Inflows

North Star Academy's budget projections include revenue from the State of New Hampshire Charter School Per Pupil Aid 2022-2023 which is \$7,339 for grades K-12 with a 2% increase every two years. These are the figures available at the time of the submission of the application. These numbers will be updated annually pursuant to RSA 194-B: 11. The School will open in September 2024 with 90 students in Grades Kindergarten through Grade 4 and expanding by a grade each year as shown below:

	FY23	FY24	FY25	FY26	FY27
Kindergarten	30	45	45	45	45
Grade 1	15	30	45	45	45
Grade 2	15	30	30	45	45
Grade 3	15	30	30	30	45
Grade 4	15	30	30	30	30
Grade 5	0	15	30	30	30
Grade 6	0	0	15	30	30
Grade 7	0	0	0	15	30
Grade 8	0	0	0	0	15
Total Students	90	180	225	270	315

The projections also include tuition from school districts for special education services which will help cover the payroll costs for a Special Education Teacher and Paraprofessionals.

North Star Academy anticipates applying and receiving a Charter School Program Grant to help assist with the startup costs. The Start Up Costs are estimated at \$726,474 which will be reimbursed by the Grant. In the event North Star Academy is unable to obtain a Charter School Program Grant, then funds will be raised through a combination of donations and/or loans through a local bank or other lending source. Other sources of revenue include \$50,000 in Lease Aid based on the maximum aid available to Charter Schools in FY23, \$5,000 in Fundraising per year and solicitations for Donations.

For more information, see North Star Academy's detailed 5-year budget.

Operating Cash Outflows

Instructional Services (Instruction, Special Education, Other Instructional Programs and Guidance): North Star Academy plans to hire instructional staff on or about July 1, 2023. During the months of July and August we plan to work with the staff to focus on school organization and opening, training in a

North Star Academy Budget Narrative

variety of topics ranging from curriculum development and awareness, school policy & procedure, life safety issues such as lockdowns and bullying, sexual harassment etc. all leading up to a school opening in September of 2023. Our operating budget includes 6 teachers, 4 paraprofessional, and 1 substitute employee in Year 1. Starting salaries for all teachers are projected at \$40,000 per year with a 2% cost of living increase each year. Benefits are projected at \$750 per year for each full-time employee.

North Star Academy will hire a Special Education Teacher and Paraprofessional in Year 1 and increase the staffing within the Special Education Department as the school increases in size. The starting salary is \$50,000 for the Full-Time Teacher and \$25.00/Hour for the Paraprofessional which is reflective of the specialized knowledge required for these positions. The costs associated with Special Education will be recouped through Special Education invoices to each sending School District.

Other positions include a Guidance Counselor at \$40,000/year and contract services for P.E., Art, and Music at \$2,500 per month in Year 1.

North Star Academy has budgeted \$25,000 for new furniture but intends to seek out donations as much as possible. Other supplies include textbooks estimated at \$275 per student and general teaching supplies to get each classroom set up.

Individual compensation is estimated based upon current market conditions and may vary depending upon qualifications, credentials, experience etc. are. We believe that salaries and benefits are adequate to attract and retain quality personnel. Instruction for special classes and programs identified will be separately contracted on a per diem basis. Associated expenditures for these departments are based on Charter Schools of similar size and scale over a 5-year period with student population growth. For more information, see North Star Academy's detailed 5-year budget.

Support Services (Health, Improvement of Instruction, Technology, Library, School Board, and Administration): North Star Academy plans to have our School Director and Business Office Manager employed as of Nov 1, 2022. These positions will be focused on preparing the school for opening and such activities will include teacher and staff recruiting and contract negotiations, personnel benefits planning and negotiations, teacher training and development, equipment and supplies planning and acquisition, support staff hiring & recruitment. A Nurse will be hired to work for 25 hours each week at \$24/hour. In addition to the foregoing, all related benefits such as payroll taxes and workers compensation insurance have been included for the same period.

North Star Academy will provide a Chromebook (estimated cost of \$250 each for the computer and site license) for all students as well as an HP Laptop for each teacher, Aide and Administrator at a cost of \$1,000. The total cost estimate for this is \$35,500 in Year 1. Our Information Technology will be outsourced, and is anticipated to cost \$10,000 for the initial setup and then \$6,000 on an ongoing basis to maintain our IT Infrastructure. North Star Academy will install basic servers, data systems, software (e.g., School Messenger, Rediker Student information system etc.) and networks to insure the smooth and efficient operation of the school at an estimated cost of \$36,000. Additional contractors will be outsourced as needed including accounting, auditing, technology, and legal services. North Star

North Star Academy Budget Narrative

Academy has estimated costs of \$15,000 during start up for advertising and general information services to inform prospective parents, students, and the community at large about the school.

For more information, see North Star Academy's detailed 5-year budget.

Operation of Plant: North Star Academy intends to lease or purchase a building suitable for the school's needs based on appropriate locations being available and those locations being financially viable. Our projections assume a \$2M building is mortgaged at 5% over 15 years. The five-year budget includes utilities, grounds maintenance, telephone services, and insurance based on consultation with other Charter Schools in NH. Finally, we are estimating the cost to bring the leased space into code requirements for use as a school. These costs include alterations for ADA, life safety, security and other similar code requirements that are specific to the operation of the space as a functioning school under NH law. Details will be provided as we get further into the facility assessment, planning and design phase of our work but are currently estimated to cost \$200,000.

For more information, see North Star Academy's detailed 5-year budget.

**No North Star Academy Public Chartered School
Charter School Application
5 Year Budget**

	Start Up Phase	Year 1 FY2023	Year 2 FY2024	Year 3 FY2025	Year 4 FY2026	Year 5 FY2027
OPERATING CASH INFLOWS						
Enrollment Adequacy Aid	\$ -	\$ 660,510	\$ 1,347,480	\$ 1,684,350	\$ 2,061,720	\$ 2,405,340
Charter School Program Grant	\$ 694,842	\$ -	\$ 168,967	\$ 94,381	\$ -	\$ -
Special Education Tuition	\$ -	\$ 80,142	\$ 161,872	\$ 165,080	\$ 248,493	\$ 253,417
Contributions and Donations	\$ -	\$ 175,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Fundraising Revenue	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Lease Aid	\$ -	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000
Differential Aid	\$ -	\$ 6,963	\$ 13,927	\$ 17,408	\$ 20,890	\$ 24,372
TOTAL CASH INFLOWS	\$ 694,842	\$ 977,615	\$ 1,757,246	\$ 2,026,219	\$ 2,396,103	\$ 2,748,129

OPERATING CASH OUTFLOWS	FY2023	FY2024	FY2025	FY2026	FY2027
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<i>Instruction</i>						
Teachers Salary	\$ 48,000	\$ 240,000	\$ 532,800	\$ 638,496	\$ 746,784	\$ 881,718
Instructional Aide Salary	\$ -	\$ 90,440	\$ 182,688	\$ 322,000	\$ 328,436	\$ 335,002
Substitute Teacher Wages	\$ -	\$ 3,990	\$ 8,060	\$ 12,211	\$ 12,455	\$ 12,704
Instruction Workers Compensation	\$ 1,200	\$ 2,200	\$ 4,600	\$ 6,600	\$ 7,000	\$ 7,600
Instruction Benefits	\$ -	\$ 4,500	\$ 9,750	\$ 12,000	\$ 13,500	\$ 15,750
Payroll Taxes	\$ 3,672	\$ 25,584	\$ 55,351	\$ 74,412	\$ 83,207	\$ 94,051
Curriculum Development	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ -	\$ -
Printing & Binding	\$ 2,000	\$ 3,000	\$ 6,000	\$ 7,500	\$ 9,000	\$ 10,500
General Teaching Supplies	\$ 3,000	\$ 3,000	\$ 6,000	\$ 7,500	\$ 9,000	\$ 10,500
Text Books and Program Materials	\$ 24,750	\$ 1,500	\$ 24,750	\$ 12,375	\$ 1,500	\$ 1,750
Educational Software Licenses	\$ -	\$ 1,000	\$ 2,000	\$ 2,500	\$ 3,000	\$ 3,500
New Furniture and Fixtures	\$ 25,000	\$ 2,000	\$ 4,000	\$ 5,000	\$ 6,000	\$ 7,000
Total Instruction Operating Expenses	\$ 110,122	\$ 379,714	\$ 838,499	\$ 1,103,094	\$ 1,219,882	\$ 1,380,075

<i>Special Education</i>						
Special Education Salaries	\$ -	\$ 73,750	\$ 148,975	\$ 151,955	\$ 228,744	\$ 233,318
Special Education Benefits	\$ -	\$ 750	\$ 1,500	\$ 1,500	\$ 2,250	\$ 2,250
Special Education Workers Compensation	\$ -	\$ 400	\$ 800	\$ 800	\$ 1,200	\$ 1,200
Special Education Payroll Taxes	\$ -	\$ 5,642	\$ 11,397	\$ 11,625	\$ 17,499	\$ 17,849
Special Education Teaching Supplies	\$ -	\$ 500	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750
Total Special Education Operating Expenses	\$ -	\$ 81,042	\$ 163,672	\$ 167,130	\$ 251,193	\$ 256,367

<i>Other Instructional Program</i>						
Co-Curricular Contracted Services	\$ -	\$ 25,000	\$ 50,000	\$ 62,500	\$ 75,000	\$ 87,500
Total Other Instructional Program Operating Exp.	\$ -	\$ 25,000	\$ 50,000	\$ 62,500	\$ 75,000	\$ 87,500

<i>Guidance Services</i>						
Guidance Services Wages	\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
Guidance Services Benefits	\$ -	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750
Guidance Services Workers Compensation	\$ -	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200
Guidance Services Payroll Taxes	\$ -	\$ 3,060	\$ 3,121	\$ 3,184	\$ 3,247	\$ 3,312

ASSUMPTIONS OVERVIEW

Based on FY23 Rates - 2% Inflation Adjustment every two Years
Start Up Grants towards Start Up Costs
100% Reimbursement of SPED Salaries, Wages, Payroll Taxes and Benefits

Estimated at \$50,000 per Year based on FY21 Max Aid awarded
F&RL and ELL - Estimated that 3% of Student Population will qualify

Starting Salary \$40K with 2% Inflation Adjustment each year
Starting Hourly Rate \$15/Hour
Starting Hourly Rate \$15/Hour
\$200/Employee per Year
\$750/Salaried Employee/Year
7.65% of Wages Paid for FICA
Baseline growing consistent with student population growth
Baseline growing consistent with student population growth

Starting Salary \$50K with 2% Inflation Adjustment each year
\$750/Salaried Employee/Year
\$200/Employee per Year
7.65% of Wages Paid for FICA
Baseline growing consistent with student population growth

\$2,500K/Mo for PE, Art, Music growing with student population

Starting Salary \$40K with 2% Inflation Adjustment each year
\$750/Salaried Employee/Year
\$200/Employee per Year
7.65% of Wages Paid for FICA

**No North Star Academy Public Chartered School
Charter School Application
5 Year Budget**

	Start Up Phase	Year 1 FY2023	Year 2 FY2024	Year 3 FY2025	Year 4 FY2026	Year 5 FY2027
Guidance Supplies	\$ -	\$ 500	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750
Total Health Services Operating Expenses	\$ -	\$ 44,510	\$ 45,871	\$ 47,000	\$ 48,145	\$ 49,309
<i>Health Services</i>						
Health Services Wages	\$ -	\$ 22,800	\$ 23,256	\$ 23,721	\$ 24,195	\$ 24,679
Health Services Workers Compensation	\$ -	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200
Health Services Payroll Taxes	\$ -	\$ 1,744	\$ 1,779	\$ 1,815	\$ 1,851	\$ 1,888
Nurse Supplies	\$ 5,000	\$ 2,000	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750
Total Health Services Operating Expenses	\$ 5,000	\$ 26,744	\$ 26,235	\$ 26,986	\$ 27,746	\$ 28,517
<i>Improvement of Instruction</i>						
Course Reimbursement	\$ 20,000	\$ 5,500	\$ 10,000	\$ 11,500	\$ 12,500	\$ 14,000
Total Improvement of Instruction Operating Expenses	\$ 20,000	\$ 5,500	\$ 10,000	\$ 11,500	\$ 12,500	\$ 14,000
<i>Technology Department</i>						
Computers	\$ 35,500	\$ -	\$ 28,500	\$ 18,250	\$ 12,250	\$ 11,250
Purchased IT Services	\$ 10,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Software	\$ 6,000	\$ 1,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000
Tech Equipment	\$ 30,000	\$ 2,000	\$ 18,000	\$ 9,000	\$ -	\$ -
Total Technology Operating Expenses	\$ 81,500	\$ 9,000	\$ 59,500	\$ 40,250	\$ 25,250	\$ 24,250
<i>Library Department</i>						
General Supplies - Media	\$ 5,000	\$ 500	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750
Total Library Operating Expenses	\$ 5,000	\$ 500	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750
<i>Support Services - School Board</i>						
Local Property Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Legal Services	\$ 20,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Audit Services	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
Total Support Services - School Board Operating Expenses	\$ 35,000	\$ 25,000				
<i>Support Services - School Administration</i>						
School Administration Salaries	\$ 148,834	\$ 140,000	\$ 185,600	\$ 201,212	\$ 186,836	\$ 190,573
School Administration - Benefits	\$ -	\$ 2,250	\$ 3,000	\$ 3,000	\$ 2,250	\$ 2,250
School Administration Workers Compensation	\$ -	\$ 600	\$ 800	\$ 800	\$ 600	\$ 600
School Administration - Payroll Taxes	\$ 11,386	\$ 10,710	\$ 14,198	\$ 15,393	\$ 14,293	\$ 14,579
Business Services	\$ 15,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000
Contract Services	\$ 5,000	\$ 1,650	\$ 3,000	\$ 3,450	\$ 3,750	\$ 4,200
Postage Fees	\$ 10,000	\$ 300	\$ 600	\$ 750	\$ 900	\$ 1,050
Advertising	\$ 15,000	\$ 1,000	\$ 15,000	\$ 18,750	\$ 22,500	\$ 26,250
General Supplies	\$ 3,000	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Total School Administration Operating Expenses	\$ 208,220	\$ 177,010	\$ 242,698	\$ 263,855	\$ 251,629	\$ 260,002

Operation of Plant

ASSUMPTIONS OVERVIEW

Baseline growing consistent with student population growth

Starting Hourly Rate \$15/Hour
\$200/Employee per Year
7.65% of Wages Paid for FICA
Baseline growing consistent with student population growth

\$500/Year for each Salaried Employee

\$250 Chromebooks for each Student & \$1,000/Salaried Employee
Outsourced IT Services
School Administrative Software/Data Management
Assume \$2,000 at Start Up for Equipment

Baseline growing consistent with student population growth

Assume Zero - Exemption as 501C3
Baseline growing consistent with student population growth
3 Year Contract with Auditing Firm

2% Inflation Adjustment each year
\$750/Salaried Employee/Year
\$200/Employee per Year
7.65% of Wages Paid for FICA
Outsourced Accounting & Payroll Services
Employee HSA Accounts & 401K Accounts Administration
Baseline growing consistent with student population growth
Baseline growing consistent with student population growth

**No North Star Academy Public Chartered School
Charter School Application
5 Year Budget**

	Start Up Phase	Year 1 FY2023	Year 2 FY2024	Year 3 FY2025	Year 4 FY2026	Year 5 FY2027
Utilities	\$ -	\$ 12,000	\$ 18,000	\$ 24,000	\$ 30,000	\$ 34,000
Cleaning Services	\$ -	\$ 12,000	\$ 14,000	\$ 17,500	\$ 21,000	\$ 24,500
Trash Disposal Services	\$ -	\$ 3,300	\$ 6,600	\$ 8,250	\$ 9,900	\$ 11,550
Repairs & Maintenance	\$ -	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Principal Mortgage Payment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Liability Insurance	\$ -	\$ 8,000	\$ 8,480	\$ 8,989	\$ 9,528	\$ 10,100
Telephone Service	\$ 20,000	\$ 5,000	\$ 10,000	\$ 12,500	\$ 15,000	\$ 17,500
Building and Ground Supplies	\$ 10,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
<i>Total Operating of Plant Operating Expenses</i>	<i>\$ 30,000</i>	<i>\$ 56,300</i>	<i>\$ 73,080</i>	<i>\$ 87,239</i>	<i>\$ 101,428</i>	<i>\$ 113,650</i>
Debt Service						
Mortgage Interest Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Total Debt Service Operating Expenses</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ -</i>
Capital Expenditures						
Capital Expenditures	\$ 200,000					
<i>Total Capital Expenditures</i>	<i>\$ 200,000</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ -</i>	<i>\$ -</i>
TOTAL CASH OUTFLOWS	\$ 694,842	\$ 830,320	\$ 1,535,555	\$ 1,835,804	\$ 2,039,273	\$ 2,240,420
ESTIMATED ANNUAL SURPLUS/(DEFICIT)	\$ -	\$ 147,295	\$ 221,691	\$ 190,415	\$ 356,830	\$ 507,709

ASSUMPTIONS OVERVIEW

Alarm/Security Monitoring, Heat, Electricity, Internet
 Baseline growing consistent with student population growth
 Baseline growing consistent with student population growth
 Snow Plowing, Lawn Mowing, Water Testing, Misc. Repairs
 15 Year Mortgage on \$2M Building at 2% Interest
 Baseline growing consistent with student population growth
 Baseline growing consistent with student population growth

15 Year Mortgage on \$2M Building at 5% Interest

**North Star Academy Public Chartered School
Charter School Application
5 Year Operating Revenue Budget**

OPERATING CASH INFLOWS	RATIONALE	Start Up	Year 1	Year 2	Year 3	Year 4	Year 5
		Phase	FY2023	FY2024	FY2025	FY2026	FY2027
Enrollment Adequacy Aid	Represents funds received from NH Department of Education. Anticipate 2% Tuition Inflation every 2 Years.	\$ -	\$ 660,510	\$ 1,347,480	\$ 1,684,350	\$ 2,061,720	\$ 2,405,340
			FY23	FY24	FY25	FY26	FY27
	Kindergarten		30	45	45	45	45
	Grade 1		15	30	45	45	45
	Grade 2		15	30	30	45	45
	Grade 3		15	30	30	30	45
	Grade 4		15	30	30	30	30
	Grade 5		0	15	30	30	30
	Grade 6		0	0	15	30	30
	Grade 7		0	0	0	15	30
	Grade 8		0	0	0	0	15
	Total Students		90	180	225	270	315
	State Aid per Student		\$ 7,339	\$ 7,486	\$ 7,486	\$ 7,636	\$ 7,636
	Total		\$ 660,510	\$ 1,347,480	\$ 1,684,350	\$ 2,061,720	\$ 2,405,340
	Student Growth (%)			100%	25%	20%	17%
	Student Growth (Students)			90	45	45	45
Charter School Program Grant	Start Up Grant Funds used towards occupancy costs, 3 months salaries, minor renovations to meet health/safety standards, curriculum, equipment, software licenses.	\$ 694,842	\$ -	\$ 168,967	\$ 94,381	\$ -	\$ -
Special Education Tuition	100% Reimbursement of SPED Salaries, Wages, Payroll Taxes and Benefits	\$ -	\$ 80,142	\$ 161,872	\$ 165,080	\$ 248,493	\$ 253,417
Contributions and Donations	Goal to raise \$10,000 in Donations	\$ -	\$ 175,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Fundraising Revenue	Represents funds raised by fundraising committee.	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Lease Aid	Estimated at \$50,000 per Year based on FY21 Max Aid awarded to NH Charter Schools	\$ -	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000
Differential Aid	Free & Reduced Lunch & English Language Learner - Estimated that 3% of Student Population will qualify	\$ -	\$ 6,963	\$ 13,927	\$ 17,408	\$ 20,890	\$ 24,372
TOTAL OPERATING REVENUE		\$ 694,842	\$ 977,615	\$ 1,757,246	\$ 2,026,219	\$ 2,396,103	\$ 2,748,129
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

**North Star Academy Public Chartered School
Charter School Application
5 Year Operating Expense Budget**

OPERATING EXPENSES	RATIONALE	Start Up Phase	Year 1 FY2023	Year 2 FY2024	Year 3 FY2025	Year 4 FY2026	Year 5 FY2027
<i>Instruction</i>							
Teachers Salary	Refer to supplemental tab "Schedule 1 Salary Expense"	\$ 48,000	\$ 240,000	\$ 532,800	\$ 638,496	\$ 746,784	\$ 881,718
Instructional Aide Salary	Refer to supplemental tab "Schedule 2 Hourly Wage Expense"	\$ -	\$ 90,440	\$ 182,688	\$ 322,000	\$ 328,436	\$ 335,002
Substitute Teacher Wages	Refer to supplemental tab "Schedule 2 Hourly Wage Expense"	\$ -	\$ 3,990	\$ 8,060	\$ 12,211	\$ 12,455	\$ 12,704
Instruction Benefits	Assume \$750/Year for Salaried Employees	\$ -	\$ 4,500	\$ 9,750	\$ 12,000	\$ 13,500	\$ 15,750
Instruction Workers Compensation	Assume \$200/Employee per Year	\$ 1,200	\$ 2,200	\$ 4,600	\$ 6,600	\$ 7,000	\$ 7,600
Payroll Taxes	FICA is 7.65% of Gross Wages. Exempt from FUTA and NH Employment	\$ 3,672	\$ 25,584	\$ 55,351	\$ 74,412	\$ 83,207	\$ 94,051
Curriculum Development	Potential to use Hillsdale Curriculum at no cost	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ -	\$ -
Printing & Binding	Copier Machine Lease - Baseline estimated at \$3K/Year growing consistent with student population growth	\$ 2,000	\$ 3,000	\$ 6,000	\$ 7,500	\$ 9,000	\$ 10,500
General Teaching Supplies	Baseline estimated at \$3K/Year growing consistent with student population growth	\$ 3,000	\$ 3,000	\$ 6,000	\$ 7,500	\$ 9,000	\$ 10,500
Text Books and Program Materials	Assume \$275/Student for initial program materials	\$ 24,750	\$ 1,500	\$ 24,750	\$ 12,375	\$ 1,500	\$ 1,750
Educational Software Licenses	Baseline estimated at \$1K/Year growing consistent with student population growth	\$ -	\$ 1,000	\$ 2,000	\$ 2,500	\$ 3,000	\$ 3,500
New Furniture and Fixtures	Baseline estimated at \$2K/Year growing consistent with classroom growth. Use Donations as much as possible.	\$ 25,000	\$ 2,000	\$ 4,000	\$ 5,000	\$ 6,000	\$ 7,000
Total Instruction Operating Expenses		\$ 110,122	\$ 379,714	\$ 838,499	\$ 1,103,094	\$ 1,219,882	\$ 1,380,075
<i>Special Education</i>							
Special Education Salaries	Refer to supplemental tab "Schedule 1 Salary Expense"	\$ -	\$ 73,750	\$ 148,975	\$ 151,955	\$ 228,744	\$ 233,318
Special Education Benefits	Assume \$750/Year for Salaried Employees	\$ -	\$ 750	\$ 1,500	\$ 1,500	\$ 2,250	\$ 2,250
Special Education Workers Compensation	Assume \$200/Employee per Year	\$ -	\$ 400	\$ 800	\$ 800	\$ 1,200	\$ 1,200
Special Education Payroll Taxes	FICA is 7.65% of Gross Wages. Exempt from FUTA and NH Employment	\$ -	\$ 5,642	\$ 11,397	\$ 11,625	\$ 17,499	\$ 17,849
Special Education Teaching Supplies	Baseline estimated at \$500/Year growing consistent with student population growth	\$ -	\$ 500	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750
Total Special Education Operating Expenses		\$ -	\$ 81,042	\$ 163,672	\$ 167,130	\$ 251,193	\$ 256,367
<i>Other Instructional Program</i>							
Co-Curricular Contracted Services	Contract for P.E., Art, & Music. Assume \$2,500/Month growing consistent with student population growth.	\$ -	\$ 25,000	\$ 50,000	\$ 62,500	\$ 75,000	\$ 87,500
Total Other Instructional Program Operating Expenses		\$ -	\$ 25,000	\$ 50,000	\$ 62,500	\$ 75,000	\$ 87,500
<i>Guidance Services</i>							
Guidance Services Wages	Refer to supplemental tab "Schedule 1 Salary Expense"	\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
Guidance Services Benefits	Assume \$750/Year for Salaried Employees	\$ -	\$ 750	\$ 750	\$ 750	\$ 750	\$ 750
Guidance Services Workers Compensation	Assume \$200/Employee per Year	\$ -	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200

**North Star Academy Public Chartered School
Charter School Application
5 Year Operating Expense Budget**

OPERATING EXPENSES	RATIONALE	Start Up Phase	Year 1 FY2023	Year 2 FY2024	Year 3 FY2025	Year 4 FY2026	Year 5 FY2027
Guidance Services Payroll Taxes	FICA is 7.65% of Gross Wages. Exempt from FUTA and NH Employment	\$ -	\$ 3,060	\$ 3,121	\$ 3,184	\$ 3,247	\$ 3,312
Guidance Supplies	Baseline estimated at \$500/Year growing consistent with student population growth	\$ -	\$ 500	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750
<i>Total Health Services Operating Expenses</i>		\$ -	\$ 44,510	\$ 45,871	\$ 47,000	\$ 48,145	\$ 49,309
<i>Health Services</i>							
Health Services Wages	Refer to supplemental tab "Schedule 2 Hourly Wage Expense"	\$ -	\$ 22,800	\$ 23,256	\$ 23,721	\$ 24,195	\$ 24,679
Health Services Workers Compensation	Assume \$200/Employee per Year	\$ -	\$ 200	\$ 200	\$ 200	\$ 200	\$ 200
Health Services Payroll Taxes	FICA is 7.65% of Gross Wages. Exempt from FUTA and NH Employment	\$ -	\$ 1,744	\$ 1,779	\$ 1,815	\$ 1,851	\$ 1,888
Nurse Supplies	Baseline estimated at \$1K/Year growing consistent with student population growth	\$ 5,000	\$ 2,000	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750
<i>Total Health Services Operating Expenses</i>		\$ 5,000	\$ 26,744	\$ 26,235	\$ 26,986	\$ 27,746	\$ 28,517
<i>Improvement of Instruction</i>							
Course Reimbursement	\$500/Year Stipend for Salaried Employees	\$ 20,000	\$ 5,500	\$ 10,000	\$ 11,500	\$ 12,500	\$ 14,000
<i>Total Improvement of Instruction Operating Expenses</i>		\$ 20,000	\$ 5,500	\$ 10,000	\$ 11,500	\$ 12,500	\$ 14,000
<i>Technology Department</i>							
Computers	\$250 Chromebooks (\$215/Chromebook plus \$35 Site License) for each Student & \$1,000 HP Laptop Salaried Employee, SPED, N	\$ 35,500	\$ -	\$ 28,500	\$ 18,250	\$ 12,250	\$ 11,250
Purchased IT Services	Outsourced IT Services	\$ 10,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Software	School Administrative Software/Data Management	\$ 6,000	\$ 1,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000
Tech Equipment	Assume \$30,000 at Start Up for Equipment/SmartBoards	\$ 30,000	\$ 2,000	\$ 18,000.00	\$ 9,000.00	\$ -	\$ -
<i>Total Technology Operating Expenses</i>		\$ 81,500	\$ 9,000	\$ 59,500	\$ 40,250	\$ 25,250	\$ 24,250
<i>Library Department</i>							
General Supplies - Media	Baseline estimated at \$500/Year growing consistent with student population growth. Use Donations.	\$ 5,000	\$ 500	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750
<i>Total Library Operating Expenses</i>		\$ 5,000	\$ 500	\$ 1,000	\$ 1,250	\$ 1,500	\$ 1,750
<i>Support Services - School Board</i>							
Local Property Taxes	Assume Zero - Exemption as 501C3	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Legal Services	Baseline estimated at \$10K/Year growing consistent with student population growth.	\$ 20,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Audit Services	3 Year Contract with Auditing Firm	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000	\$ 15,000
<i>Total Support Services - School Board Operating Expenses</i>		\$ 35,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000	\$ 25,000
<i>Support Services - School Administration</i>							
School Administration Salaries	Refer to supplemental tab "Schedule 1 Salary Expense"	\$ 148,834	\$ 140,000	\$ 185,600	\$ 201,212	\$ 186,836	\$ 190,573

**North Star Academy Public Chartered School
Charter School Application
5 Year Operating Expense Budget**

OPERATING EXPENSES	RATIONALE	Start Up Phase	Year 1 FY2023	Year 2 FY2024	Year 3 FY2025	Year 4 FY2026	Year 5 FY2027
School Administration - Benefits	Assume \$750/Year for Salaried Employees	\$ -	\$ 2,250	\$ 3,000	\$ 3,000	\$ 2,250	\$ 2,250
School Administration Workers Compensation	Assume \$200/Employee per Year	\$ -	\$ 600	\$ 800	\$ 800	\$ 600	\$ 600
School Administration - Payroll Taxes	FICA is 7.65% of Gross Wages. Exempt from FUTA and NH Employment	\$ 11,386	\$ 10,710	\$ 14,198	\$ 15,393	\$ 14,293	\$ 14,579
Business Services	Outsourced Accounting Services - includes Payroll Processing, Bill Payment Processing, Electronic Timesheet Management	\$ 15,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000	\$ 18,000
Contract Services	Administration of Employee HSA Accounts & 401K Accounts - Assume \$150/Salary Employee/Year	\$ 5,000	\$ 1,650	\$ 3,000	\$ 3,450	\$ 3,750	\$ 4,200
Postage Fees	Baseline estimated at \$300/Year growing consistent with student population growth.	\$ 10,000	\$ 300	\$ 600	\$ 750	\$ 900	\$ 1,050
Advertising	Baseline estimated at \$1k/Year growing consistent with student population growth.	\$ 15,000	\$ 1,000	\$ 15,000	\$ 18,750	\$ 22,500	\$ 26,250
General Supplies	Baseline estimated at \$2.5k/Year.	\$ 3,000	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
<i>Total School Administration Operating Expenses</i>		\$ 208,220	\$ 177,010	\$ 242,698	\$ 263,855	\$ 251,629	\$ 260,002
<i>Operation of Plant</i>							
Utilities	Alarm/Security Monitoring, Heat, Electricity, Internet estimated at \$12K/Year	\$ -	\$ 12,000	\$ 18,000	\$ 24,000	\$ 30,000	\$ 34,000
Cleaning Services	Baseline estimated at \$12,000/Year growing consistent with classroom growth.	\$ -	\$ 12,000	\$ 14,000	\$ 17,500	\$ 21,000	\$ 24,500
Trash Disposal Services	Baseline estimated at \$275/Month growing consistent with classroom growth.	\$ -	\$ 3,300	\$ 6,600	\$ 8,250	\$ 9,900	\$ 11,550
Repairs & Maintenance	Snow Plowing, Lawn Mowing, Water Testing, Misc. Repairs estimated at \$12K/Year	\$ -	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000	\$ 12,000
Principal Mortgage Payment	15 Year Mortgage on \$2M at 3% Interest	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Liability Insurance	Baseline estimated at \$8K/Year with 6% increase per year for inflation and change in employees/students	\$ -	\$ 8,000	\$ 8,480	\$ 8,989	\$ 9,528	\$ 10,100
Telephone Service	Baseline estimated at \$5,000/Year growing consistent with classroom growth.	\$ 20,000	\$ 5,000	\$ 10,000	\$ 12,500	\$ 15,000	\$ 17,500
Building and Ground Supplies	Baseline estimated at \$4k/Year.	\$ 10,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
<i>Total Operating of Plant Operating Expenses</i>		\$ 30,000	\$ 56,300	\$ 73,080	\$ 87,239	\$ 101,428	\$ 113,650
<i>Debt Service</i>							
Mortgage Interest Expense	Refer to supplemental tab "Schedule 3 Loan Calculator"	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Total Debt Service Operating Expenses</i>		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Capital Expenses</i>							
Capital Expenditures	Capital Expenditures necessary to meet School Code Requirements	\$ 200,000					
<i>Total Capital Expenditures</i>		\$ 200,000	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL OPERATING EXPENSES		\$ 694,842	\$ 830,320	\$ 1,535,555	\$ 1,835,804	\$ 2,039,273	\$ 2,240,420
		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

**North Star Academy Public Chartered School
Charter School Application
5 Year Salary Expense Budget**

TITLE	DEPARTMENT	Start Up Phase	Year 1 FY2023	Year 2 FY2024	Year 3 FY2025	Year 4 FY2026	Year 5 FY2027
Kindergarten Teacher	Instruction	\$ 8,000	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
Kindergarten Teacher	Instruction	\$ 8,000	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
Kindergarten Teacher	Instruction	\$ -	\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448
1st Grade Teacher	Instruction	\$ 8,000	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
1st Grade Teacher	Instruction	\$ -	\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448
1st Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ 40,000	\$ 40,800	\$ 41,616
2nd Grade Teacher	Instruction	\$ 8,000	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
2nd Grade Teacher	Instruction	\$ -	\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448
2nd Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ -	\$ 40,000	\$ 40,800
3rd Grade Teacher	Instruction	\$ 8,000	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
3rd Grade Teacher	Instruction	\$ -	\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448
3rd Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,000
4th Grade Teacher	Instruction	\$ 8,000	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
4th Grade Teacher	Instruction	\$ -	\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448
5th Grade Teacher	Instruction	\$ -	\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448
5th Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ 40,000	\$ 40,800	\$ 41,616
6th Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ 40,000	\$ 40,800	\$ 41,616
6th Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ -	\$ 40,000	\$ 40,800
7th Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ -	\$ 40,000	\$ 40,800
7th Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,000
8th Grade Teacher	Instruction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 40,000
Expansion Teacher Start Up	Instruction			\$ 48,000.00	\$ 24,000.00		
Guidance Counselor	Support Services	\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
Business Office Manager	School Administration	\$ 36,667	\$ 40,000	\$ 45,000	\$ 50,000	\$ 55,000	\$ 56,100
Director	School Administration	\$ 64,167	\$ 70,000	\$ 80,000	\$ 90,000	\$ 100,000	\$ 102,000
Start Up Phase Director	School Administration	\$ 48,000	\$ -	\$ -	\$ -	\$ -	\$ -
Expansion Coordinator	School Administration	\$ -	\$ -	\$ 30,000	\$ 30,000	\$ -	\$ -
Special Education Teacher	Special Education	\$ -	\$ 50,000	\$ 51,000	\$ 52,020	\$ 53,060	\$ 54,121
Special Education Teacher	Special Education	\$ -	\$ -	\$ 50,000	\$ 51,000	\$ 52,020	\$ 53,060
Special Education Teacher	Special Education	\$ -	\$ -	\$ -	\$ -	\$ 50,000	\$ 51,000
School Event Coordinator	School Administration	\$ -	\$ 30,000	\$ 30,600	\$ 31,212	\$ 31,836	\$ 32,473
Total Salary Employees		\$ 196,834	\$ 470,000	\$ 860,200	\$ 984,344	\$ 1,131,148	\$ 1,273,769
Salaries by Department:							
Instruction		\$ 48,000	\$ 240,000	\$ 532,800	\$ 638,496	\$ 746,784	\$ 881,718
Special Education		\$ -	\$ 50,000	\$ 101,000	\$ 103,020	\$ 155,080	\$ 158,181
Support Services		\$ -	\$ 40,000	\$ 40,800	\$ 41,616	\$ 42,448	\$ 43,297
School Administration		\$ 148,834	\$ 140,000	\$ 185,600	\$ 201,212	\$ 186,836	\$ 190,573
Total by Department:		\$ 196,834	\$ 470,000	\$ 860,200	\$ 984,344	\$ 1,131,148	\$ 1,273,769
		(0)	\$ -	\$ -	\$ -	\$ -	\$ -
Total # of Classrooms		6	6	12	15	18	21
Growth in # Classrooms				100%	25%	20%	17%
# of Salaried Employees by Department							
Instruction		6	6	13	16	18	21
Special Education		0	1	2	2	3	3

**North Star Academy Public Chartered School
Charter School Application
5 Year Salary Expense Budget**

TITLE	DEPARTMENT	Start Up Phase	Year 1 FY2023	Year 2 FY2024	Year 3 FY2025	Year 4 FY2026	Year 5 FY2027
Support Services		0	1	1	1	1	1
School Administration		0	3	4	4	3	3
Total # of Salaried Employees by Department		6	11	20	23	25	28
Increase in Salaried Employees			5	9	3	2	3

Assumptions:

Cost of Living Adjustment = 2% per Year

**North Star Academy Public Chartered School
Charter School Application
5 Year Hourly Wage Expense Budget**

TITLE	DEPARTMENT	Base Hourly Rate	Weekly Hours	Weeks/Year	Start Up Phase	Year 1 FY2023	Year 2 FY2024	Year 3 FY2025	Year 4 FY2026	Year 5 FY2027
Full Time Instructional Aide 1	Instructional Aide	\$ 17.00	35	38	\$ -	\$ 22,610	\$ 23,062	\$ 23,523	\$ 23,993	\$ 24,473
Full Time Instructional Aide 2	Instructional Aide	\$ 17.00	35	38	\$ -	\$ 22,610	\$ 23,062	\$ 23,523	\$ 23,993	\$ 24,473
Full Time Instructional Aide 3	Instructional Aide	\$ 17.00	35	38	\$ -	\$ 22,610	\$ 23,062	\$ 23,523	\$ 23,993	\$ 24,473
Full Time Instructional Aide 4	Instructional Aide	\$ 17.00	35	38	\$ -	\$ 22,610	\$ 23,062	\$ 23,523	\$ 23,993	\$ 24,473
Full Time Instructional Aide 5	Instructional Aide	\$ 17.00	35	38	\$ -	\$ -	\$ 22,610	\$ 23,062	\$ 23,523	\$ 23,993
Full Time Instructional Aide 6	Instructional Aide	\$ 17.00	35	38	\$ -	\$ -	\$ 22,610	\$ 23,062	\$ 23,523	\$ 23,993
Full Time Instructional Aide 7	Instructional Aide	\$ 17.00	35	38	\$ -	\$ -	\$ 22,610	\$ 23,062	\$ 23,523	\$ 23,993
Full Time Instructional Aide 8	Instructional Aide	\$ 17.00	35	38	\$ -	\$ -	\$ 22,610	\$ 23,062	\$ 23,523	\$ 23,993
Full Time Instructional Aide 9	Instructional Aide	\$ 17.00	35	38	\$ -	\$ -	\$ -	\$ 22,610	\$ 23,062	\$ 23,523
Full Time Instructional Aide 10	Instructional Aide	\$ 17.00	35	38	\$ -	\$ -	\$ -	\$ 22,610	\$ 23,062	\$ 23,523
Full Time Instructional Aide 11	Instructional Aide	\$ 17.00	35	38	\$ -	\$ -	\$ -	\$ 22,610	\$ 23,062	\$ 23,523
Full Time Instructional Aide 12	Instructional Aide	\$ 17.00	35	38	\$ -	\$ -	\$ -	\$ 22,610	\$ 23,062	\$ 23,523
Full Time Instructional Aide 13	Instructional Aide	\$ 17.00	35	38	\$ -	\$ -	\$ -	\$ 22,610	\$ 23,062	\$ 23,523
Full Time Instructional Aide 14	Instructional Aide	\$ 17.00	35	38	\$ -	\$ -	\$ -	\$ 22,610	\$ 23,062	\$ 23,523
Paraprofessional 1	Special Education	\$ 25.00	25	38	\$ -	\$ 23,750	\$ 24,225	\$ 24,710	\$ 25,204	\$ 25,708
Paraprofessional 2	Special Education	\$ 25.00	25	38	\$ -	\$ -	\$ 23,750	\$ 24,225	\$ 24,710	\$ 25,204
Paraprofessional 3	Special Education	\$ 25.00	25	38	\$ -	\$ -	\$ -	\$ -	\$ 23,750	\$ 24,225
Substitute Teacher 1	Temporary Employee	\$ 15.00	7	38	\$ -	\$ 3,990	\$ 4,070	\$ 4,151	\$ 4,234	\$ 4,319
Substitute Teacher 2	Temporary Employee	\$ 15.00	7	38	\$ -	\$ -	\$ 3,990	\$ 4,070	\$ 4,151	\$ 4,234
Substitute Teacher 3	Temporary Employee	\$ 15.00	7	38	\$ -	\$ -	\$ -	\$ 3,990	\$ 4,070	\$ 4,151
Nurse	Health Services	\$ 24.00	25	38	\$ -	\$ 22,800	\$ 23,256	\$ 23,721	\$ 24,195	\$ 24,679
Total Hourly Wages					\$ -	\$ 140,980	\$ 261,979	\$ 406,867	\$ 438,750	\$ 447,522
Hourly Wages by Department										
Instructional Aide					\$ -	\$ 90,440	\$ 182,688	\$ 322,000	\$ 328,436	\$ 335,002
Special Education					\$ -	\$ 23,750	\$ 47,975	\$ 48,935	\$ 73,664	\$ 75,137
Temporary Employee					\$ -	\$ 3,990	\$ 8,060	\$ 12,211	\$ 12,455	\$ 12,704
Health Services					\$ -	\$ 22,800	\$ 23,256	\$ 23,721	\$ 24,195	\$ 24,679
Total					\$ -	\$ 140,980	\$ 261,979	\$ 406,867	\$ 438,750	\$ 447,522
					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Number of Salaried Employees by Department										
Instructional Aide					\$ -	4	8	14	14	14
Special Education					\$ -	1	2	2	3	3
Temporary Employee					\$ -	1	2	3	3	3
Health Services					\$ -	1	1	1	1	1
Total					\$ -	7	13	20	21	21
Increase in Employees					\$ -		6	7	1	-

Assumptions:
Cost of Living Adjustment = 2% per Year

NORTH STAR ACADEMY

CHARTERED PUBLIC SCHOOL

BYLAWS

*Approved on December 23, 2021
By the The Institute for Classical Culture
the Sponsor of North Star Academy*



1 ARTICLE I

2

3

NAME, PURPOSES, LOCATION

4

5

1) Name: The name of the corporation shall be North Star Academy.

6

2) Purpose: North Star Academy (the "Corporation") shall remain a voluntary corporation
7 duly organized and existing under the laws of the State of New Hampshire for the purpose
8 of operating a public charter school.

7

8

9

3) Location: Carroll County, New Hampshire

1 ARTICLE II

2
3 TAX EXEMPT STATUS & CORPORATE AUTHORITY
4

5 1) Corporate Authority: In furtherance of the purposes set forth in Article 1 herein and the
6 Articles of Agreement of the Corporation, the Corporation shall have and exercise all
7 the powers conferred by the laws of New Hampshire upon corporations formed under the
8 voluntary corporation law of New Hampshire; it may do any or all things set forth herein
9 to the same extent as natural persons might or could do them; it may do any and all other
10 acts, matters and things necessary or incidental or convenient to these purposes which are
11 not contrary to New Hampshire law; provided, however, that all activities and actions set
12 forth in this Section shall be carried out strictly in furtherance of the corporate purposes
13 recited in these bylaws, and within the limitations applicable to public chartered schools
14 set forth in RSA 194-A.

15
16 2) Tax-exempt Status: North Star Academy is organized for education and charitable pur-
17 poses, to be exempt from federal taxation under Section 501(c)(3) of the Internal Revenue
18 Code, or the corresponding section of any future federal tax code. Notwithstanding any-
19 thing to the contrary in these bylaws, all activities and actions of the Corporation shall
20 be limited and restricted by the following provisions:

21 a) No part of the net earnings of the Corporation shall inure to the benefit of, or be
22 distributed to, its members, officers or other private persons.

23
24 b) No material part of the activities of the Corporation shall include carrying on of
25 propaganda, or otherwise attempting to influence legislation; and, the Corporation
26 shall not participate in, or intervene in any political campaign on the behalf of any
27 candidate for public office. However, this does not preclude the Corporation from
28 permitting bona fide political candidates from speaking at the school as a part of the
29 history or civic curriculum.

30
31 c) In extending its services to persons using facilities of the Corporation and in all of
32 its activities, the Corporation shall not engage in any activity constituting discrimi-
33 nation or harassment in violation of State or Federal Civil Rights Laws.

1 ARTICLE III

2
3 BOARD OF TRUSTEES
4

5 1) Authority: The Board of Trustees for North Star Academy derives its authority from RSA
6 194-B (Chartered Public Schools); RSA 292 (Voluntary Corporations and Associations);
7 and the North Star Academy School Charter. The Board shall have general supervisory
8 control and authority over the operations of North Star Academy. The Board shall act in
9 matters of governance, mission, and policy, while it shall delegate day-to-day operations
10 and other matters to the school’s Director, subject to oversight by the Board.

11
12 All power and legal authority of the Board lies in its action as a group in entirety. All
13 decisions made by the Board will be determined by majority vote. The Board shall con-
14 duct its official business in public, except where permitted to act in non-public session
15 pursuant to RSA 91-A.

16
17 In specific instances, the Board may vote to grant a specific Board member the authority
18 to act on a decision for the entire Board. In all other instances, an individual Board
19 member has no power or authority to act independently.

20
21 2) Board Composition: The Board shall have at least five (5) and no more than nine (9) vot-
22 ing members who are not of the same immediate family or related by blood or marriage.
23 No employee of the corporation shall hold the position of chair or presiding officer of the
24 Board. Beginning within three (3) months of when the Corporation first enrolls students,
25 the Board shall include no fewer than two (2) parents of pupils attending the chartered
26 public school. No greater than one (1) Board member may simultaneously serve as a
27 member of any other school board.

28
29 In addition to the members set forth above, the Board shall have three non-voting mem-
30 bers. The school’s Director, a faculty representative as appointed by the Board following
31 nomination(s) from the school’s faculty from time to time, preferably prior to the annual
32 organizational meeting, and a student representative as appointed by the Board following
33 nomination(s) from the school’s Director ideally prior to the start of any school year, but
34 in any circumstance, no later than thirty (30) days following the beginning of each school
35 year. The Board may nominate and appoint replacement faculty representatives or stu-
36 dent representatives at any time, as needed in order to fill any vacancy in those positions.

37
38 3) Mandatory Reporting: The Board will report to its local school board if, and as required
39 by law.

40
41 4) Conflict of Interest: The North Star Academy Conflict of Interest Statement is attached
42 hereto and incorporated by reference.

43
44 The purpose of the attached Conflict of Interest Statement is to protect the Board and

1 the Corporation when contemplating a transaction or agreement that could benefit the
2 private interests of any one member of the Board. This statement is intended to sup-
3 plement, but not replace, any applicable state and federal laws governing nonprofit and
4 charitable organizations.
5

6 5) Statement of Nondiscrimination: North Star Academy strives to provide a positive learn-
7 ing environment for all its students, and equal opportunity to its employees. To that end,
8 North Star Academy does not discriminate on the basis of gender, race, color, national
9 origin, religion, disability, familial status, parental status, gender identity, or sexual ori-
10 entation in its employment policies, enrollment policies, and educational programs.
11

12 6) Board Membership: The sponsoring entity for North Star Academy, the Institute for Clas-
13 sical Culture, Inc., shall select the initial Trustees. Subsequently, the Board shall conduct
14 an annual organizational meeting at which new members shall be elected by a vote of the
15 sitting Board. The Board may create a recruitment committee to recruit candidates and
16 to present candidates to the Board for election. The Board shall select Board Members
17 based on personal and professional background, and a commitment to the school's mis-
18 sion, support, and sustainability.
19

20 The Board shall maintain at all times a board of at least five (5) members, but not
21 more than nine (9) voting members, and in addition can establish ex officio Board mem-
22 bers and/or advisors who shall hold non-voting seats on the Board of Trustees. Ex-officio
23 members of the Board shall not participate in non-public sessions of the Board, unless
24 invited to do so by the Chairperson of the Board of Trustees.
25

26 The Board will make, to the extent possible, nominations for new board members from a
27 diverse range of New Hampshire localities. Nominees will, to the greatest extent possible,
28 represent varied socioeconomic backgrounds, races, colors, religions, national origins, and
29 sexual orientations to ensure diversity on the board.

30 7) Length of Terms: It is important that Board member terms are staggered in order to ben-
31 efit from the experience of veteran members while also welcoming fresh perspectives that
32 new members may offer. Board Member terms shall represent a diversity of stakeholders
33 not to exceed the following term guidelines:

- 34 * Up to two (2) members representing the professional/business community (external
35 members) shall have two year terms;
- 36
- 37 * Up to five (5) founders or major contributors to the school shall have three year
38 terms; and
- 39
- 40 * Up to two (2) parents of current school pupils shall have one year terms, with a
41 two-term limit.
42

43 Unless appointed to fill a vacancy as an interim member, all terms are calculated
44 from the close of the annual organizational meeting in which the member was elected
45 and shall continue until the close of the annual organizational meeting in the year in
46 which the respective member's term expires.
47

48 Ex officio Board member appointments will be perpetual unless removed by a ma-
49 jority vote of the Board. Except as set forth herein, no term limits for any of the
50 Board will be imposed.

51 8) Orientation: The Corporation shall conduct an orientation for new members of the Board.
52 The purpose of orientation is to provide new Board members with information and under-

1 standing of the Board's governance philosophy; the roles, responsibilities and limitations
2 of individual members; the function of the Board as a whole; the mission and charter of
3 the school; and, the status of the School's finances. Where practicable a new member will
4 be provided the following orientation materials before his or her first Board Meeting:

- 5 * The North Star Academy Charter;
- 6 * The Bylaws;
- 7 * Board policies and procedures;
- 8 * Roles and responsibilities of the Board and its officers, including Code of Ethics and
9 Conduct (see Art. III, § 11);
- 10 * Descriptions of school administration and staff responsibilities;
- 11 * School policies and procedures;
- 12 * Budget and insurance provisions;
- 13 * Calendar of Fundraising and School events;
- 14 * A roster of the members of the Board and of all board committees, with contact
15 information;
- 16 * Conflict of Interest Statement; and
- 17 * Staff and student handbooks.

18 9) Election of New Members: In the event that a Board member resigns or is removed before
19 a term has expired and before the annual organizational meeting has occurred, a vote by
20 the full remaining Board may fill the vacant Board seat, subject to the aforementioned
21 qualifications. In the event that a member resigns before a term has expired or to fill a
22 member seat at the end of a term of service, appointment will proceed as follows:

- 23 * The Board shall be responsible for recruiting new board members. The Board may
24 create a subcommittee for the purpose of recruiting candidates and presenting can-
25 didates to the Board;
- 26
- 27 * The Board may post Advertisement of the Board seat via school newsletter, website,
28 and other public media options;
- 29
- 30 * Potential candidates will be asked to complete an application form noting their per-
31 sonal and professional experience and their interest in North Star Academy; and
- 32
- 33 * The Board will vote to appoint new members.

34 10) Resignation: If a member resigns for any reason at any time, whenever possible, they will
35 submit a statement of intent to the Chair at least forty-five (45) days prior to the end
36 of service to ensure the Board is able to identify a qualified candidate to fill the vacancy.
37 The Board is not required to vote upon the acceptance of a Board Member's resignation.
38

39 11) Code of Ethics and Conduct: The Corporation shall have a code of ethics and conduct for
40 the Board of Trustees. As a condition precedent to service on the Board of Trustees, each
41 Board Member shall receive, read, and sign the Code of Ethics and Conduct indicating
42 his/her agreement to abide by the Code of Ethics and Conduct. Failure to sign or adhere
43 to the Code of Ethics and Conduct shall be cause for removal of an elected Board Member.
44

45 12) Removal: Board Members may be removed only for cause, and upon the vote of two-
46 thirds (2/3) of the disinterested Board Members. Motions or petitions to remove Board
47 Members shall only be made by other Board Members. Prior to the vote to remove a
48 Board Member, the Board Member to be removed shall be afforded notice of the asserted
49 cause for removal, and shall be afforded an opportunity to respond to the asserted cause
50 in writing, and orally before the Board.

1 ARTICLE IV

2 MEETINGS

3

4

5 1) Meetings: Regular meetings of the Board will occur not less than ten (10) times per year,
6 on a consistent day, time, and place. Special Meetings of the Board shall occur at the
7 call of the Chair, provided notice of the time and place of the meeting shall comply with
8 this section. The Board and the Corporation will adhere to RSA 91-A pertaining to open
9 meetings. Parents of the charter school and the general public have the right to attend
10 general Board meetings and inspect minutes, and are encouraged to do so.

11
12 Notice of time and place for meetings will be posted in two (2) appropriate places (i.e.,
13 school web site, social media sites, and/or school main office) at least twenty-four (24)
14 hours (excluding Sundays and Holidays) prior to the meeting.

15
16 Within the limits of RSA 91-A, Members shall be permitted to attend meetings by virtual
17 means including but not limited to: video and teleconference. In doing so, a member shall
18 be considered in attendance and may vote accordingly.

19
20 A Member's presence at a meeting shall constitute a waiver of any objection to the suffi-
21 ciency of notice of the meeting.

22
23 2) Agenda: A planned agenda shall be developed by the Chair of the Board of Trustees, and
24 shall be distributed with the notice of the meeting. Requests for reordering or revising
25 the agenda should be directed to the Chair and shall be considered at the beginning of
26 the meeting and approved by the Chair.

27
28 The agenda will be published via the school website. The Chair or their designee will
29 distribute the agenda with supporting materials to all members twenty four (24) hours
30 prior to the meeting. This document distribution shall be made via email.

31
32 Anyone wishing to address the Board with an issue not on the agenda pertaining to the
33 Corporation must make a written request to the Director at least five (5) working days
34 prior to the scheduled monthly meeting. Requests must pertain to matters of governance,
35 mission, budget, or policy. The Board shall not entertain discussion of human resources,
36 specific students, general complaints, or any matter properly treated as confidential or
37 non-public pursuant to RSA 91-A. The Director in consultation with the Board Chair
38 shall determine whether the requested item shall be added to the agenda.

39
40 3) Quorum: Fifty-one percent (51%) of the voting members of the Board present at a legally
41 declared meeting shall constitute a quorum for the transaction of the business of the Cor-
42 poration. As noted in Section 1 above, virtual or remote presence is permitted, provided
43 that a quorum of the Board is physically present at the Meeting. A quorum, once estab-
44 lished, is not lost as a result of the departure or recusal of a Board Member.

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4) Voting: If the question is not debatable, or debate on the matter has closed, the Chair shall pose a question to the Board asking for a motion to vote on the matter. Another member shall make a motion. A different member shall second the motion. The vote shall be taken by asking, first, for a show of hands and a verbal “aye” for all in favor, then, for a show of hands and a verbal “no” for all opposed, followed by a show of hands and verbal “abstain” for any abstentions. The Chair shall count and verbally announce the tally. The Secretary shall keep a written record of each motion and vote, and it shall be recorded in the meeting minutes. A vote may be made by a member participating via virtual means. Once a vote has been recorded, the matter shall be considered closed.

5) Annual Organizational Meeting: The first regularly scheduled meeting after May 1st of each year shall be the annual organizational meeting in which new Board Members and officers are elected. The meeting will be presided over by the current Chair. Elected Board members shall take office at the conclusion of the annual Organizational Meeting.

6) Special Meetings: Occasionally, the business of the Board cannot be completed at a regular monthly meeting or new business must be addressed prior to the next scheduled meeting. In these cases, a special meeting is required. The Chair can call a special meeting. The Secretary will inform all members of the meeting and notice of the meeting will be made public as consistent with New Hampshire law.

7) Non-public Session: The Board shall have the right to sit in non-public session, closed to the public and media, within the scope of RSA 91-A:3, II. A motion to vote to enter a non-public session must include a specific exemption from RSA 91-A:3, II. The Board must vote to enter a non-public session. All discussion and any decision made during a non-public session will be confined to the matters set out in the motion. Minutes will be kept and the record of all actions will be made available for public inspection pursuant to RSA 91-A:3, III unless a vote of the members present determines that divulgence of the information would be harmful pursuant to the statute. Members and any persons attending a non-public session are duty-bound to non-disclosure of any discussion held.

In the event the Board intends to undertake a disciplinary matter in non-public session, all parties will be notified at least seven (7) days prior to a meeting of the intent to discuss in non-public session matters of which they are involved. This includes discussions related to the disciplinary action of a school administrator or a teacher.

8) Pupil Disciplinary Appeals: The Board shall establish reasonable appeal procedures for parents seeking to appeal a decision of discipline consisting of a suspension or greater consequence, made by the school administration regarding their child. The Board may adopt an appeal form, which will be easily accessible by parents.

1 ARTICLE V

2
3 BOARD OFFICERS
4

- 5 1) Officers: The initial officers of the Corporation shall consist of a Chair, Vice-Chair, Sec-
6 retary, and Treasurer. The terms of all officers shall be for one (1) year beginning at the
7 close of an annual organizational meeting and ending at the close of the following year's
8 annual organizational meeting.
9
- 10 2) Election: At the annual organizational meeting, Officers shall be nominated and elected
11 by vote of the incoming Board Members.
12
- 13 3) Vacancies: Should a Board office become vacant for any reason at any time, the Board
14 Members will elect a successor to fill the unexpired term. Vacancy and election must be
15 announced in the agenda prior to the meeting.
16
- 17 4) Duties: The Officers' duties are as follows:
- 18 * Chair:
19 The Chair shall provide leadership to the Board and preside at all meetings. The
20 Chair's interpretation of The Rules of Order, including exceptions from the rules
21 shall be final. The Chair shall exercise any and all other powers and duties assigned
22 by these Bylaws or by the Board.
23
 - 24 * Vice-Chair:
25 The Vice-Chair shall have the powers and duties of the Chair in their absence or
26 for the duration of any disability impacting the Chair's ability to serve in their role,
27 and any other powers and duties assigned by the Board. In addition, the Vice-Chair
28 shall be responsible for facilitating the orientation of new Board members.
29
 - 30 * Secretary:
31 The Secretary shall keep a true record of each Board meeting, shall, with the assis-
32 tance of the Director, make any required reports to the State of New Hampshire, and
33 carry out duties as required by law.
34
 - 35 * Treasurer:
36 The Treasurer shall be responsible for the finances of the Corporation, and shall
37 meet monthly with the school Director to review the school's finances. The treasurer
38 shall undertake any and all other powers and duties as outlined in these bylaws, and
39 applicable New Hampshire statutes related to non-profit corporations.

1 ARTICLE VI

2
3 COMMITTEES
4

5 1) Committees: The Board will develop committees as it deems necessary to pursue specific
6 topics and report back to the Board for action. Initial committees will include: executive,
7 Board recruitment, strategic planning and mission, fundraising and business development,
8 curriculum development, personnel and human resources, building and grounds, parent
9 advisory, governance and policy, educational program development, finance, and others
10 as needed. The Board may authorize one or more of its members to serve on a Board
11 committee, however, committee membership is not restricted solely to members of the
12 Board of Trustees. The Board Chair shall appoint a chair for each committee, and there-
13 after, the committee chair shall determine membership of the Committee, provided that
14 any Board Member(s) may elect to participate in the Committee. Committee members
15 shall receive and sign the Code of Ethics and Conduct in the same manner that Board
16 Members do. Committee members may be removed for cause by vote of the Board of
17 Trustees. All committees shall have only such authority as is delegated by the Board
18 of Trustees. No opinion, decision, or commitment on behalf of the Board can be made
19 without Board authorization.

1 ARTICLE VII

2

3 FISCAL POLICIES AND INDEMNIFICATION

4

- 5 1) Fiscal Year: The fiscal year shall be from July 1st to June 30th.
- 6
- 7 2) Contracts: The Chair, or other Board Member when authority is granted by vote of the
- 8 Board, shall execute significant contracts on behalf of the Corporation. The Director may
- 9 execute routine agreements that are consistent with the budget adopted by the Board.
- 10
- 11 3) Checks/Drafts: The school Director shall sign all checks on behalf of the Corporation,
- 12 with Treasurer and Chair oversight, pursuant to the school’s finance policy.
- 13
- 14 4) Corporate Books: There shall be kept in the school administration office correct and ac-
- 15 curate books of account of all activities and transactions of the Corporation.
- 16
- 17 5) Indemnification: Each present and future Board Member and officer, whether or not then
- 18 in office, shall be indemnified by the Corporation against expenses actually and reasonably
- 19 incurred by or imposed upon them (including, but without being limited to, settlements,
- 20 judgments, costs and counsel fees) in connection with the defense of any administrative,
- 21 civil or criminal action, suit or proceeding in which they are made a party by reason of
- 22 being or having been a member or officer of the Corporation, except in relation to matters
- 23 as to which they shall be actually adjudged in such action, suit or proceeding to be liable
- 24 for gross negligence or misconduct in the performance of duty. Such indemnification shall
- 25 not be deemed exclusive of any other rights to which such Board member or officer may
- 26 be entitled, under any other Bylaw, agreement, or as matter of law or otherwise.
- 27
- 28 6) Insurance: The Corporation shall obtain and maintain in force a policy or policies of
- 29 insurance covering general liability, cyber security, errors and omissions, directors and
- 30 officers, worker’s compensation, and any other insurance required by law, and/or deemed
- 31 appropriate by the Board of Trustees. Such policies shall be in an amount that is at least
- 32 the usual and customary coverage in the industry.

1 ARTICLE VIII

2

3

AMENDMENTS

4

- 5 1) Amendment: These Bylaws may be amended by a majority vote of Board Members present
6 at any properly called and noticed meeting of the Board Members, in which a quorum is
7 present. A copy of the proposed amendment(s) shall be provided to each Board Member
8 at least thirty (30) days prior to the meeting.

These Bylaws were approved and adopted by the Incorporators on ().

() ()

() ()

() ()

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Letter Of Support For

**NORTH STAR ACADEMY
CHARTERED PUBLIC SCHOOL**

Anticipated Opening Date: September 2022



To Whom It May Concern At:

NH DEPARTMENT OF EDUCATION
Board of Education
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-3494
info@doe.nh.gov

Dear NH DOE,

With this letter I would like to express my full support for the establishment of North Star Academy chartered public school in the greater Ossipee/Wolfeboro area. I understand that North Star Academy will utilize the Hillsdale curriculum and I look forward to the day the school opens. I also welcome school choice to help bring diversity to New Hampshire's public school system. Thank you for considering North Star Academy's charter application.

Michael D. Breen
(signature)

Michael D. Breen
(print name)

42 Marvix Road
(address)

Moultonborough, NH 03254
(town)

603-253-9114
(phone number)

dr.breen@roadrunner.com
(e-mail)

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Brian D Bartlett
(signature)

BRIAN D BARTLETT
(print name)

125 ROUND POND RD
(address)

FREEDOM NH
(town)

207-671-9043
(phone number)

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BBC

(signature)

BRENDA McNEYPENNY

(print name)

30 YOUNGS Hill Rd

(address)

FREEDOM NH 03836

(town)

603 986 1206

(phone number)

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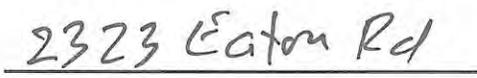
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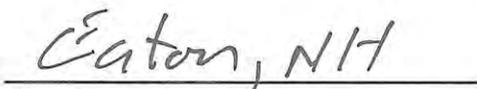
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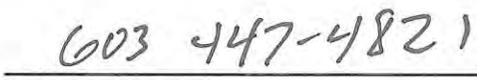
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(signature)


(print name)


(address)


(town)


(phone number)

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Blaine Nelson
(signature)

Blaine Nelson
(print name)

55 Lyric Lane # 45
(address)

Center Conway
(town)

512-470-8756
(phone number)

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Frank Bauer

(signature)

Frank Bauer

(print name)

55 Lyric Ln # 45

(address)

Center Conway

(town)

512-809-3651

(phone number)

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Ch Cea

(signature)

Christine Cardelli

(print name)

PO Box 209

(address)

Turkeyboro, NH 03816

(town)

603.515.6008

(phone number)

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Glenn Cordelli

(signature)

Glenn Cordelli

(print name)

P.O. Box 209

(address)

Wolfeboro, NH 03816

(town)

603-515-0008

(phone number)

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Regina Schmidt
(signature)

Regina Schmidt
(print name)

431 East Shore Dr.
(address)

Silver Lake NH 03895
(town)

321-626-5318
(phone number)

Letter Of Support For

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Sharon Wilson

(signature)

SHARON WILSON

(print name)

1211 East Shore Dr.

(address)

Silver Lake, N.H. 03875

(town)

305-804-8244

(phone number)

This letter was collected by the Institute for Classical Culture, the sponsor for North Star Academy Chartered Public School. This letter is not a public letter and all personal information is confidential, pursuant to New Hampshire privacy laws.

Letter Of Support For

NORTH STAR ACADEMY
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Francis A. Davis

(signature)

FRANCIS A. DAVIS

(print name)

469 EAST SHORE DR

(address)

SILVER LAKE

(town)

603-367-1147

(phone number)

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E.R. Washburn

(signature)

ERNEST R. WASHBURN

(print name)

431 EAST SHORE DRIVE

(address)

SILVER LAKE

(town)

(321) 720-3003

(phone number)

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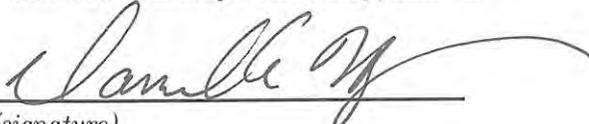


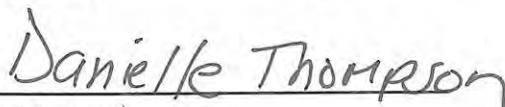
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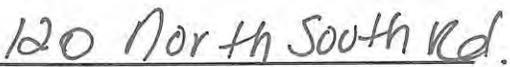
NH DEPARTMENT OF EDUCATION
Board of Education
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-3494
info@doe.nh.gov

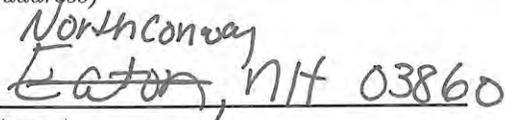
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(signature)


(print name)


(address)


(town)


(phone number)

Letter Of Support For

**NORTH STAR ACADEMY
CHARTERED PUBLIC SCHOOL**

Anticipated Opening Date: September 2022



To Whom It May Concern At:

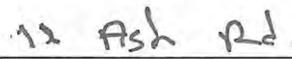
NH DEPARTMENT OF EDUCATION
Board of Education
101 Pleasant Street
Concord, NH 03301-3860
(603) 271-3494
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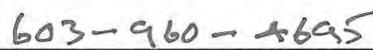
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(signature)


(print name)


(address)

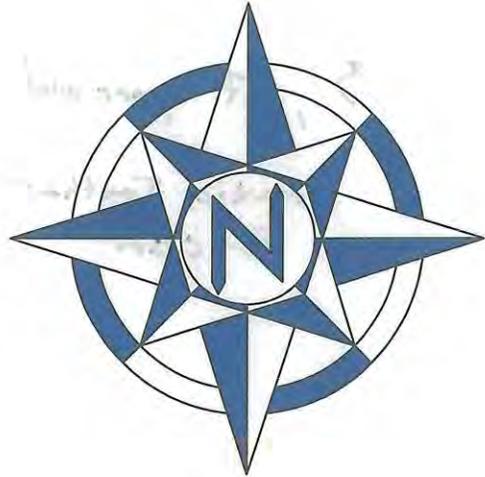

(town)


(phone number)

Letter Of Support For

NORTH STAR ACADEMY
CHARTERED PUBLIC SCHOOL

Anticipated Opening Date: September 2022



To Whom It May Concern At:

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Leah Morrow

(signature)

Leah Morrow

(print name)

27 Townhouse Rd.

(address)

Effingham NH

(town)

603 651-1690

(phone number)

Letter Of Support For

NORTH STAR ACADEMY
CHARTERED PUBLIC SCHOOL

Anticipated Opening Date: September 2022



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STATE Rep
(signature)

RALPH G. Boehm
(print name)

6 Gibson Pk.
(address)

Litchfield NH
(town)

603-860-6309
(phone number)

RGBoehm@comcast.net
(e-mail)

Letter Of Support For

NORTH STAR ACADEMY
CHARTERED PUBLIC SCHOOL

Anticipated Opening Date: September 2022



To Whom It May Concern At:

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Patricia Hetticher

(signature)

Patricia Hetticher

(print name)

445 Brown Ave Apt. 4

(address)

Manchester NH

(town)

(603) 978-0880

(phone number)

This letter was collected by the Institute for Classical Culture, the sponsor for North Star Academy Chartered Public School. This letter is not a public letter and all personal information is confidential, pursuant to New Hampshire privacy laws.

Letter Of Support For

NORTH STAR ACADEMY
CHARTERED PUBLIC SCHOOL

Anticipated Opening Date: September 2022

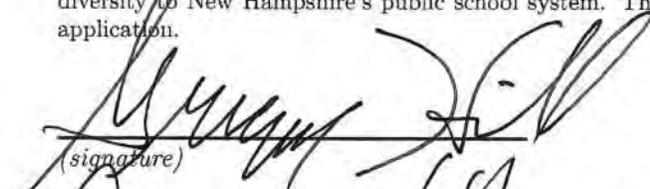


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(signature)

GREGORY HILL Northfield - State Rep
(print name)

1 Knowles Farm Rd
(address)

Northfield
(town)

617 590-4027
(phone number)

greg.hillnh@gmail.com.
(e-mail)

Letter Of Support For

NORTH STAR ACADEMY
CHARTERED PUBLIC SCHOOL

Anticipated Opening Date: September 2022



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Joseph D. Kenney

(signature)

NH. Executive Councilor

Joseph D. Kenney

(print name)

309 Main St.

(address)

Uwigo

(town)

603-473-2569

(phone number)

kenney@mt@gmail.com

(e-mail)

Letter Of Support For

NORTH STAR ACADEMY
CHARTERED PUBLIC SCHOOL

Anticipated Opening Date: September 2022

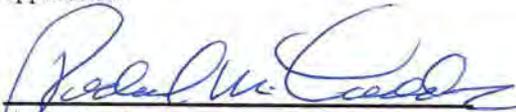


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(signature)

Rick Ladd, chair House Education Committee
(print name)

P.O. Box 67
(address)

Haverhill
(town)

603-989-3268
(phone number)

rick.ladd@leg.state.nh.us
(e-mail)

Letter Of Support For

NORTH STAR ACADEMY
CHARTERED PUBLIC SCHOOL

Anticipated Opening Date: September 2022



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Sara B. Lapointe

(signature)

SARA B. LAPOINTE

(print name)

73 A ATKINSON ST.

(address)

DOVER, NH

(town)

603-234-4227

(phone number)

Letter Of Support For

NORTH STAR ACADEMY
CHARTERED PUBLIC SCHOOL

Anticipated Opening Date: September 2022



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Cynthia A. Lefebvre
(signature)

CYNTHIA A LEFEBVRE
(print name)

PO BOX 749
(address)

Intervale
(town)

603-356-7296
(phone number)

c.a.lefebvre@att.net
(e-mail)

Letter Of Support For

NORTH STAR ACADEMY
CHARTERED PUBLIC SCHOOL

Anticipated Opening Date: September 2022

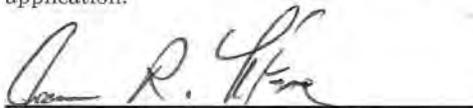


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(signature)

James R. Lefebvre
(print name)

PO Box 749
(address)

Intervale
(town)

603-356-7296
(phone number)

lefebvrej@att.net
(e-mail)

Letter Of Support For

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CHARTERED PUBLIC SCHOOL

Anticipated Opening Date: September 2022

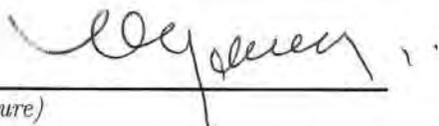


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(signature)

Elizabeth M. Long

(print name)

One Brampton Rd

(address)

Brampton Rd

(town)

603 477 4444

(phone number)

longsm1@gmail.com

(e-mail)

Letter Of Support For

NORTH STAR ACADEMY
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Anticipated Opening Date: September 2022



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(signature)

MARY McENKEY
(print name)

10 Chase Ln #1
(address)

freedom
(town)

570-9275
(phone number)

MMcEnkey@gmail.com
(e-mail)

Letter Of Support For

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CHARTERED PUBLIC SCHOOL

Anticipated Opening Date: September 2022

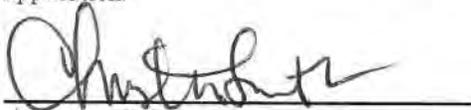


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(signature)

Christina Smith
(print name)

59 Elm St
(address)

Ossipee
(town)

603657 1137
(phone number)

cbsmith1011@yahoo.com
(e-mail)

Letter Of Support For

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CHARTERED PUBLIC SCHOOL

Anticipated Opening Date: September 2022

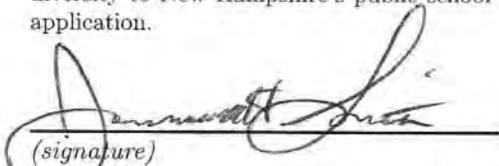


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(signature)

Smith Jonathan
(print name)

59 Elm St
(address)

Ossipee
(town)

603 651 1137
(phone number)

l.bery271@yahoo.com
(e-mail)

Letter Of Support For

NORTH STAR ACADEMY
CHARTERED PUBLIC SCHOOL

Anticipated Opening Date: September 2022



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(signature)

Steven H. Steinel
(print name)

48 Maple Mansel
(address)

Center Conway
(town)

603-986-0652
(phone number)

Steven@mwwgop.org
(e-mail)

Letter Of Support For

NORTH STAR ACADEMY
CHARTERED PUBLIC SCHOOL

Anticipated Opening Date: September 2022



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(signature)

Fenton Green
President

(print name)

Green Construction
170 Washington St.

(address)

Rochester

(town)

603-297-6591

(phone number)

Letter Of Support For

NORTH STAR ACADEMY
CHARTERED PUBLIC SCHOOL

Anticipated Opening Date: September 2022



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A handwritten signature in black ink, appearing to read 'David Green', written over a horizontal line.

(signature)

David Green

(print name)

155 Chesley Hill Rd.

(address)

Rochester NH

(town)

603 817 9354

(phone number)

Letter Of Support For

NORTH STAR ACADEMY
CHARTERED PUBLIC SCHOOL

Anticipated Opening Date: September 2022



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(signature)

Fenton Groen

(print name)

75 Chapman Dr

(address)

Rochester

(town)

603-817-9957

(phone number)

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Letter Of Support For

NORTH STAR ACADEMY
CHARTERED PUBLIC SCHOOL

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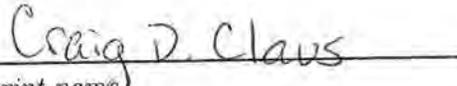
NH DEPARTMENT OF EDUCATION
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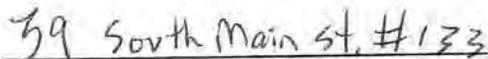
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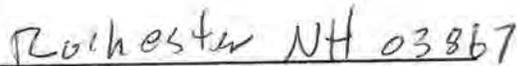
(signature)



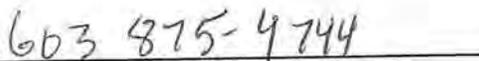
(print name)



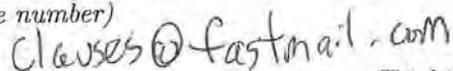
(address)



(town)



(phone number)



Letter Of Support For

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CHARTERED PUBLIC SCHOOL

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Caleb

(signature)

Caleb Paquette

(print name)

27 Otter Brook Circle

(address)

Rochester

(town)

603-285-8899

(phone number)

Letter Of Support For

NORTH STAR ACADEMY
CHARTERED PUBLIC SCHOOL

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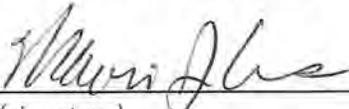


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(signature)

Marion J. Claus
(print name)

39 S. Main St. #133
(address)

Rochester, NH 03867
(town)

603 875-4744
(phone number)

mclaus@fastmail.com

Letter Of Support For

NORTH STAR ACADEMY
CHARTERED PUBLIC SCHOOL

Anticipated Opening Date: September 2022



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Emma Jane Claws
(signature)

Emma Claws
(print name)

39 South Main St. #133
(address)

Rochester, NH 03867
(town)

(603) 875-4744
(phone number)

emma006@myfastmail.com
(email)
©ICC
iccnh.org

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Letter Of Support For

NORTH STAR ACADEMY
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Cody

(signature)

Cody Claws

(print name)

39 South Main Street #133

(address)

Rochester, NH 03867

(town)

603 875-4744 no texts

(phone number)

List the district, charter and non-public (private) schools currently operating in the general area

List the district, charter and non-public (private) schools currently operating in the general area		
Closest Public Charter Schools to NSA proposed Enrollment Zone (within 50 min drive)	Address	
Robert Frost Public Charter School	110 Main St., Conway 03818	
Seacoast Charter School	171 Watson Rd., Dover 03820	
Public Schools	Address	
Lakeside Academy	6 Center St., Wolfeboro 03894	
Kingswood Regional HS	396 S. Main St., Wolfeboro 03894	
Kingswood Regional Middle School	404 S. Main St., Wolfeboro 03894	
Crescent Lake School	75 McManus Rd., Wolfeboro 03894	
Carpenter Elementary School	49 Union St., Wolfeboro 03894	
Ossipee Central School	68 Main St., Center Ossipee 03814	
Paul Elementary School	60 Taylor Way, Sanbornville 03872	
Tuftonboro Central School	205 Middle Rd., Tuftonboro 03816	
Prospect Mountain High School	242 Suncook Valley Rd., Alton 03809	
Alton Central Elementary School	4q School St., Alton 03809	
Non Public Schools	Address	
Brewster Academy	80 Academy Dr., Wolfeboro 03894	
Cornerstone Christian Academy	129 NH-28, Ossipee 03864	

Short-Term	Event	Date	Goal	Memberships	Training Provided By
\$23,500	Christmas Tree Sales	Nov-Dec	\$7,000	5	Jim Miller
	Restaurant Giving Nights	June-Aug	\$3,000	7	Renee Miller
	Wreath Decorating	Nov-Dec	\$1,000	3	Carolyn Yule
	Savers Clothing Drive	Ongoing	\$2,000	2	Carolyn Yule
	Giving Tuesday	November	\$2,500	2	Renee Miller & Carolyn Yule
	NH Gives	June 2024	\$5,000	5	Renee Miller & Carolyn Yule
	Amazon Smiles	Ongoing	\$500	n/a	Front Office
	PTO Online Auction	Oct & May	\$2,000	4	Jim Miller
	Christmas Cards	Oct-Dec	\$500	4	Carolyn Yule

Medium-Term	Event		Goal	Memberships	
\$135,000	Spring Gala	April	\$20,000	15	Carolyn Yule
	Golf Tournament	Aug/Sept	\$15,000	15	Jim Miller/ Carolyn Yule/ Renee Miller
	General Donations (Matching)	Ongoing (quarterly drive)	\$49,000	10	Jim Miller/Dan Yule
	Pledge Drive	2 times yearly	\$21,000	5	Jim Miller/Dan Yule
	Stock Drive	Ongoing (quarterly drive)	\$10,000	5	Jim Miller/Dan Yule
	Scholarship Drive	Ongoing (quarterly drive)		25	Jim Miller/Dan Yule

Long-Term	Event		Goal	Memberships	
\$62,500	ICC Membership Dues	Ongoing	\$5,000	n/a	Dan Yule
	Outreach Events	4 Events: Oct, Dec, Feb, May	\$7,500	15	Dan & Carolyn Yule
	Endowment	Ongoing	\$50,000	n/a	Jim Miller

\$200,500	118	TOTAL ANNUAL Funds Raised GOAL
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Classical Academy – New Hampshire College and Career Ready Standards Alignment: Kindergarten

The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances students’ ability to read diverse kinds of texts with understanding. Teachers need to remember that reading requires two abilities – the ability to turn print into language (decoding) and the ability to understand what the language says. Achieving the first ability – decoding – requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically-based research are: Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability. No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge Sequence, Core Knowledge teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many of the short, fragmented stories in the basals, which unfortunately do not effectively advance reading comprehension.

Acronym Guide for College and Career Ready Standards for ENGLISH LANGUAGE ARTS Grade Kindergarten:

Reading Standards for Literature: RLK

Writing Standards: WK

Reading Standards for Informational Text: RIK

Speaking and Listening Standards: SLK

Reading Standards: Foundational Skills: RFK

Language Standards: LK

Strand	College and Career Ready Standards	Core Knowledge Sequence
Strand	Reading: Literature	
Topic	Key Ideas and Details	
CCRS	RL.K.1. With prompting and support, ask and answer questions about key details in a text. RL.K.2. With prompting and support, retell familiar stories, including key details. RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	
Strand	Reading: Literature	
Topic	Craft and Structure	

CCRS	<p>RL.K.4. Ask and answer questions about unknown words in a text.</p> <p>RL.K.5. Recognize common types of texts (e.g., storybooks, poems).</p> <p>RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p>
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Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas
CCRS	<p>RL.K.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).</p> <p>RL.K.8. (Not applicable to literature)</p> <p>RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>

Instructional Strategies

Picture Walk

During a read aloud, in small group guided reading, or any other shared reading experience, the teacher guides students through a “picture walk.” The teacher shows the students the illustrations without reading any of the words. Students make predictions about the story based on those illustrations. The teacher can ask students to identify the predictions that come closest to what really happened in the story. While reading, help students make connections between the illustrations in the story and the moments they depict.

Careers in our School

During shared reading, select a text (e.g., Welcome to Kindergarten: an Alphabet by Violet Smith or Welcome to Kindergarten by Anne Rockwell) that focuses on the various jobs within a school (e.g., teacher, principal, custodian, IT, librarian). Students will identify jobs in the book and make

comparisons among illustrations within the book (e.g., type of tools or resources used, working alone or in a group, skills involved). Guide students through a tour of the school building identifying the different settings in which staff work (e.g., school office, cafeteria, supply room).

To practice or extend this activity, students can match photos or clip art of people dressed for a particular job to the correct setting. Using the same jobs that students saw people doing around the school setting will reinforce that idea for struggling learners. Using different jobs and other settings will extend the learning for advanced learners.

Venn Diagrams (or T-chart graphic organizers)

Students use Venn diagrams or similar graphic organizers to compare and contrast characters and events in familiar stories read in class. For example, compare the characters and adventures of the Three Little Pigs and the Three Bears.

For special needs students pre-teach by providing them with an opportunity to compare and contrast events they are familiar with (i.e. indoor vs. outdoor recess, school day vs. day at home) before asking them to compare/contrast characters. When using Venn Diagrams and/or T-Charts (and all written lists/charts in the classroom), be aware of your use of color. Simply alternating the color you write in for each line of text makes it clearer for struggling learners and helps them to understand that each line is a new idea. This is also beneficial for the visually impaired. Also for Venn Diagrams, some students can be given picture cues on strips of paper to place in the correct place on the diagram while other students are coming up with their own.

Role Play

Students and teacher act out characters from the same book series (i.e. Elephant and Piggie in the Mo Willems series). At first, students should consistently play one character while the teacher plays the other. Encourage students to look at illustrations and text type and size to depict the characters. Enrich students by having them choose the character they would be and explaining their choice

From BCSI Program Guide:

Listen, My Children: Poems for Kindergarteners

Mother Goose Poems

"Baa, Baa, Black Sheep"

"Diddle, Diddle, Dumpling"

"A Diller, A Dollar"

"Georgie Porgie"

"Hey Diddle"

"Hickory, Dickory, Dock"

"Hot Cross Buns"

"Humpty Dumpty"

"It's Raining, It's Pouring"

"Jack and Jill"

"Jack Be Nimble"

"Jack Sprat"

"Ladybug, Ladybug"

"Little Bo Peep"

"Little Boy Blue"

"Little Jack Horner"

"Little Miss Muffet"

"London Bridge Is Falling Down"

"Mary, Mary, Quite Contrary"

"Old King Cole"

"Old Mother Hubbard"

"The Old Woman Who Lived in a Shoe"

"One, Two, Buckle My Shoe"

"Pat-a-Cake"

"Rain, Rain, Go Away"

"Ride a Cock-Horse"

"Ring Around the Rosey"

"Rock-a-bye, Baby"

"Roses Are Red"

"See-Saw, Margery Daw"

"Simple Simon"

"Sing a Song of Sixpence"

"Star Light, Star Bright"

Strand

Reading: Literature

Topic

Range of Reading and Level of Text Complexity

CCRS

RL.K.10. Actively engage in group reading activities with purpose and understanding. Activate prior knowledge and draw on previous experiences in order to make text-to-self or text-to-text connections and comparisons.

Instructional Strategies

To select supplemental texts, paired texts, and text-to-media sets at, above, or below grade level for all levels of learners. Teachers can choose to use the provided objectives or expand on them to meet the needs of the students.

Strand	Reading: Informational Text
Topic	Key Ideas and Details
CCRS	RI.K.1 With prompting and support, ask and answer questions about key details in a text. RI.K.2 With prompting and support, identify the main topic and retell key details of a text. RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Instructional StrategiesReciprocal Teaching Method

Use the four strategies within Reciprocal Teaching: Predict, Clarify, Question, and Summarize. In small groups assign readers one of the strategies using character names:

- Peter/Paula Predictor – based on title or cover predict what might be in the text
- Carl/Clara Clarifier – record unknown words or ideas that need to be clarified, ask others for help with understanding
- Quincy/Quintella Questioner – develop three teacher-like questions about what has been read
- Sami/Sari Summarizer – present main points of the selection (Palinscar & Brown, 1986)

I Wonder Questioning Strategy

Use I wonder questions (I wonder what, I wonder why...) to search for information in a previously read text. This strategy helps guide student comprehension of text. This strategy is also called self-questioning. Using this strategy is especially helpful when working with unfamiliar concepts in informational texts. This strategy is detailed at an article titled “I Wonder Questions: Harnessing the Power of Inquiry” found on the Edutopia website.

Interactive Read Aloud

The teacher reads carefully selected texts to the students, usually whole group. Students are encouraged to ask and answer questions and make meaning as the text is being read. The U.S. Department of Education provides these simple guidelines for interactive read alouds.

1. Read the material yourself before sharing with students.
2. Mark text with potential spots to stop and pose a question, thought or think aloud.
3. Include frequent opportunities for students to talk about texts. Use Turn and Talk or other partner and group discussion strategies.

Guided Reading

Small group reading instruction during which students move from high teacher support to full control of the reading process. Teacher selects the “just right” text, one that is at the students’ instructional level. Scholastic Teacher Resources provide the following steps for successful guided reading practice:

1. Before reading: Set the purpose for reading, introduce vocabulary, make predictions, and talk about the strategies good readers use.
2. During reading: Guide students as they read, provide wait time, give prompts or clues as needed by individual students, such as "Try that again. Does that make sense? Look at how the word begins."
3. After reading: Strengthen comprehension skills and provide praise for strategies used by students during the reading.

Instructional Resources/Tools

Heard, Georgia and Jennifer McDonough. [A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades](#). Portland, ME: 2009 – a resource that supports the meaningful use of informational text in the primary classroom.

Fountas, Irene and Gay Su Pinnell. [The Literacy Continuum](#). Portsmouth, NH, Heinemann: 2016 – A resource that supports the implementation of literacy teaching strategies in the classroom. This text helps teachers to understand the continuum of literacy development and how to facilitate balanced literacy instruction.

Harvey, Stephanie, and Anne Goudvis. [The Primary Comprehension Toolkit](#). Portsmouth, NH – A resource that provides tools and resources to help build student comprehension through informational text. The toolkit includes reusable resources and strategies that are easy to implement in the classroom.

Essential Instructional Practices in Early Literacy by the Early Literacy Task Force This guide identifies research based-best practices determined by the Early Literacy Task Force. The focus is to provide teachers with research-based best practices that can be used to have a positive impact on literacy development.

What Works Clearinghouse (WWC) Practice Guide: Improving Reading Comprehension in Kindergarten through 3rd Grade provides evidence-based recommendations for best practice strategies used to teach reading comprehension in K-3.

Strand	Reading: Informational Text
Topic	Craft and Structure
CCRS	<p>RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.</p> <p>RI.K.5 Identify the front cover, back cover, and title page of a book.</p> <p>RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>
<p>Instructional Strategies</p> <p><u>What's it Mean?</u></p> <p>Read part of a selected text aloud. When possible, project or post the text being read. Model ways to think aloud about the words and concepts “you don’t know.” Write those questions on a sticky note and place it in the text. As questions are answered by clues or additional text, mark the sticky notes with an A (answered). Students can list and investigate unanswered questions once reading is completed.</p> <p><u>Picture This!</u></p> <p>Read aloud a small section of informational text, without sharing the illustrations. Have listeners do a quick draw that illustrates what they have heard. Share the image from the book. Discuss similarities between their images and those of the writer/artist. Gifted students could be challenged to determine how they would change the text or illustrations if they were the author or illustrator.</p>	

Vocabulary Picture Cards

Vocabulary picture cards related to a nonfiction book can be created using images from online resources. The cards should include a student friendly definition and example of the word used in a sentence as well as a picture. Use the cards before or during the reading of a text to help students learn new vocabulary. Students can help create the cards by choosing clip art or cutting images from magazines for their own set of cards. They can also start to develop their own set of vocabulary cards for books they are reading independently.

Interactive Read Aloud

Carefully selected texts are systematically read aloud to the students, usually whole group. When reading informational text teachers should use the interactive read aloud to scaffold student understanding of the topic. The teacher has identified places in the text to pause and invite students to turn and talk with a partner or respond as a whole group to questions that focus on content vocabulary and relevant information.

Create an Informational Text Alphabet Book

Students can use the interactive alphabet organizer to create informational alphabet books. Focus the book on a particular topic or unit of study. The book can be added to the classroom library and/or shared with other classrooms. Initially this activity should be done in whole group, but it can be repeated with small groups or individual students as the year progresses.

Read Write Think

There are many standards-based lessons that may be used to help Kindergarten students develop an understanding of nonfiction text. Several of those lessons include:

- Adventures in Nonfiction: A Guided Inquiry Journey
- Predicting and Gathering Information with Nonfiction Texts
- Creating Question and Answer Books through Guided Research

Professional Books and Articles

Pinnell, Gay Su, Fountas, Irene C. The Continuum of Literacy Learning, Grades K-8: Behaviors And Understandings To Notice, Teach, And Support. Portsmouth, NH: Heinemann, ©2007.) – A resource that supports the implementation of literacy teaching strategies in the classroom. This text helps teachers to understand the continuum of literacy development and how to facilitate balanced literacy instruction.

Harvey, Stephanie. Goudvis, Anne. The Comprehension Toolkit. Portsmouth, NH: Firsthand/Heinemann, 2016– A resource that provides tools and resources to help build student comprehension through informational text. The toolkit includes reusable resources and strategies that are easy to implement in the classroom.

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Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas
CCRS	<p>RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>RI.K.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).</p>

Instructional Strategies

Scavenger Hunt Students work in small groups collaboratively. Provide groups with books on the same topic. Assign each group an idea related to topic and have them look for words and pictures in those sources that are connected to that topic. Have groups share discoveries. Facilitate a discussion around “I didn’t know that!” discoveries.

Use the Picture Explain that a picture or graphic in a nonfiction text is to help students read and understand the information. Provide examples of how an image can help students understand unfamiliar words and concepts. Encourage kindergarten readers to think of these questions as they are reading or viewing a nonfiction text:

1. Do the images give me any clues or ideas about the information in the book?’
2. Does the image help me understand words that I do not know?
3. Why is this image included in the book? (Alternatively, why is this image included with this paragraph or in this section?)

The Author Says

Provide students with a general overview of the book. Identify the main focus. As the teacher reads the book aloud ask students to identify the information that supports the main focus of the book. When possible use an enlarged text so that students can use sticky notes to indicate the location of supporting points.

Questioning the Author helps students connect with nonfiction texts using the Question-Answer Relationship (QAR) strategy. The questions students can focus on in discussion include:

1. What is the author trying to tell you?
2. Why is the author trying to tell you that?
3. What would you say instead?
4. Does the author say it clearly?
5. How could the author make it clearer?

A full explanation can be found in this book: Beck, Isabel L., Questioning the Author: An Approach for Enhancing Student Engagement With Text. Newark, Del., USA: International Reading Association, 1997

Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity
CCRS	RI.K.10 Actively engage in-group reading activities with purpose and understanding.

Instructional Strategies

Non-Fiction Book Packets

Select informational text that matches the current unit of study. Send a book home with each child in the classroom. Include a card with questions that parents can ask during or after the reading. At the beginning of the year these can be books the parent reads to the child, as the students begin

reading the books should include those that the student can read with adult help. Be sure to choose texts on various levels that will give families the opportunities to read and answer questions successfully.

Class Developed Informational Books

Create informational books about a grade level appropriate topic from math, social studies, or science. Each student can be given a simple sentence related to the topic to copy and illustrate. Once the pages are assembled into a book, share with the whole group and then place it in the class library. The book can also be posted as a digital text on a website for students to read independently and/or with a partner. They can be sent home (in print form or digitally) for students to share with family members.

3-2-1 Strategy

This strategy can be done whole group or small group after the teacher has shared a nonfiction book with the class. The teacher should record student responses so that they can be seen by everyone. The strategy asks students to identify:

1. Three things they learned from the book
2. Two questions they still have about the topic
3. One thing they would like to know more about.

Instructional Resources/Tools

Leveled Text Resources-Leveled informational text resources can be found at Readworks. The texts include a variety of topics and levels that are appropriate for use in Kindergarten.

Professional Books and Articles Pinnell, Gay Su, Fountas, Irene C. [The Continuum of Literacy Learning, Grades K-8: Behaviors and Understandings to Notice, Teach, And Support](#). Portsmouth, NH.

Heinemann, 2016. – A resource that supports the implementation of literacy teaching strategies in the classroom. This text helps teachers to understand the continuum of literacy development and how to facilitate balanced literacy instruction.

Strand	Reading Foundational Skills
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Topic	Print Concepts
CCRS	<p>RF.K.1 Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>
<p>Instructional Strategies</p> <p>Print Referencing During a shared reading experience using a big book or enlarged text, print referencing can be used to direct students’ attention to the forms, features, and functions of written language. Both explicit and implicit print-referencing cues are used during this time. Cues include both verbal (asking questions and commenting about print) and nonverbal (pointing to or tracking print). The teacher may want to ask questions like:</p> <ul style="list-style-type: none"> • How many words are on this page? • Can you identify where reading should start? • Can you point to a letter on the page that is in your name? • Are there any words in the illustrations? • Do you see a word that appears more than once? • How can you tell that this is a question? <p>The teacher should also point to words and other print features as they read. A full discussion of this practice can be found in this article by Zucker, Ward, and Justice.</p> <p><u>Dictated Interactive Writing</u></p> <p>Dictated interactive writing allows children to work alongside the teacher as they construct a text by “sharing the pen.” Interactive writing provides the opportunity to teach for tracking from left to right, using spaces between words, letter sound correspondence, and recognizing that spoken words are represented by print.</p>	

- Step 1: Dictate a simple sentence.
- Step 2: Draw a line for each word in the sentence on a sentence strip while students repeat the sentence. Students may also use dry erase boards during this time.
- Step 3: Students take turns writing the dominant consonant sounds in each word. Teacher writes the sounds students are not ready for. Do not allow for invented spelling. Repeat reading after writing each word.
- Step 4: Cut up the sentence. Build and reread sentence with the students. (Richardson, 2009)
- Big Books

Use large books that all children can see to point out print features while reading aloud. Focus on a few topics at a time (moving left to right, spaces between words, end punctuation, moving top to bottom, distinguishing text from illustrations).

Instructional Resources/Tools

A is for Apple: Building Letter-Recognition Fluency. A series of lessons/activities from ReadWriteThink that provide students with the opportunity to interact with letters over a variety of settings and to build letter fluency.

Strand	Reading: Foundational Skills
Topic	Phonological Awareness
CCRS	<p>RF.K.2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual phonemes (sounds) in simple, one-syllable words to make new words.</p>

Strand	Reading: Foundational Skills
Topic	Phonics and Word Recognition
CCRS	<p>RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of one-to-one grapheme (letter)-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.</p> <p>b. Associate the long and short sounds with common spellings for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
<p>Instructional Strategies</p> <p><u>Systematic and Explicit Instruction of Phonics</u></p> <p>The most effective phonics instruction is explicit (instruction includes clear explanations, teacher modeling, and sufficient opportunities for students to practice) and systematic (sound/spelling relationships are taught in a clearly defined, carefully selected, logical and cumulative instructional sequence).</p> <p>Effective phonics instruction develops understanding of the alphabetic principle, incorporates phonemic awareness, provides sufficient practice in reading words (reading words in isolation, reading words in decodable texts, and writing words from dictation), leads to automatic word recognition, and is one part of a comprehensive reading program.</p> <p>Example phonics lesson sequence adapted from the Teaching Reading Sourcebook:</p> <ol style="list-style-type: none"> 1. Phonemic awareness warm up; 2. Introduce sound/spelling; 3. Blend words; 	

4. Build automatic word recognition (focus on the rapid and effortless decoding and reading of words in isolation);
5. Apply to decodable text;
6. Word work for decoding and encoding (uses a range of activities to build, manipulate, and sort words, such as Elkonin boxes with letters, word building, and dictation)

Example phonics lesson sequence adapted from the Phonics Lesson Library (95 Percent Group, Inc.):

1. State goal and purpose (1 minute);
2. Practice phonological awareness (3 minutes);
3. Review previous lesson (3 minutes);
4. Introduce new concept (3-5 minutes);
5. Provide guided practice - blending words, reading pattern-based words, phoneme-grapheme mapping, reading phrases and sentences (5 minutes);
6. Provide extended practice - word sorts, word chains, word families, cloze tasks (5 minutes);
7. Practice dictation/encoding (8 minutes);
8. Connect to word meaning (5 minutes);
9. Read decodable text (8 minutes)

Decodable Texts

Decodable texts are reading practice material in which the majority of words are linked to sound/spelling relationships and patterns students have been taught and a proportion of previously taught sight words. Decodable texts serve a specific purpose in reading instruction: to provide practice reading words with the patterns they have been taught. The use of decodable texts in the phonics lesson does not replace the need for other types of texts in other parts of the reading lesson (i.e. books for teacher read-aloud, oral vocabulary development, shared writing, poetry recitation, enjoyment of picture books, etc.).

Blending Techniques

Blending techniques begin with simple CVC words that do not have consonant blends or digraphs. Words containing consonant blends and digraphs can be introduced after simple syllable words. Teaching blending techniques to children allows children to sound out words, as opposed to relying on guessing from one letter or being overly dependent on context. Instruction begins with additive sound-by-sound blending, and then routines shift to whole word blending as sound-by-sound blending will not be sufficient to for fluent word recognition.

Words in Context

Words taught in phonics lessons should be read in sentences and defined if children do not know the meaning of the words. For beginning readers, the words may need to be introduced in sentences orally, as opposed to within written text.

Dictation

In Kindergarten and first grade, spelling can be taught alongside reading, as there is little difference between the correspondences student learn for reading and spelling at this level. A dictation routine can be included in the phonics lesson to enable students to produce the sounds and words learned earlier in the lesson. Dictation can include dictating words and sentences.

It is important to provide corrective feedback and show the students the words/sentences written correctly.

Sound/Spelling Cards and Sound Wall

Teachers use sound/spelling cards to provide a clear model of speech sounds and their spellings. They provide a scaffold for students in decoding. A sound wall can be displayed to provide an interactive tool for students to provide access and practice around sound/spelling patterns. Sound walls allow for deep learning of language structure as opposed to methods that support rote memorization of words.

Instructional Resources/Tools

For additional information on Reading: Foundational Skills, see Ohio's Early Literacy Toolkit and Kosanovich, M. and Verhagen, C. (2012). Building the foundation: A suggested progression of sub-skills to achieve the reading standards: Foundational skills in the Common Core State Standards. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

Helpful resources for teachers to develop more strategies and understanding of how to effectively teach phonics in a diagnostic and explicit manner: LETRS (Language Essentials for Teacher of Reading and Spelling). by Louisa Moats

This resource provides extensive information regarding the essential elements of language. It expands on research-based teaching strategies to increase phonics skills for average to struggling readers. There are also sample lesson plans and student work to help teachers interpret mistakes to help inform instruction. Moats, Louisa C. Speech to Print: Language Essentials for Teachers. Baltimore: Paul H. Brookes Pub, 2000.

Florida Center for Reading Research. This website has a large number of resources that explain the research around teaching children to read. The website also has many strategies and activities that can be used in the Kindergarten classroom to help students develop reading skills.

Professional Books and Guides

Strickland, Dorothy S, and Shannon Riley-Ayers. Literacy Leadership in Early Childhood: The Essential Guide. New York: Teachers College Press, 2007. Chapter 4 of this book discusses the early literacy curriculum and the focus on content as it relates to oral language development, understanding of the alphabetic codes and knowledge, and understanding of print. Each component is discussed separately and focuses on aspects of early literacy curriculum and expectations (standards) and typical learning opportunities.

Right from the Start: The Report of the Nasbe Task Force on Early Childhood Education. Alexandria, VA, 1992. Chapter 2 discusses strategies for implementing developmentally appropriate curriculum and researched based instruction.

WWC Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade: This practice guide provides evidence-based recommendations for teaching foundational reading skills to students in K-3.

Strand	Reading: Foundational Skills
Topic	Fluency
CCRS	RF.K.4 Read emergent-reader texts with purpose and understanding.

Instructional Strategies

The Author Said

Provide opportunities for students to hear authors reading their own work. For example:

- Mem Fox
- Paulette Bogan
- Ken Nesbitt
- Todd Parr reading The Peace Book

A web search will provide more information on specific authors. Children's Books: NPR has a children's book section with author interviews, it frequently because content changes. Always preview the interview before sharing it with the class.

Shared Reading/ Performance Reading

This is an interactive reading experience that could be performed with a whole group or small group depending on the student needs. The teacher chooses a reading piece, which could be a poem, big book, or class writing piece. Print must be large enough or available for all students to see. Together the class reads the piece while the teacher listens for rate, appropriate pausing, stress, and intonation. This is a piece they should read for several consecutive days.

Choral Reading

This small group activity can be used to help students develop fluency through reading to develop proper phrasing, intonation, and expression through connected text.

Instructional Resources/Tools

The Unite for Literacy Library offers many online books for young readers with audio. Browse through the home page to choose books to read from the library shelves. Narrow down your choices using picture icons for different themes such as animals or families. Select and click a book to read. Click the speaker icon to hear each page. The narration is also available in many languages from Arabic to Vietnamese. This site should be shared with parents to encourage literacy practices at home. This is a particularly good site for ELL students who could listen to a book in their home language first and then in English.

Reading Rockets

This website is a valuable resource as it provides theory, research, and tools to help both educators and parents teach children to read. The website has many strategies, videos, and lesson activities to systematically teach reading.

WWC Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade:

This practice guide provides specific, evidence-based recommendations for teaching foundational reading skills to students in K-3.

Strand	Writing
Topic	Text Types and Purposes
CCRS	<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about and express an opinion or preference about the topic or book (e.g., My favorite book is...).</p> <p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.</p> <p>W.K.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.</p>
<p>Instructional Strategies</p> <p><u>Key Events for Writing</u></p> <p>The student identifies a key event in their life. Students then draw and write about the event. Their stories are shared aloud and then placed in a class book with a chapter for each child. This strategy could be enhanced by using Flipgrid for students to record their story aloud, even showing their drawing.</p> <p>Have students who are not certain about what to write, talk about it with an adult first, or have students who have identified an event share orally to spark an idea for a student who is struggling. For students who chronically struggle with coming up with ideas, have a list (word with simple sketch/picture) available for them to look at when they need ideas or have a list posted on chart paper in the classroom for anyone to see.</p> <p><u>Write Aloud</u></p> <p>This is a modeled writing strategy to provide students with an opportunity to experience how writers develop different types of text. The teacher verbalizes his/her thinking as he/she is composing to improve students understanding of the writing process.</p> <p><u>Community Writing</u></p>	

The students and teachers collaborate to write a text together. Shared writing is when the teacher writes the students ideas; teacher is acting as a scribe. Interactive writing is when the students and teacher write together.

When looking for student input in community writing, have students “Turn & Talk” to someone sitting next to them before calling on students for answers. This gives everyone an opportunity to have an answer prepared, not just the quick thinkers.

Mentor Text

An exemplar text that can be used to teach a writer about some aspect of writing. When using mentor texts to model writing, be explicit about what the writing focus is. For example, Mo Willems books could be used to teach opinion writing.

When planning to use an exemplar text to teach an aspect of writing, it would benefit your diverse learners to have heard the story at least once (if not multiple times) before the lesson.

Writer’s Workshop

Components of a writer’s workshop include a focused mini-lesson targeting a specific writing strategy, independent writing (drawing, labeling, dictating, and written word), conferencing with peers and teachers, and sharing or publishing. Provide students with a variety of paper choices (paper with no lines, paper with one line, or paper with more than one line). This allows the students to select a presentation type that reflects their developmental writing stage. The utilization of graphic organizers to organize thoughts can help student maintain a proper sequence to their storytelling and organization of informational details.

Students who struggle need to be seen more frequently in the “conferencing rotation” than other students. Depending on the ELL student’s development and language, it may be beneficial to allow the student to record their story in their native language and help them translate it to English. The final copy could be bilingual. If a teacher saves these each year, they could be used as models for other ELL students. Some students may benefit from doing an audio recording first, as an alternate activity. More information on writer’s workshop can be found at the Children’s Literacy Initiative website.

Anchor Charts

Anchor charts are large charts created collaboratively by the teacher and the students during a mini-lesson. The chart is conspicuously posted where it can be referenced often to scaffold students’ thinking. Information on the chart can be added or edited as learning continues.

When using anchor charts in the classroom, it is very helpful to switch colors between lines of text. You do not need to use a different color for every single line. Even switching back and forth between just two different colors is very useful in helping students who struggle to differentiate between lines of text and to visually track the text. Also, it is very useful to have picture clues (even very simply sketched ones) to help young students to get the gist of the words if they cannot read it yet.

Grab Bag

Conferencing allows you to meet with children in a one on one setting or small group in order to provide reinforcing or corrective feedback to help them develop their writing from their current stage of development.

Guided Writing

The teacher pulls a small group of students who share a common writing need for targeted instruction. A framework for guided writing can be found on the Reading Rockets website.

Turn and Talk for Writing

After presented with a writing prompt, students turn to partners to share thoughts as a prewriting strategy. Through these conversations, students will develop ideas that can be used while writing.

Instructional Resources/Tools

Resources for Writer's Workshop Videos, rubrics, sample student work, and other resources: Reading and Writing Project Student work examples and printable resources: Little Minds at Work

Units of study for opinion, narrative, informational, and research: Portland Oregon Writers' Workshop

Writing assessment resources, writing strategies, and additional tip sheets for teachers on how to help kindergarteners build strong writing skills. You will also find video of children's authors, classroom instruction, and literacy experts

Strand	Writing
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Topic	Production and Distribution of Writing
CCRS	<p>W.K.4 (Begins in grade 3)</p> <p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p>Instructional Strategies</p> <p><u>Peer Review</u></p> <p>Students meet with partners to review and offer feedback about each other’s writing. Teachers can model this process beforehand and offer checklists and guides for students as a scaffold for their conversations and work. Examples of this process can be found here and on the ReadWriteThink website.</p> <p><u>Conferencing</u></p> <p>Conferencing allows the teacher to meet with children in a one on one setting or small group in order to provide reinforcing or corrective feedback to help them develop their writing from their current stage of development. Students who struggle need to be seen more frequently in the “conferencing rotation” than other students.</p> <p><u>Writing Partnerships</u></p> <p>Pair students with different writing strengths together to work and review each other’s writing. When pairing students consider strengths, weaknesses, personality, and even organizational habits in order to ensure success. Seat partners near each other during independent writing so they can easily encourage one another. Model good partner behavior before groupings and address partner issues with individual conferences or whole-group mini-lessons.</p> <p><u>Collaborative Stories</u></p>	

Students and teachers work together to build a story by having each contributor add a new detail. This strategy encourages collaborative work and practices adding details to our responses and/or story telling in order to strengthen our writing.

School Year Goal Setting

Students will work with adults in crafting “I will _____ because _____.” statements that focus on what the student wants to accomplish during the school year. For example, “I will read three level 1 books by myself because reading is an important part of growing up!” The adult will work with the student on refining these statements with probing questions like “Why do you want to read? How much to do you want to read” in order to get the statements to be clear and specific.

Assistive Technology

Speech-to-Text: This is a setting that can be found on most electronic devices. It gives students the opportunity to dictate their thoughts when they are unable to express their ideas in written word.

Instructional Resources/Tools

On the ReadWriteThink website

Students can design and draw their own book cover.

Students type the text for each page of their piece to create a stapleless book.

Students create comics of varying length from given images and provide a caption.

Strand	Writing
Topic	Research to Build Knowledge
CCRS	W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

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

W.K.9 (Begins in grade 4)

W.K.10 (Begins in grade 3)

Instructional Strategies

Shared Writing/ABC Classroom Book

After sharing several books on a particular theme (careers), use an ABC graphic organizer to brainstorm words connected to the theme that begins with each letter of the alphabet. Assign each student a word to create a page for the classroom book. If diverse learners have limited acquisition of the alphabet, it would be helpful to give them a page using a letter that they have mastered to help boost their confidence and enthusiasm in the project. If they are very limited, it would be nice to give them the letter that begins their own name.

Topic and Graphic Organizer

Using non-fiction text, students are encouraged and challenged to learn more about a topic and to document their findings with graphic organizers. As a class, students agree on a topic to research. They list things they want to know about the topic on a chart. Students begin their inquiry by comparing fiction and nonfiction books about the topic on a chart. Students begin their inquiry by comparing fiction and nonfiction books about the topic, using an appropriate graphic organizer. Students use their information to create their own nonfiction pieces. Initially students may want to 'draw' their findings. Later some students might be given "fill-in-the-blank" style pages or sentence starters to help formulate their sentences and thoughts.

Read and Discuss

Read and discuss multiple books by a single author. Compare the book covers, writing style, illustrations, story structure, and themes. Chart what is noticed about the writing style, illustrations, structure, and themes. Students use chart as a model to create their own written work.

Diverse learners may benefit from a "side by side" book with the page on the left being an actual photocopied/scanned/printed page from the actual book and the page on the right being their own work.

Instead of having to model multiple features from the author/illustrator study, have students choose just one feature to model in their own written work.

Mural/ Shared Research

After engaging students in a shared research/ inquiry experience, the class works together to produce a community writing piece. Once the writing is complete, students work in cooperative groups to create the illustrations that depict each part of the community writing piece. Some examples of mural topics could include pumpkin growth cycle, butterfly life cycle, or the four seasons.

KWL Chart

Create a three-columned graphic organizer to track what a student or class *Knows*, *Wants to know* or *Wonders*, and has *Learned* (KWL chart). Before researching a topic, fill out the K and W columns to determine students' background knowledge and curiosity about the topic. Base further instruction on the information obtained from these sections. After researching and learning about the topic, add information to the L columns.

Instructional Resources/Tools

Heard, Georgia, and Jennifer McDonough. *A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades*. Portland, Me: Stenhouse Publishers, 2009

Wonderopolis is a free website with a “wonder” of the day that has research and vocabulary to go with each question.

American Library Association provides a list of high-quality websites that are ideal for students through their Great Websites for Kids page. This helps aid teachers in selecting sites to utilize within the classroom for reading, writing, and research.

Strand	Writing
Topic	Production and Distribution of Writing
CCRS	W.K.4 (Begins in grade 3)

	<p>W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
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Instructional Strategies

Digital Stories

A variety of websites and application allow teachers and students to collaborate on publishing personal books, such as Storybird, Littlebirdtales, Storyboardthat, and/or blabberize. Some websites allow students to add voices to the writing, and even share them with others. Students can use Storybird to create their own books by dragging and dropping pictures. Teachers can create a class for students to join in to review students’ work.

Digital Portfolio

An application or program that allows the students to display their understanding in a variety of formats such as photos, videos, writing, and drawing. Students can use Littlebirdtales to upload their own stories and add their own voice recording. SeeSaw is another application that can be used to create a digital portfolio.

Instructional Resources/Tools

On the ReadWriteThink website:

Students can design and draw their own book cover.

Students type the text for each page of their piece to create a stapleless book.

Students create comics of varying length from given images and provide a caption.

Strand	Writing
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Topic	Research to Build Knowledge
CCRS	<p>W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.K.9 (Begins in grade 4)</p> <p>W.K.10 (Begins in grade 3)</p>
<p>Instructional Strategies</p> <p><u>Shared Writing/ABC Classroom Book</u></p> <p>After sharing several books on a particular theme (careers), use an ABC graphic organizer to brainstorm words connected to the theme that begins with each letter of the alphabet. Assign each student a word to create a page for the classroom book. If diverse learners have limited acquisition of the alphabet, it would be helpful to give them a page using a letter that they have mastered to help boost their confidence and enthusiasm in the project. If they are very limited, it would be nice to give them the letter that begins their own name.</p> <p><u>Topic and Graphic Organizer</u></p> <p>Using non-fiction text, students are encouraged and challenged to learn more about a topic and to document their findings with graphic organizers. As a class, students agree on a topic to research. They list things they want to know about the topic on a chart. Students begin their inquiry by comparing fiction and nonfiction books about the topic on a chart. Students begin their inquiry by comparing fiction and nonfiction books about the topic, using an appropriate graphic organizer. Students use their information to create their own nonfiction pieces. Initially students may want to ‘draw’ their findings. Later some students might be given “fill-in-the-blank” style pages or sentence starters to help formulate their sentences and thoughts.</p> <p><u>Read and Discuss</u></p>	

Read and discuss multiple books by a single author. Compare the book covers, writing style, illustrations, story structure, and themes. Chart what is noticed about the writing style, illustrations, structure, and themes. Students use chart as a model to create their own written work. Diverse learners may benefit from a “side by side” book with the page on the left being an actual photocopied/scanned/printed page from the actual book and the page on the right being their own work. Instead of having to model multiple features from the author/illustrator study, have students choose just one feature to model in their own written work.

Mural/ Shared

Research After engaging students in a shared research/ inquiry experience, the class works together to produce a community writing piece. Once the writing is complete, students work in cooperative groups to create the illustrations that depict each part of the community writing piece. Some examples of mural topics could include pumpkin growth cycle, butterfly life cycle, four seasons.

KWL Chart

Create a three-columned graphic organizer to track what a student or class Knows, Wants to know or Wonders, and has Learned. Before researching a topic, fill out the K and W columns to determine students’ background knowledge and curiosity about the topic. Base further instruction on the information obtained from these sections. After researching and learning about the topic, add information to the L columns.

Inquiry Charts (I-Charts)

Choose a topic or have students select a topic prior to creating the I-Chart. The I-Chart is created in three phases, Planning, Interacting, and Integrating/Evaluating. In the first phase, Planning, students form questions around the topic, create the I-Chart, and collect materials needed for inquiry. The second phase, Interacting, calls for students to activate prior knowledge, formulate questions, and read sources. In the final phase, Integrating/Evaluating, students continue researching and compare the information they have found in the different sources. In this phase, students also summarize what they have found and begin reporting their findings in a variety of ways, including writing.

Wonder Center

Through inquiry and shared experiences, students record observations and wonderings. New learning/ research is developed through peer conversation. Wonder centers can be set up as centers or shared whole class experiences. The strategy begins by introducing the wonder/ topic to the class. Next, students engage in observations through the inquiry process and record their wonderings about the topic. Then, the class comes

together and converses about their wonderings by asking and answering questions, citing evidence of thinking, and researching new wonders. During this time, the teacher is facilitating the conversation. Finally, the students write about their new learning.

During ALL writing centers/stations/activities: Have various types of paper (unlined, lines, raised lines, boxes for text, etc.) and writing utensils (fat markers or pencils, standard pencils, etc.) and various pencil grips available for students who need them or who have definite preferences.

3-2-1 Strategy

After researching a topic, students complete a 3-2-1 graphic organizer where they have to articulate three things that they learned, two things they found interesting or that they would like to learn more about, and one question they still have. This can be completed as a class or individually. These could be in picture form instead of written form. They could also be done orally or via recording through various media.

Self-Organized Learning Environments (SOLE)

A strategy when educators encourage kids to work as a community to answer their own challenging questions by using the internet. The teacher presents a big question (should be open ended to encourage exploration) and either shares some background or brief story regarding the topic. Then students will investigate in small groups, which can be self-created or teacher-created. Students should work independently and teacher should only intervene if they are way off task or the environment is unsafe. During investigation, students use reliable student friendly websites to explore answers to the question. Then each group presents on what they have discovered about this big question. At this time, teachers and student encourage each group's discoveries and encourages healthy debate on the topic.

Instructional Resources/Tools

Heard, Georgia, and Jennifer McDonough. *A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades*. Portland, Me: Stenhouse Publishers, 2009

Wonderopolis is a free website with a "wonder" of the day that has research and vocabulary to go with each question.

American Library Association provides a list of high-quality websites that are ideal for students through their Great Websites for Kids page. This helps aid teachers in selecting sites to utilize within the classroom for reading, writing, and research.

Strand	Speaking and Listening
Topic	Comprehension and Collaboration
CCRS	<p>SL.K.1 Participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p> <p>SL.K.2 Confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.</p> <p>SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<p>Instructional Strategies</p> <p><u>Using KWLs</u></p> <p>Draw a chart with three columns that are labeled K, W, and L respectively. Have students list what they know about a topic in the first column. In the second column, have students identify what they want to know. Emphasize the formation of a question for this column. For example, if the topic is tigers and a student says, “I want to know about a tiger’s stripes” – the teacher should encourage the student to formulate a question about the stripes. “What is it you want to know about the stripes?” is a possible response or “What question do you have about the stripes?” Encourage students to use question words when completing the middle section of the KWL.</p> <p><u>What’s the Problem?</u></p> <p>Read aloud a series of stories by a single author. For example Donald Crews (<u>Ten Black Dots</u>, <u>Freight Train</u>, <u>Flying</u>, <u>Parade</u>) or Eric Carle (<u>The Very Hungry Caterpillar</u>, <u>The Very Busy Spider</u>, <u>The Grouchy Ladybug</u>, <u>The Very Lonely Firefly</u>). After reading, have students discuss the problem the main character has and then decide how that problem was solved. Student responses can be charted in a whole class graphic (three columns, one for the book title, one for the problem and one for the solution).</p>	

Accept more than one response for the problem and solutions and encourage discussion about the varieties. Once the readings have been completed (over time), encourage students to discuss the commonalities found across the texts with respect to problems and solutions.

Turn and Talk

During a read aloud the teacher will pose a question or prompt for students to discuss. Students turn to an assigned partner to talk. Partners have assigned roles (speaker/listener) beforehand. The teacher times the talk and calls for the roles to reverse. When both students have had a turn discussing the assisted question or prompt, the teacher calls time. When the time is up, partners are asked to share out thought and ideas from their discussion with the whole group.

Repeated Readings

Read a book aloud three or more times. Facilitate collaborative conversations with carefully crafted questions with each reading to increase students’ analytical talk and questioning skills. Additionally, repeated reading models fluency. Visit Reading Rockets for more information.

Strand	Speaking and Listening
Topic	Comprehension and Collaboration
CCRS	SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail. SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Instructional Strategies

Guess What’s in The Bag

Note: Each session should last from 10 to 15 minutes.

1. Introduce the activity by discussing the importance of using descriptive language to get one's message across, emphasizing both speaking and listening skills.
2. Practice by describing the characteristics of several exposed objects. Encourage students to talk about the shape, size, material, feel (e.g., hard/soft, bumpy/smooth, pointy/round) and possible uses of the objects.
3. Place an object (or already have one) in the bag, making sure the students do not get a glimpse of it.
4. Tell the students that there is an object in the bag, and they will be given five clues to help them guess what the object is.
5. Explain that, without looking, each of them will feel the object inside of the bag and give one clue to describe it.
6. Be prepared to prompt students who might have difficulty developing clues. For example, "Is it hard or soft?" "Does it have corners or curves?" "From what material is it made?"
7. After the fifth clue is given, ask students from the audience to raise their hands to guess the object.
8. Either when the object is guessed at or has been revealed, encourage the class to give more clues to describe the item.

Role Play

Begin with real life examples that provide opportunities to practice language in different situations, such as a restaurant, grocery store, or hospital. Teachers can participate in the role-play to display/model appropriate behaviors such as buying or selling or being patients, doctors, nurses, etc.

Talking Beads

Students are given four beads. Each bead represents the following questions: What does it look like? What do you do with it? Where do you find it? What does it do? Students are to answer these questions as they slide their bead and talk about a physical item they are sharing. Alternative questions can be used.

I am Thinking of....

A simplified version of 20 questions, and somewhat like easier than I spy. The teacher or a student picks a person, place, or thing, and begins by stating, "I am thinking of something" and names a feature or attribute of the object or thing. Students then begin to ask questions to gain details about the object until someone guesses the object.

Author's Chair

A special time and place designated students who want to read aloud things they have written with their peers. When students read their rough drafts aloud to peers, they are able to receive positive feedback and support as well as ideas and suggestions for revisions.

Entrepreneurship...It's Elementary! Language Arts, Imaging

For this strategy first, collect common and unusual objects and keep them handy. Each day, take out an object. For example, take out a film container. Hold it in your hand for everyone to see and say, "I hold in my hand..." And give an unusual response. Then pass the object around for each child to give a response. For example, the film container could be a pill holder, a biscuit cutter, a holder for lunch money, etc. Children learn to see possibilities and look at common items in a new way.

Instructional Resources/Tools

Horn, Martha, and Mary E. Giacobbe. Talking, Drawing, Writing: Lessons for Our Youngest Writers. Portland, ME: Stenhouse Publishers, 200 - This academic resource is a piece of literature comprised of classroom lessons that invite educators to develop classrooms where they listen, watch, and talk with children, then use what they learn to create lessons designed to meet children where they are in the areas of speaking and listening and lead them into the world of writing.

Kindle, Karen J. "Vocabulary Development During Read-Alouds: Primary Practices." *The Reading Teacher*. 52.3 (2009): 202. This study explored the complexities of vocabulary development by examining the read-aloud practices of four primary teachers through observations and interviews. Three levels of vocabulary development and nine different instructional strategies were evident in the data. Variations in practice were related to pedagogical beliefs, grade level, and pragmatic issues of time.

Mills, K.A. "Floating on a Sea of Talk: Reading Comprehension Through Speaking and Listening." *Reading Teacher*. 63.4 (2009): 325-329. This article provides a repertoire of speaking and listening strategies to develop the metacognitive thinking of students in the elementary years.

Strand	Language
Topic	Conventions of Standard English
CCRS	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs.

- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
 - d. Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).
 - e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
 - f. Produce and expand complete sentences in shared language activities.
- L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- a. Capitalize the first word in a sentence and the pronoun I.
 - b. Recognize and name end punctuation.
 - c. Write a letter or letters for most consonant and short-vowel phonemes (sounds).
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Instructional Strategies

Interactive Writing

Interactive writing is a cooperative event in which teacher and children jointly compose and write text and focus on specific grammar targets. Interactive writing can be used to demonstrate concepts about print.

All students can and should participate in interactive writing, including those who are ELL or have developmental or academic delays. You can be strategic about what students are asked to contribute - for example, a child who may only know how to identify or write the first letter of his/her name can be asked at the right time to include that letter in the cooperative writing.

Chart Targets

Write familiar poetry on chart paper. As students share in the reading encourage them to focus on a specific aspect of print. For example, circle words with the short a sound, identify end punctuation, and explain how it makes you read, find question words etc. Writing on chart paper in two different colors (just alternating colors for each line) will help students track text.

Mentor Text

An exemplar text that can be used to teach a writer about some aspect of writing. For example – Robin Pulver’s books Punctuation Takes a Vacation teaches the names and importance of punctuation in speech and writing and The Case of the Incapacitated Capitals explains the many ways of using capital letters.

Fine Motor Letter Formation

Clay, paint bags, and sand are a few examples of tactile, fine motor development that can be incorporated into independent practice of upper- and lower-case letter formation.

These tactile, fine motor tasks are crucial for students who struggle with letter formation. The more the better. You can also form thick letters in white “school glue” (Elmer’s) and then let it dry to form raised lines, which can be traced and touched. (Arrows and numbers can be added to the side in marker to direct the sequence of strokes.)

Write the Room

During this activity, students independently walk through the room with the chosen writing form and clipboard, search the room’s print for the specific days’ target, and write the letters or words found on their writing form. The teacher has the flexibility to change the write the room target to focus on various needs such as print formation, nouns, verbs, plurals, interrogatives, prepositions, vowels, etc. These can also be tailored to specific student needs. Not everyone needs to be looking for the same thing each day.

Instructional Resources/Tools

Tompkins, Gail E. Literacy in the Early Grades: A Successful Start for Prek-4 Readers and Writers. Boston: Pearson, 2015. This resource provides classroom vignettes, examples of student work, ideas for mini-lessons, and assessment tools.

Mccarrier, Andrea, Irene C. Fountas, and Gay S. Pinnell. Interactive Writing: How Language & Literacy Come Together, K-2. Portsmouth, NH: Heinemann, 2000. Focused on the early phases of writing, the book has special relevance to prekindergarten, kindergarten, grade 1, and 2 teachers.

Strand	Language
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Topic	Vocabulary Acquisition and Use
CCRS	<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use interrogatives (question words) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities. <p>L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel phonemes (sounds). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<p>Instructional Strategies</p> <p><u>Guess What?</u></p> <p>Place a common object in a paper bag. Students ask single yes or no questions to get enough information to identify the object. As students become more confident with the game, increase the complexity by requiring more-specific language. For example, a ball might be a correct answer initially however, a red playground ball would be appropriate as they get more familiar with the activity. This activity helps with descriptions and being specific in language.</p>	

A Bear of a Poem: Composing and Performing Found Poetry

Students learn how to write a poem using a book from a shared reading experience when using this strategy. The poem is created in a shared writing experience, guided by the teacher with a lot of class discussion and conversation.

Wordle

This [site](#) creates a “word cloud” of any text. The size of the words reflects how often they occur in the passage.

Instructional Resources/Tools

Teaching Vocabulary

This [resource](#) is helpful to build students’ vocabulary with idioms, literal and figurative meanings of idioms and word consciousness/awareness

Classical Academy – College and Career Ready Standards Alignment Math: Kindergarten

	New Hampshire College and Career Ready Standards	Singapore Math Text Reference
Instructional Resources	<p style="text-align: center;">BOOKS FOR TEACHERS</p> <ul style="list-style-type: none">• Dimensions Math Teacher’s Guide KA, Singapore Math• Dimensions Math Teacher’s Guide KB, Singapore Math• Dimensions Math Tests K, Singapore Math <p style="text-align: center;">MANIPULATIVES FOR TEACHERS</p> <ul style="list-style-type: none">• Magnetic base ten blocks• Ten frame cards• Hundred board• Meter/yard stick• Erasable/blank dice	<p style="text-align: center;">BOOKS FOR STUDENTS</p> <ul style="list-style-type: none">• Dimensions Math Textbook KA, Singapore Math• Dimensions Math Textbook KB, Singapore Math• Dimensions Math Workbook KA, Singapore Math• Dimensions Math Workbook KB, Singapore Math <p style="text-align: center;">MANIPULATIVES FOR STUDENTS</p> <ul style="list-style-type: none">• Magnetic dry erase board• Multilink cubes• Magnetic counters• 6-sided dice• Place value strips• Hundred board• Ten frame• Deck of cards• Erasable/blank dice

		<ul style="list-style-type: none"> • 10-sided dice • Bear counters • Dominoes • Ruler
	New Hampshire College and Career Ready Standards	<p style="text-align: right;">Singapore Math Text Reference</p> <p>Key: Textbook: TB Activity Book: AB Page Citation: page numbers</p>
	Counting and Cardinality	
Know number names and the count sequence.	1. Count to 100 by ones and by tens.	<p>TB–A: 22–53, 54–85 AB–A: 8–15, 16–25 TB–B: 19–32, 94–111, 145–157 AB–B: 18–27, 71–77, 86–93</p>
	2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1.)	<p>TB–A: 94–97 AB–A: 28–29 TB–B: 1–2, 29–30, 53–54, 108–109 AB–B: 25–27, 45–47, 75–77</p>
	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).	<p>TB–A: 37–53, 54–85 AB–A: 8–15, 16–25 TB–B: 19–28 AB–B: 18–24</p>
Count to tell the number of objects.	4. Understand the relationship between numbers and quantities; connect counting to cardinality.	<p>TB: No materials, AB: No materials Supplemental Instructional Strategies:</p> <ul style="list-style-type: none"> • One of the first major concepts in a student’s mathematical development is cardinality. • Cardinality, knowing that the number word said tells the quantity you have and that the number you end on when

		<p>counting represents the entire amount counted.</p> <ul style="list-style-type: none"> • The big idea is that number means amount and, no matter how you arrange and rearrange the items, the amount is the same. • Until this concept is developed, counting is merely a routine procedure done when a number is needed. • To determine if students have the cardinality rule, listen to their responses when you discuss counting tasks with them. • For example, ask, “How many are here?” The student counts correctly and says that there are seven. • Then ask, “Are there seven?” • Students may count or hesitate if they have not developed cardinality. • Students with cardinality may emphasize the last count or explain that there are seven because they counted them. These students can now use counting to find a matching set.
	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.	TB–A: 22–33, 54–71 AB–A: 8, 16–21
	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.	TB–A: 28–35, 54–55, 58–75 AB–A: 8, 16–21
	4c. Understand that each successive number name refers to a quantity that is one larger.	TB–A: 86–97 AB–A: 26–29 TB–B: 1–8, 29–30 AB–B: 25–27
	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	TB–A: 22–47, 54–85 AB–A: 8–15, 16–25 TB–B: 19–28

	things in a scattered configuration; given a number from 1–20, count out that many objects.	AB–B: 18–24
Compare numbers.	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.	TB–A: 199–208 AB–A: 82–91 TB–B: 1–10, 19–20
	7. Compare two numbers between 1 and 10 presented as written numerals.	TB–B: 11–16 AB–B: 2–17
	Operations and Algebraic Thinking	
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	TB–B: 33–48, 49–64, 65–84, 85–88 AB–B: 28–39, 40–53, 54–61, 62–70
	2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	TB–B: 33–48, 49–64, 65–72, 75–82, 85–93 AB–B: 28–39, 40–53, 54–55, 58–61, 62–70
	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 $5 = 4 + 1$).	TB–B: 33–48 AB–B: 28–39
	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	TB–B: 46 AB–B: 37–39

	answer with a drawing or equation.	
	5. Fluently add and subtract within 5.	TB-B: 33–38, 49–50, 65–70 AB-B: 28–33, 40–44, 54–55
Number and Operations in Base Ten		
Work with numbers 11–19 to gain foundations for place value.	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 (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	TB-B: 21–28 AB-B: 18–24
Measurement and Data		
Describe and compare measurable attributes.	1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	TB-A: 147–154, 164–165, 175–176, 180–182, 185–186 AB-A: 57–62, 66, 71–73
	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.	TB-A: 155–169, 177–179, 187–188 AB-A: 63–65, 67–70, 74–80
Classify objects and count the number of objects in each category.	3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.	TB-A: 1–8, 15–16, 30– 33, 51–53, 62–63, 110– 111 AB-A: 1–5, 7
Geometry		

<p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p>	<p>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.</p>	<p>TB – A: No material available AB-A: No material available</p> <p>Supplemental material to the Singapore Math sequence to meet New Hampshire College and Career Ready Standards</p> <p>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</p> <p>Supplemental Instructional Strategies:</p> <ul style="list-style-type: none"> • Develop spatial sense by connecting geometric shapes to students’ everyday lives. • Initiate natural conversations about shapes in the environment. • Have students identify and name two- and three-dimensional shapes in and outside of the classroom and describe their relative position. • Ask students to find rectangles in the classroom and describe the relative positions of the rectangles they see, e.g. • This rectangle (a poster) is over the sphere (globe). • Teachers can use a digital camera to record these relationships. Hide shapes around the room. • Have students say where they found the shape using positional words, e.g. I found a triangle UNDER the chair. • Have students create drawings involving shapes and positional words: Draw a window ON the door or Draw an apple UNDER a tree. Some students may be able to follow two- or three-step instructions to create their drawings. • Manipulatives used for shape identification actually have three dimensions. • However, Kindergartners need to think of these shapes as two-dimensional or “flat” and typical three-dimensional shapes as “solid.” Students will identify two dimensional
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		<p>shapes that form surfaces on three-dimensional objects.</p> <ul style="list-style-type: none"> • Students need to focus on noticing two and three dimensions, not on the words two-dimensional and three-dimensional.
	2. Correctly name shapes regardless of their orientation or overall size.	<p>TB-A: No material AB-A: No material</p> <p>Instructional Strategy:</p> <ul style="list-style-type: none"> • Use a shape in different orientations and sizes along with non-examples of the shape so students can learn to focus on defining attributes of the shape
	3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).	<p>TB-A: No material AB-A: No material</p> <p>Instructional Strategies:</p> <ul style="list-style-type: none"> • Use shapes collected from students to begin the investigation into basic properties and characteristics of two- and three-dimensional shapes. Have students analyze and compare each shape with other objects in the classroom and describe the similarities and differences between the shapes. • Ask students to describe the shapes while the teacher records key descriptive words in common student language. Students need to use the word flat to describe two dimensional shapes and the word solid to describe three-dimensional shapes. • Use the sides, faces and vertices of shapes to practice counting and reinforce the concept of one-to-one correspondence. • The teacher and students orally describe and name the shapes found on a Shape Hunt. • Students draw a shape and build it using materials regularly kept in the classroom such as construction paper, clay, wooden sticks or straws.

Classical Academy – College and Career Ready Standards Alignment Science: Kindergarten

<p>Acronym Guide for College and Career Ready for Science Grade Kindergarten:</p> <p>Earth and Space Science: ESS Life Science: LS Physical Science: PS</p> <p align="right">Teacher Resources: Science Explorer Series</p>	
<p>Teacher Instructional Resources:</p> <p align="center">BOOKS FOR TEACHERS</p> <ul style="list-style-type: none"> • What Your Kindergartener Needs to Know, Core Knowledge • Science Explorer series (Teachers Editions): • Animals • Electricity and Magnetism • Environmental Science • From Bacteria to Plants • Human Biology and Health • Integrated Lab Manual • The Nature of Science and Technology • Weather and Climate <p>The Wright Brothers: Pioneers of American Aviation, Quentin Reynolds</p> <p>Online Teacher Resources:</p>	<p>Student Instructional Resources:</p> <p align="center">BOOKS TO READ ALOUD</p> <ul style="list-style-type: none"> • A Weed is a Flower, Alik • About Habitats series, Cathryn Sill (Deserts, Grasslands, Mountains, Oceans, Wetlands) • Four Seasons Make a Year, Anne Rockwell • From Seed to Plant, Gail Gibbons • Horses, Gail Gibbons and Corey Pierno • How Do Birds Find Their Way?, Roma Gans • My Five Senses, Alik • Our Seasons, Grace Lin and Ranida T. McKneally • Rabbits, Rabbits, & More Rabbits, Gail Gibbons • Snowflake Bentley, Jacqueline Briggs Martin • The Rainforest Grew All Around, Susan K. Mitchell • The Seasons of Arnold’s Apple Tree, Gail Gibbons • Recycle, Gail Gibbons • Farming, Gail Gibbons • Sleep Tight Farm: A Farm Prepares for Winter, Eugenie Doyle • The Watcher: Jane Goodall’s Life With the Chimps, Jeanette Winter • Me...Jane, Patrick McDonnell

<p>Simple Science Experiments Resource Book, Jo Ellen Moore and Joy Evans “Science Materials for Schools” – many supplemental books sorted by grade and topic “K-6 Science Materials Outline”</p>	<ul style="list-style-type: none"> • Tropical Rainforests, Seymour Simon • Sonya’s Chickens, Phoebe Wahl • Up in the Garden and Down in the Dirt, Kate Messner and Christopher Silas Neal • Before We Eat: From Farm to Table, Pat Brisson and Mary Azarian • How Did That Get in My Lunchbox?: The Story of Food, Chris Butterworth and Lucia Gaggiotti • Magnets Push, Magnets Pull, David Adler • About series, Cathryn Sill: <ul style="list-style-type: none"> a. Amphibians b. Arachnids c. Birds d. Crustaceans e. Fish f. Hummingbirds g. Insects h. Mammals i. Marsupials j. Mollusks k. Penguins l. Raptors m. Reptiles n. Rodents
<p style="text-align: center;">College and Career Ready Standards</p>	<p style="text-align: center;">Core Knowledge Sequence</p>
<p>ESS: Daily and Seasonal Changes 1. Weather changes are long-term and short-term.</p>	<p>Seasons and Weather:</p> <ul style="list-style-type: none"> • The Four Seasons • Characteristic local weather patterns during the different seasons • Daily weather changes: <ul style="list-style-type: none"> ○ Temperature, using a thermometer ○ Clouds, rainfall, rainbows, how rainfall effects condition of ground

	<ul style="list-style-type: none"> ○ Thunderstorms: lightning, thunder, hail, safety during storms ○ Snow and snowflakes, blizzard
2. The moon, sun and stars can be observed at different times of the day or night.	The sun: source of light and warmth
<p>LS: Physical and Behavioral Traits of Living Things</p> <p>1. Living things are different from nonliving things.</p>	<p>Plants and Plant Growth:</p> <ul style="list-style-type: none"> • What plants need to grow • Parts of a plant • Plants make their own food • Flowers and seeds • Two kinds of plants
2. Living things have physical traits and behaviors, which influence their survival.	<p>Animals and Their Needs:</p> <ul style="list-style-type: none"> • Animals, like plants, need food, water and space to live and grow • Plants make their own food, but animals get food from eating plants and other living things • Offspring are very much (but not exactly) like their parents • Pets have special needs and must be cared for by their owners <p>The Human Body:</p> <ul style="list-style-type: none"> • The five senses and associated body parts: sight, eyes; hearing, ears; smell, • Taking care of your body: exercise, cleanliness, healthy foods, rest
<p>PS: Properties of Everyday Objects and Materials</p> <p>1. Objects and materials can be sorted and described by their properties.</p>	<p>Introduction to Magnetism</p> <ul style="list-style-type: none"> • Classify materials according to whether or not they are attracted by a magnet <p>Taking Care of the Earth</p> <ul style="list-style-type: none"> • Some materials can be recycled
2. Some objects and materials can be made to vibrate to produce sound.	<p>Elements of Sound/Music</p> <ul style="list-style-type: none"> • Through participation, become familiar with basic elements of sound and music

- See Bundles from National Science Standards as suggested by the North Hampshire Department of Education [NGSS Science Standards Bundles](#)

College and Career Ready Standards Alignment Social Studies: Kindergarten

<p align="center">Strand</p>	<p align="center">Theme for College and Career Ready for Social Studies Grade Kindergarten: A Child’s Place in Time and Space</p>	
	<p align="center">Teacher Instructional Resources:</p> <p>Books for Lesson Planning: Any resource listed for teachers may, at the teacher’s discretion, be employed directly in instruction, whether through reading selections aloud, sharing pictures, or using the pictures while telling an abbreviated version of what the text says.</p> <p>General: What Your Kindergartener Needs to Know, Core Knowledge Stories of Great Americans for Little Americans, Edward Eggleston</p> <p>Single Topic: Pilgrims: Magic Tree House Fact Tracker, Mary Pope Osborne What Is the Declaration of Independence? Michael C. Harris Who Was George Washington?, Roberta Edwards Who Was Thomas Jefferson?, Dennis Brindell Fradin Abraham Lincoln: Magic Tree House Fact Tracker, Mary Pope Osborne Who Was Theodore Roosevelt? Michael Burgan Red, White, Blue & Uncle Who?, Teresa Bateman Statue of Liberty, Elizabeth Mann</p>	<p align="center">Student Instructional Resources:</p> <p>Books to Read Aloud: Where Do I Live?, Neil Chesanow As the Crow Flies, Gail Hartman North American Indians, Marie and Douglas Gorsline The Legend of the Indian Paintbrush, Tomie dePaola The Legend of the Bluebonnet, Tomie dePaola Rainbow Crow, Nancy Van Laan The First Strawberries, Joseph Bruchac Arrow to the Sun, Gerald McDermott The Rough-Faced Girl, Rafe Martin Between Earth & Sky, Joseph Bruchac A Picture Book of Christopher Columbus, David Adler Follow the Dream, Peter Sis The Thanksgiving Story, Alice Dalgliesh Thanksgiving Is..., Gail Gibbons Ox-Cart Man, Donald Hall The 4th of July Story, Alice Dalgliesh George Washington, Ingri & Edgar Parin d’Aulaire A Picture Book of Thomas Jefferson, David Adler Abraham Lincoln, Ingri & Edgar Parin d’Aulaire Abe Lincoln: The Boy Who Loved Books, Kay Winters You’re on Your Way, Teddy Roosevelt, Judith St. George The Legend of the Teddy Bear, Frank Murphy Our Flag, Carl Memling</p>

		<p>Blue Sky White Stars, Sarvinder Naberhaus Uncle Sam & Old Glory, Delno & Jean West The Story of the Statue of Liberty, Betsy & Guilio Maestro Hanging Off Jefferson’s Nose, Tina Coury Who Carved the Mountain?, Jean Patrick</p>
	College and Career Ready Standards	Core Knowledge Sequence
History	<p>Historical Thinking and Skills:</p> <ol style="list-style-type: none"> 1. Time can be measured. 2. Personal history can be shared through stories and pictures. 	<p>Content Statement</p> <ol style="list-style-type: none"> 1. Personal history can be shared through stories and pictures. <p>Content Statement:</p> <p>Time can be measured.</p> <p>Content Elaboration:</p> <p>Children use chronological vocabulary to distinguish broad categories of time. These early skills are foundational to an understanding of chronological order and timelines.</p> <p>Examples of chronological vocabulary include:</p> <ul style="list-style-type: none"> • past: long ago, yesterday, last week, last month, last year, before kindergarten; • present: today, now, right now, kindergarten; and • future: tomorrow, next week, next month, next year, first grade. <p>Expectations for Learning:</p> <p>Use chronological vocabulary correctly.</p> <ol style="list-style-type: none"> 2. Content Elaboration

		<p>As children begin developing a sense of time, they can practice talking about personal stories of their past (e.g., birth, toddler, and preschool).</p> <p>At this level, children begin to share their personal histories through conversation, dramatic play, drawing pictures, writing, and other appropriate representations.</p> <p>Expectations for Learning</p> <p>Communicate personal history through stories and pictures.</p>
	<p>Heritage:</p> <ol style="list-style-type: none"> 1. Heritage is reflected through the arts, customs, traditions, family celebrations and language. 2. Nations are represented by symbols and practices. Symbols and practices of the United States include the American Flag, Pledge of Allegiance and the National Anthem. <p>BCSI Instructional Units</p> <p>Presidents: Mount Rushmore</p> <ol style="list-style-type: none"> A. George Washington <ul style="list-style-type: none"> • “Father of our Country” • Legend of Washington and the cherry tree B. Thomas Jefferson <ul style="list-style-type: none"> • author of the declaration of independence C. Abraham Lincoln <ul style="list-style-type: none"> • humble origins • “Honest Abe” D. Theodore Roosevelt <ul style="list-style-type: none"> • Current president • <p>Independence Day: July 4</p>	<ul style="list-style-type: none"> • Native American Peoples, Past and Present • Early Exploration and Settlement • Independence Day, July 4 • Presidents, Past and Present • Symbols and Figures: recognize and become familiar with the significance of: <ul style="list-style-type: none"> • American Flag • Statue of Liberty • Mount Rushmore • The White House <p>Content Statement</p> <ol style="list-style-type: none"> 3. Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations, and language. <p>Content Elaboration</p> <p>Heritage includes the ideas and events from the past that have shaped the world as it is today. Evidence of heritage is revealed through diverse cultures and is shown through the arts, customs, traditions, family celebrations, and languages of groups of people.</p>

	<ul style="list-style-type: none"> • The “birthday” of our nation • Declaration of Independence • Democracy: Americans believed people have to agree to allowing someone else to tell them what to do 	<p>Children have opportunities to share family customs, traditions, and celebrations to develop cultural awareness.</p> <p>Children can talk about the significance of family celebrations and why they are important.</p> <p>Expectations for Learning</p> <p>Explain with words and/or pictures the art, customs, traditions, family celebrations, and languages that reflect diverse cultural heritage.</p> <p>Content Statement</p> <p>4. Symbols and practices of the united states include the flag, pledge of allegiance, and the national anthem. Other nations are represented by symbols and practices, too.</p> <p>Content Elaboration</p> <p>Kindergarten children learn what it means to be a citizen of the United States and how a citizen shows respect for the nation.</p> <p>Children begin to recognize the symbols of the United States and understand that other nations are represented by symbols and practices, too. The American flag is the most commonly recognized symbol.</p> <p>Children also begin to learn about traditional practices of citizenship, like reciting the Pledge of Allegiance and listening to the National Anthem.</p> <p>Expectations for Learning</p>
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		<p>Identify the American flag as a symbol of the United States and the Pledge of Allegiance and the National Anthem as practices of the United States.</p> <p>Recognize that other nations are represented by symbols and practices.</p>
<p>Geography</p>	<p>Spatial Thinking and Skills:</p> <ol style="list-style-type: none"> 1. Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places. 2. Models and maps represent places. <p>BCSI Instructional Resources Geography</p> <p>A. Spatial Sense</p> <ul style="list-style-type: none"> • Maps and globes: what they represent + how we use them • Rivers, lakes, and mountains: what they are and how they are represented • on maps and globes • Locate the Atlantic and Pacific Oceans • Locate the North and South Poles <p>B. Overview of the Seven Continents</p> <ul style="list-style-type: none"> • Identify and locate the seven continents on a map and globe <p>C. Local Geography</p> <ul style="list-style-type: none"> • Name and locate your town or city and state • Locate North America, the continental United States, Alaska, and Hawaii 	<ul style="list-style-type: none"> • Maps and globes: what they represent, how we use them • Overview of Seven Continents • Local Geography <p>Content Statement</p> <p>Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.</p> <p>Content Elaboration</p> <p>A foundational concept for spatial thinking is relative location (the location of a place relative to other places).</p> <p>Children can describe the relative location of familiar places such as where their home is relative to the location of the school, playground, hospital, grocery store. Children also should be able to use symbols to talk about relative location.</p> <p>Terms related to direction and distance include: up/down, over/under, here/there, front/back, behind/in front of.</p> <p>Symbols can include: letters, numbers, logos, street signs and addresses, as well as landmarks like hospitals, schools, and fire departments.</p>

		<p>Expectations for Learning</p> <p>Describe the relative location of a familiar place using appropriate terms.</p> <p>Content Statement</p> <p>Models and maps represent real places.</p> <p>Content elaboration Building on the concept of location, children begin to understand that familiar places can be described using models and maps.</p> <p>Children can practice making models and maps of places.</p> <p>This is a foundational concept for children being able to locate and identify places on maps in grade one.</p> <p>Expectations for Learning</p> <p>Create models and maps of places.</p>
	<p>Human Systems:</p> <ol style="list-style-type: none"> 1. Humans depend on and impact the physical environment in order to supply food, clothing and shelter. 2. Individuals are unique but share common characteristics of multiple groups. <p>Native American Peoples: Past & Present</p> <ol style="list-style-type: none"> A. Learn about at least one Native American tribe or nation <ul style="list-style-type: none"> ▪ How they lived, what they wore and ate, the 	<p>Content Statement</p> <p>Humans depend on and impact the physical environment in order to supply food, clothing and shelter.</p> <p>Content Elaboration Food, clothing and shelter are basic needs for humans. The physical environment provides resources to meet those needs. Humans impact the physical environment when they use those resources.</p> <p>Have children identify natural resources such as water, trees (lumber used to build our homes), soil and sunlight.</p> <p>Expectations for Learning</p>

	<ul style="list-style-type: none"> homes they lived in <ul style="list-style-type: none"> ▪ Especially their beliefs or stories ▪ The current status of the tribe or nation <p>Early Exploration & Settlement</p> <p>A. The Voyage of Columbus in 1492</p> <ul style="list-style-type: none"> • Queen Isabella and King Ferdinand of Spain • The Niña, Pinta, and Santa Maria • Columbus’s mistaken identification of “Indies” and “Indians” • The idea of what was, for Europeans, a “New World” • Amerigo Vespucci <p>B. The Pilgrims</p> <ul style="list-style-type: none"> • The Mayflower & Plymouth Rock • Thanksgiving Day 	<p>Identify natural resources that are used in the children’s daily lives.</p> <p>Content Statement</p> <p>Individuals are unique but share common characteristics of multiple groups.</p> <p>Content Elaboration</p> <p>Individuals have unique characteristics (e.g., hair and eye color, stature, language, skin color). These same characteristics can be used to establish groups of people that share a particular characteristic.</p> <p>Individuals can be members of more than one group (e.g., brown eyes, short stature, language spoken and skin color groups).</p> <p>Expectations for Learning</p> <p>Identify ways that individuals in the family, school and community are unique and ways that they are the same.</p>
Government	<p>Civic Participation and Skills:</p> <p>1. Individuals have shared responsibilities toward the achievement of common goals in homes, schools and communities.</p>	<p>Content Statement</p> <p>Individuals share responsibilities and take action toward the achievement of common goals in homes, schools, and communities.</p> <p>Content Elaboration</p> <p>Each person in the home, school, and community has responsibilities. When individuals share these responsibilities, group goals are more easily accomplished. For example, children can share responsibilities to take care of a classroom garden.</p> <p>Expectations for Learning</p>

		Identify responsibilities at home and in the school and community and describe how individuals share those responsibilities to achieve common goals.
	<p>Rules and Laws:</p> <p>1. The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.</p>	<p>Content Statement</p> <p>The purpose of rules and authority figures is to provide order, security, and safety in the home, school and community.</p> <p>Content Elaboration</p> <p>Authority figures such as parents, principals, teachers, and police officers use rules for particular settings. Rules are established to provide order, security, and safety.</p> <p>Expectations for Learning</p> <p>Explain the purpose for rules at home and in the school and community.</p>
Economics	<p>Scarcity:</p> <p>People have many wants and make decisions to satisfy those wants. These decisions impact others.</p>	<p>Content Statement</p> <p>Individuals have many wants and make decisions to satisfy those wants. These decisions impact others.</p> <p>Content Elaboration</p> <p>People make decisions every day to satisfy their wants. Others are influenced in some way by every decision that is made.</p> <p>For example, if one student playing in the block corner decides to use all of the triangles, no one else can use them.</p> <p>Expectations for Learning</p>

		<p>Explain how a decision about an individual want can impact others.</p>
	<p>Production and Consumption: Goods are objects that can satisfy people’s wants. Services are actions that can satisfy people’s wants.</p>	<p>Content Statement</p> <p>Goods are objects that can satisfy an individual’s wants. Services are actions that can satisfy an individual’s wants.</p> <p>Content Elaboration</p> <p>Goods are objects that satisfy people’s wants, such as:</p> <ul style="list-style-type: none"> • bicycles; • books; • gasoline; • clothing; and • toys. <p>Services are activities that satisfy people's wants, such as:</p> <ul style="list-style-type: none"> • fast food (food service); • doctors (medical services); • lawn care (lawn fertilizing and cutting service); • pet sitting (pet feeding and walking); • banks (money holding and check cashing); • auto repair (fixes cars); and • childcare. <p>Expectations for Learning</p> <p>Identify goods and services.</p>

The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances student ability to read diverse kinds of texts with understanding. Teachers need to remember that reading requires two abilities: the ability to turn print into language (decoding) and the ability to understand what the language says. Achieving the first ability (decoding) requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically-based research are: Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability. No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge Sequence, Core Knowledge teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many of the short, fragmented stories in the basals, which unfortunately do not effectively advance reading comprehension.

	New Hampshire College and Career Ready CCRS	Core Knowledge Sequence
Strand	Reading: Literature	
Topic	Key Ideas and Details	
CCRS	RL.1.1 Ask and answer questions about key details in a text. RL.1.2 Analyze literary text development. a. Demonstrate understanding of the lesson. b. Retell stories, including key details RL.1.3 Describe characters, settings, and major events in a story, using details.	
Instructional Strategies		
<u>Turn and Talk, Team Talk, Think -Pair -Share</u> Turn and talk / team talk /think -pair -share maximizes participation, engagement, and focus. Students share their thinking to a focused, text dependent question with a peer(s). Teachers first present a question about the text being shared. Students are given time to think about their		

response. Students then team up with a peer to share their thinking. Finally, the teacher brings the class together for a whole group discussion where the pairs share parts of their discussion.

Students who are nonverbal, English as a Second Language learners, or who have other language impairments would benefit from alternate activities, such as drawing a picture as an alternative to think -pair -share or assist with communication.

Strategy Lessons from Serravallo, Jennifer. The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers. Portsmouth, NH: Heinemann, 2015).

These lessons can be taught whole group, small group, or to an individual student.

Focused on the skill of retelling/summarizing

- Strategy: Lean on the Pictures: Touch the page, look at the picture, and say what happened. Turn, look, and touch the next page, say what happened. Keep going through the entire book. Read and touch technology could be used here. There are apps where the teacher could upload photos of the students with items from the story, they could touch the screen and tell the story
- Strategy: Uh -oh...Phew: When you retell, think about the problem (uh -oh), how the problem gets worse (UH -OH!) and how the problem gets solved (phew!). Use a story mountain with these parts to retell, touching the parts of the mountain as you go.
-
- Somebody -
 - a. Wanted -
 - b. So
- advice to the character. Think about if that advice is helpful for your life, too. For example, when reading The Other Side by Jacqueline Woodson a student might give the characters advice about the white fence that divides them. hat? Give

Instructional Resources/Tools

Collins, Kathy. Growing Readers: Units of Study in the Primary Classroom. Portland, ME: Stenhouse Publishers, 2004.

This book provides information about planning independent reading workshops as part of classroom instruction. Ideas for building independence and comprehension as readers are discussed.

Serravallo, Jennifer. The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers. Portsmouth, NH: Heinemann, 2015.

This book describes strategies teachers can use in their classrooms in support of thirteen goals. Each strategy has lesson language, prompts, and a visual that can be used with students.

Strand	Reading: Literature
Topic	Craft and Structure
CCRS	<p>RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses</p> <p>RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.</p> <p>RL. Identify who is telling the story at various points in a text.</p>
Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas
CCRS	<p>RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.</p> <p>RL.1.8 (Not applicable to literature)</p> <p>RL.1.9 Compare and contrast the adventures and experiences of characters in stories.</p>
<p>Instructional Strategies</p> <p><u>Strategy Lessons</u></p> <p>In <u>Book</u> <u>The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers</u>, Portsmouth, NH: Heinemann, 2015 there are lessons that can be taught whole group, small group, or to an individual student.</p> <ul style="list-style-type: none"> to get to know our characters well is to make sure we care about how they feel, talk, act, and think. We can imagine ourselves to be in the same situation, or remember a time we were, and think about how we felt or would feel. Then, we can use a word to describe that feeling, using a chart to help if we need it. Provide support for ELL students by using feeling flash cards to express character emotions. Put a thought or speech bubble above the character in the picture, point to the bubble, and say what the character might be thinking or feeling. Use the page and linking or mine how they are feeling from the visual clues that are presented. Strategy: Role-Playing Characters to Understand Them Better, Sometimes the best way to get to know our characters is to stand in their shoes -- to do what they do, say what they say, and act out how they act. With a partner, choose a scene. Using puppets or props, act out the scene. Try to talk in the voices of the character, and move the puppet just like the character would. When you finish creating the scene, stop 	

and talk about what you think

- Strategy: Character Comparisons, Think of two characters. Think of categories to compare the two (some ideas are traits, how they handle challenges, likes and dislikes, interests, change, lesson learned). Explain what is similar within each category and/or what is different.

Venn Diagram, 2 Circles

A Venn Diagram is a commonly used graphic organizer for organizing compare and contrast concepts. This resource was found on the [ReadWriteThink](#) website, but there are many places to find them.

Instructional Resources/Tools

Collins, Kathy . Growing Readers: Units of Study in the Primary Classroom . Portland, ME: Stenhouse Publishers, 2004 . This book provides information about planning independent reading workshops as part of classroom instruction. Ideas for build independence and comprehension as readers are discussed.

Serravallo, Jenni fer. The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers . Portsmouth, NH: Heinemann, 2015. This book describes strategies to share with readers in support of thirteen goals. Each strategy has lesson language, prompts , and a visual that can be used with students.

Strand	Reading: Literature
Topic	Range of Reading and Level of Text Complexity
CCRS	RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1. Activate prior knowledge and draw on previous experiences in order to make text -to self or text -to text connections and comparisons.

Instructional Strategies

Making Connections: Readers Make Connections as They Read

Teaching students to connect with text helps them be come better readers, by increasing the awareness and understanding of what a text says. There are 3 kinds of connections readers can be encouraged to make.

- Text to self readers connect what they are reading, or what is being read to them, with something they have experienced.
- Text to text readers connect a previously read story to what they are currently reading or hearing.
- Text to world readers associate something they are reading with something they have seen or heard, but not have personal experience

rs. ...helps us

- understand the world in the book. Mini -
- Readers notice when books remind them of something.
- Readers explain their connections.
- Readers make connections to understand the characters and the stories better.
- Readers stay focused on the story, not the connection.

Instructional Resources/Tools

Fountas, Irene C, and Gay S. Pinnell. The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning, and Teaching. Portsmouth, NH: Heinemann, 2017 .

This book explains the roadmap for literacy acquisition in children over time. It provides a way to look for specific evidence of learning across grade levels and in instructional contexts.

Collins, Kathy. Growing Readers: Units of Study in the Primary Classroom. Portland, ME: Stenhouse Publishers, 2004.

Information about planning independent reading comprehension as readers are discussed.

Strand	Reading: Informational Text
Topic	Key Ideas and Details
CCRS	RI.1.1 Ask and answer questions about key details in a text. RI.1.2 Analyze informational text development. a. Identify the main topic b. Retell key details of a text RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Instructional Strategies

Think Aloud

The think aloud strategy is used by teachers to demonstrate the thinking that occurs as a text is read. Teachers should verbally describe their thinking as they read, pointing out how to determine words, going back to reread when something is not understood, and making notes about ideas that are in the text. As students become more comfortable with this strategy, focus their attention even more by using a [checklist](#). Students should place a tally mark next to the strategy or skill they hear or see the teacher using during the think aloud.

Interactive Read Aloud and Discussion

This strategy is from Fountas, Irene C, and Gay S. Pinnell. The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning, and Teaching. Portsmouth, NH: Heinemann, 2017. The teacher selects a nonfiction text that is connected to the curriculum and also matches student reading level. The teacher reads the text aloud to students. Teacher re-reads the text while stopping to ask and discuss the text dependent questions and returning to the text for evidence. A variety of methods can be used to structure the reading and discussion. This strategy can be done as a think -pair -share, turn, and talk and/or as a whole group discussion.

Turn and Talk, Team Talk, Think -Pair -Share

Turn and talk / team talk /think -pair -share maximizes participation, engagement, and focus. Students share their thinking to a focused, text dependent question with a peer(s). Teachers first present a question about the text. Students have time to think about their response. Students then team up with a peer to share their thinking. Finally, the teacher brings the class together for a whole group discussion where groups share.

Strategy Lessons

In Serravallo, Jennifer. The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers. Portsmouth, NH: Heinemann, 2015, there are strategy lessons that can be used in whole or small group setting that address these CCRS . Notice What Repeats: To determine the focus of a piece of nonfiction, it is helpful to pay attention to the word or words you see again and again. On

Survey the Text

Survey the text by glancing at the big things that jump out at you visually - this text is mostly about? Then, go back and read the text with the main idea in mind. Check the facts you learn to see if they really do fit with the main idea statement you have already made. When you finish reading, revise the main idea statement based on the new information you have. Gather Up Facts: After reading a part or all of a book, it is important to go back to recall what you read. Gather up facts by listing them. You can start

Instructional Resources/Tools

Fountas, Irene C, and Gay S. Pinnell. The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning, and Teaching . Portsmouth, NH: Heinemann, 2017. Provides a roadmap for literacy acquisition in children over time. It provides a way to look for specific evidence of learning across grade levels and instructional contexts.

Serravallo, Jennifer. The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers. Portsmouth, NH: Heinemann, 2015 .

This resource offers strategies to share with readers in support of thirteen goals. Each strategy has lesson language, prompts, and a visual that can be used with students.

Dorn, Linda J, and Carla Soffos. Teaching for Deep Comprehension: A Reading Workshop Approach. Portland, ME: Stenhouse, 2006.
This book describes comprehension as an active, ongoing process. It explains ten strategic behaviors for both reading and language, with practical examples for the classroom.

Duke, Nell K, and V S. Bennett -Armistead. Reading & Writing Informational Text in the Primary Grades. New York: Scholastic Teaching Resources, 2003.
This book explains why it is important to weave informational text into the primary curriculum. A framework for organizing time and space and classroom -tested strategies for incorporating informational text into reading, writing, and the content areas are provided.

Strand	Reading: Information Text
Topic	Craft and Structure
CCRS	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text RI.1.5 Know and use various text features (e.g., headings, table of contents, glossaries, electronic menus, icons) to locate key facts or information in a text. RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Instructional Strategies

Strategy Lessons

In The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers (Portsmouth, NH: Heinemann, 2015), there are strategy lessons that can be used in whole or small group setting that address these CCRS .

- Insert a Synonym: When you come across an unfamiliar word, insert a word you know that would fit in the sentence and the larger context. Read on to check that it still makes sense.
- In nonfiction will often stick the definition of a challenging word right in the same sentence as the word appears. After finding a challenging word, look before the word and after the word to see if the word is defined. Seeing words like also, or, and this is called, or punctuation like commas or dashes, gives you a clue that the definition is right there!
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A Nonfiction Study in a Workshop Approach

Students are asked to search through nonfiction books, look for text features, and mark them with a sticky note. After students have had time to find features students return to a meeting area to share and create a class chart entitled Features of Nonfiction and How They Help Us Read. As children share a photocopied picture of the different types of features from actual texts are attached to one column on the chart, and then a description of how it helps is written in the other column. While the chart may have a wide variety of features, instruction for the next several days focuses in on key features, for example, the table of contents, the index, photographs, illustrations, captions, and section headings. Students are given an opportunity to practice using these features in books as they are taught. This strategy is demonstrated in a [video](#) from NY: Engage.

Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas
CCRS	<p>RI.1.7 Use the illustrations and details in a text to describe its key ideas.</p> <p>RI.1.8 Identify the reasons an author gives to support points in a text.</p> <p>RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)</p>

Instructional Strategies

A Nonfiction Study in a Workshop Approach

Growing Readers by Kathy Collins (2004)

- Reading Center Cycles: In a reading workshop model, students decide on a topic they would like to study, and with a partner create a basket of books on that topic. They will stay with the same topic for about a week. A class can do 2-3 cycles (about a week per cycle). The teacher teaches a mini-lesson (10 minutes) that prepare students for the work they will do as partners on their topic. Students are given time during the workshop for working in their nonfiction basket and additional time for independent reading of self. The class comes back together at the end of the class session to reflect and extend their learning from the day.
- Mini-lessons
- Readers research their topics by starting with the easiest book in the basket.
- Readers use the features of nonfiction to help them find information.
- Readers read nonfiction in special ways to learn about their topics.
- Readers notice when they are learning something new.

- Readers jot notes on sticky notes,
- Readers look at different books to accumulate information on their topics. (Books may have overlapping information or different information about the same thing.)
- Mini -
- Students may stay with the same topic or switch. Mini -lessons from Cycle 1 are repeated.
- Authors give reasons for the points they make in a nonfiction book.
- Authors have to back up their facts. They have to prove their ideas to the reader.
- Readers look for ways an author supports their ideas in their book.
- Mini -
-
- Readers think about the information they collect and find new questions.
- Readers connect the information they collect with other things they know.
- Readers make theories about their information.

Instructional Resources/Tools

Serravallo, Jennifer. The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers. Portsmouth, NH: Heinemann, 2015. Offers strategies to share with readers in support of thirteen goals. Each strategy has lesson language, prompts, and a visual that can be used with students.

Collins, Kathy. Growing Readers: Units of Study in the Primary Classroom. Portland, ME: Stenhouse Publishers, 2004, provides information about independence and comprehension as readers are discussed.

Heard, Georgia, and Jennifer McDonough. A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades. Portland, ME: Stenhouse Publishers, 2009 provides information on fostering wonder in the classroom. The book has ideas on how to help students create a nonfiction library and ways to teach features of nonfiction.

Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity
Standard	RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.
Instructional Strategies	
<u>Partner Reading</u>	

Students read a nonfiction text with a partner at a similar reading level to support one another with their reading. Students are given time to work together to read and talk about their reading.

This is especially important for struggling readers and ELL students to talk about the reading to make sure that they comprehend the text.

Shared Reading

The Fountas and Pinnell Literacy Continuum by Fountas and Pinnell (Heinemann, Portsmouth, NH, 2017) The teacher and students orally read a common enlarged nonfiction text (big book, poem, or projected text). The teacher leads the group, pointing to words or phrases. Shared reading has

support of the group help them to process texts that are more complex than their current abilities. It can also support readers with word analysis, vocabulary, fluency, and comprehension. When engaging in shared reading, introduce and model reading the text. Read the text together. Discuss the text and teach a specific strategic action (this time or in a subsequent reading of the text). Do repeated readings, and invite students to read the text independently.

Reading Workshop

Reading Workshop is a framework for reading instruction. It includes a Mini-lesson, Independent Reading, Conferring, Small Group Work, Partnerships, and an Intentional Share.

Independent Reading, Just-Right Books and Reading Conferences
 level from a classroom library. In a workshop model, the students are given time daily to read the books they have chosen. During this time, the teacher confers one-on-one with students to support and give individual reading instruction to the students. The teacher also may pull small groups to continue to support students in their independent or instructional reading levels. Encourage students to follow the 5

Choose a book you think you will like.

- Read the second page.
- Hold up a finger for each word you are unsure of.
- If there are more than 5 choose another book.

Reading rockets [here](#).

Strand	Reading: Foundational Skills
Topic	Print Concepts

Standard	RF.1.1 Demonstrate understanding of the organization and basic features of print by recognizing the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	
<p>Instructional Strategies</p> <p><u>Cut -up Sentence</u> After a guided reading lesson, ask students to compose a sentence about the text, or to choose a challenging sentence from the text. Write the sentence on a piece of tag board while the student watches. Next, cut the sentence up (usually word by word) while the child watches. Scramble the word and ask the child to reassemble the sentence. Place the sentence in an envelope with the sentence written (by the teacher) on the outside. The student can then take the sentence home to reassemble the sentence for reading practice or to rewrite as a way to accumulate more words into their writing vocabulary. The envelope with the sentence written on the outside serves as a way for the child or parent to check after the sentence has been reassembled. The Power of the Cut -Up Sentence is an article that explains the process and the value of this strategy.</p> <p>Instructional Resources/Tools</p> <p><u>Whole Brain Teaching</u> This video shows teachers how to teach students hand motions they can use to demonstrate their understandings about features of print. <u>The Teachers College Reading and Writing Project</u> Some times misunderstandings of the features of print helps teachers know what their students are attending to in print and what still needs to be mastered. This knowledge enables teachers to design and focus teaching points in literacy minilessons and other classroom literacy experiences that move children forward in their understanding of how print works. This website requires a free account.</p> <p>Justice, Laura M, and Amy E. Sofka. <u>Engaging Children with Print: Building Early Literacy Skills Through Quality Read-Alouds</u>. New York: Guilford Press, 2010. Provides research-based techniques for using read aloud to intentionally and systematically build children's knowledge of print.</p> <p>Kosanovich, M. and Verhagen, C. (2012). <u>Building the foundation: A suggested progression of sub-skills to achieve the reading CCRS: Foundational skills in the Common Core State CCRS</u>. Portsmouth, NH: RMC Research Corporation, Center on Instruction.</p>		

Strand	Foundational Skills
Topic	Phonological Awareness
Standard	RF.1.2 Demonstrate understanding of spoken words, syllables, and phonemes (sounds).

- Distinguish long from short vowel sounds in spoken single-syllable words.
- Orally produce single-syllable words by blending phonemes, including consonant blends.
- Isolate and pronounce initial, medial vowel, and final phonemes in spoken single-syllable words.
- Segment spoken single-syllable words into their complete sequence of individual phonemes.

Instructional Strategies

Elkonin Boxes (individual or small group)

Elkonin Boxes can be used to build phonological awareness skills by segmenting words into individual sounds, or phonemes. A card with a picture or object that is provided by the teacher and boxes that represent the number of phonemes in the picture/object name are used to aid the student in segmenting and blending single-syllable words. To use Elkonin boxes, a child listens to a word and moves a token into a box for each sound or phoneme. In some cases, different colored tokens may be used for consonants and vowels or just for each phoneme in the word. Most often, students begin with CVC words that are already a part of their vocabulary. There are multiple ways to show and use Elkonin boxes. Other examples can be found throughout the K, 1, and 2 model curricula.

Guess the Word/Snail Talk Game (small group)

Students will be able to blend and identify a word stretched out by the teacher. Use picture cards of objects that students are likely to recognize such as sun, flag, snake, tree, and book. Place the picture cards in front of the students. The teacher will say a word using "Snail Talk" a slow way of saying words (e.g., /ffffllllaaaag/). The students will use the pictures to help determine the word. Once they become accustomed to the word, they can be asked to identify the word based on a specific attribute. Students can be asked to sort by initial, medial vowel, and final sounds, or sort based on short or long vowel sound. Students have to isolate and produce the sound in order to place the picture in the correct column.

Instructional Resources/Tools

Adams, Marilyn J. Phonemic Awareness in Young Children: A Classroom Curriculum. Baltimore, MD: P.H. Brookes, 1998. This book includes adaptable activities and games which focus on the developmental sequence of phonemic awareness.

Honig, Bill, Linda Diamond, and Linda Gutlohn. Teaching Reading Sourcebook. Novato, CA: Arena Press, 2013. Provides a comprehensive reference about reading instruction including concise explanations of research-based practices, suggested readings, information about instructional sequence, assessment and intervention strategies, and sample lesson models.

Gillon, Gail T. Phonological Awareness: From Research to Practice. New York: Guilford Press, 2017. Provides a comprehensive review of knowledge about phonological awareness coupled with practical guidance for helping preschoolers to adolescents acquire needed skills.

Kosanovich, M. and Verhagen, C. (2012). Building the foundation: A suggested progression of sub-phonics skills to achieve the reading CCRS: Foundational skills in the Common Core State CCRS. Portsmouth, NH: RMC Research Corporation, Center on Instruction).

Strand	Reading Foundational Skills
Topic	Phonics and Word Recognition
CCRS	<p>RF.1.3 Know and apply grade 1-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.
Instructional Strategies	<p><u>Making Words</u></p> <p>Making words is a hands-on activity that challenges students to learn new words and sort them by letter patterns, prefixes, suffixes, and big word parts. With each lesson, students use pre-selected letters to make 15 to 20 words, starting with short words and building up to longer words. The clues get progressively harder and involve</p> <p><u>Word Ladders</u></p> <p>Word ladders allow students to practice recognizing differences between similar sounding words. In early phonics instruction, word ladders are used to have children understand words can differ by a single phoneme. Word ladders must be carefully planned, each word only differing from the next by one phoneme-grapheme correspondence, and teachers should consider the difficulty of the task: the initial position is the easiest place for or a</p>

child to hear a contrast, the final position more difficult, and the media [here](#). I position most difficult. To find more information on this strategy visit

Word Family Anchor Charts

One way to progress beyond sound -by -sound blending is to practice onsets and rimes in word families. Word families are made up of words that share a rime unit (the vowel and what follows in a syllable). Anchor charts are different from teacher -generated materials or purchased posters because they are created with students. The teacher acts as the scribe while students brainstorm lists of words using the focused word family. Chart collaborated in the creation of the charts, they are more apt to make use of the information contained on them. The teacher models how to use the anchor chart as a resource.

Strand	Reading: Foundational Skills
Topic	Fluency
CCRS	RF.1.4 Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a. Read grade -level text with purpose and understanding. b. Read grade -level text orally with accuracy, appropriate rate, and expression on successive readings. a. c. Use context to confirm or self -correct word recognition and understanding, rereading as necessary.

Instructional Strategies

Strategy Lessons

- This time, read the word right away like it is a word you have always known. Reading the sentence as a whole after you have figured out each word will help you hold on to the meaning. reread.
- Make the Bumpy Smooth: Sometimes it is hard to read smoothly the first time you see something new, when the story or information is new and the words are new, too. Go back after you know the words to try to smooth out the reading. Pause once every few words, instead of after every word.
- Read like a Storyteller: When you are reading a story, try to sound like a storyteller. When there is a character talking, make sure you are talking, change your voice to sound like a narrator.

Instructional Resources/Tools

Rasinski, Timothy V, Camille Blachowicz, and Kristin Lems. Fluency Instruction: Research -based Best Practices. New York: The Guilford Press, 2012.

This is an accessible guide that brings together well-known authorities to examine what reading fluency is and how it can best be taught.

Strand	Writing
Topic	Text Types and Purposes
CCRS	<p>W.1.1 Write opinion pieces that introduce a topic or name the book being written about, express an opinion, supply a reason for the opinion, and provide some sense of closure. W.1.2 Write informative/explanatory texts that name a topic, supply some facts about the topic, and provide some sense of closure.</p> <p>W.1.3 Write narratives to 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.</p>
<p>Instructional Strategies</p> <p><u>Mentor Text</u></p> <p>Mentor texts are authentic texts of various genres used to expose student writers to the structures and features of those genres. Mentor texts are read aloud, usually in a whole group setting. Familiar texts are chosen or new text of topical and content interest can also be used. After reading the mentor text to students several times, a text structure is then explained and used as a model (i.e., ideas, craft, word choice, fluency, organization). The teacher will ask students questions to assess understanding.</p> <p>Teachers can flip learning and increase differentiation by using digital tools to record the mentor text being read aloud. Students can then access the read aloud as homework or as part of a station rotation to free up time for teacher to work with small groups or individuals. When planning to use an exemplar text to teach an aspect of writing, hearing the story read at least once (if not multiple times) before the lesson would benefit your diverse learners.</p> <p><u>Focused Mini Lesson</u></p> <p>A mini lesson is a short lesson usually lasting 5-15 minutes that is explicit and clear. A mentor text may be used to show an exemplar of the teaching point. The lesson is focused to teach students one important component of writing. The teacher demonstrates the teaching point. Students then practice the skill with teacher support. If a mentor text is used, students may participate in the mini lesson by discussing their thinking about the mentor text, what they notice in the mentor text, and their ideas about how to compose their own writing.</p> <p>Using a digital tool such as (ex. LMS, SeeSaw, Educreations) teachers can flip mini lessons as part of homework or station rotation and then work with students directly on the application part of mini lesson. When planning to use an exemplar text to teach an aspect of writing, hearing the story read at least once (if not multiple times) before the lesson would benefit your diverse learners.</p>	

Independent Writing

Students have an opportunity to work independently on their writing for twenty to thirty minutes. Writing should not wait for reading, grammar, or spelling to develop first. Students choose their own topics to write and use developmental spelling. For those students that have difficulty self-starting, simple prompts should be used.

Some students will benefit from the use of a visual timer (such as the Time Timer - timetimer.com) to help them keep track of how much longer they need to keep writing. Students may need to be scaffolded into longer times to build stamina. This development is also when timers come in handy. Students who are not ready to write for the full time need to have specific instructions in what to do when their timer ends.

Instructional Resources/Tools

Parsons, Stephanie. First Grade Writers: Units of Study to Help Children Plan, Organize, and Structure Their Ideas. Portsmouth, NH: Heinemann, 2005.

Parsons outlines five specific units of study for your writing workshop that help students prepare thoughtfully to write.

Serravallo, Jennifer. The Writing Strategies Book: Your Everything Guide to Developing Skilled Writers with 300 Strategies. Portsmouth, NH: Heinemann, 2017.

Provides strategies that match quality instruction with student needs.

Laminack, Lester L. Cracking Open the Author's Craft: Teaching the Art of Writing. New York: Scholastic, 2016.

By observing the deep study of one book, teachers will learn how to explore any text with a greater appreciation for and understanding of author's craft, which they can use to support students' development as writers. Fifteen ready-to-use mini-lessons introduce students to techniques and literary elements they can use to craft their own writing.

Heard, Georgia. Heart Maps: Helping Students Create and Craft Authentic Writing. Portsmouth, NH: Heinemann, 2016.

This book shows teachers how to devote time to helping students write with purpose and meaning and how to guide students into more authentic writing experiences by using heart maps to explore what we all hold inside: feelings, passions, vulnerabilities, and wonderings. The book shares 20 unique, multi-genre heart maps to help your students write from the heart.

Calkins, Lucy, Kelly B. Hohne, and Audra K. Robb. Writing Pathways: Performance Assessments and Learning Progressions, Grades K-8. Portsmouth, NH: Heinemann, 2015.

This book has grade level progression guides, rubrics, and student checklists for opinion, information, and narrative writing.

Strand	Writing
Topic	Production and Distribution of Writing
CCRS	<p>W.1.4 (Begins in grade 3)</p> <p>W.1.5 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.</p> <p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>
<p>Instructional Strategies</p> <p><u>Writing Conferences</u></p> <p>During independent writing time, teachers are conferring one-on-one with students. This time is an opportunity for the teacher to meet the individual needs of each student. Feedback should be specific and may connect to the mini lesson. A teacher might circulate throughout the room to meet with individuals. Students who struggle need to be supported.</p> <p>Digital tools can keep track of conferencing notes in one easy to access place. Teachers can (with OneNote, Word, etc.) type notes and download examples of work while conferencing with students. Files can be stored and easily accessed both in and out of the classroom in a paperless fashion.</p> <p><u>Student Writing Portfolios</u></p> <p>Student portfolios can be used to evaluate learning. Portfolios illustrate the writing capabilities and growth a student makes, as well as their critical thinking. Portfolios should be a collection of student writing over time.</p> <p><u>Type a Letter to Service People</u></p> <p>Students will draft a letter to community service people to thank them for what they do. For example, students could write to the local Fire Department to appreciate.</p> <p><u>Peer Review</u></p> <p>In Peer Review, students share their writing piece with a peer for feedback. Partners can use a checklist to help guide the peer review process. The students are then to use the feedback to edit and revise their pieces.</p> <p>This opportunity would be great for teachers to have students use a digital tool (SeeSaw, Educreations) to record themselves sharing their writing, allowing for students to comment, and providing feedback. Peer Review Strategy Guide from ReadWriteThink.</p>	

Storybird is a digital tool that uses illustrations to inspire students to write stories and turn them into digital picture books or poetry. Students can share their published pieces with an authentic audience and receive feedback. Only members in their class can view the stories, but the published pieces can be uploaded to a public forum. Storybird protects the privacy of the students by not collecting email address or full names. Friendly Letter from ABCYa is a digital tool that reinforces the parts of a friendly letter and allows students to produce their own friendly letter through a series of specific steps. Students have the option of saving or printing the published letter.

Ray, Katie W, and Lisa B. Cleveland. Writing Workshop with Our Youngest Writers. Portsmouth, NH: Heinemann, 2004. Resource shows teachers how to launch writing workshop with young writers.

Glover, Matt. Engaging Young Writers: Preschool -grade 1. Portsmouth, NH: Heinemann, 2009.

Strand	Writing
Topic	Research to Build Knowledge
CCRS	<p>them to write a sequence of instructions).</p> <p>W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p> <p>W.1.9 (Begins in grade 4)</p> <p>W.1.10 (Begins in grade 3)</p>
Instructional Strategies	
<p><u>Expert Projects</u></p> <p>Students choose a topic of their choice that they love and in which they believe themselves to be an expert. The students research their topics and create presentations on the topics to teach the class about it. When first introducing this strategy, group students together to do the research. as student pictures, photographs and invented spellings about a topic. As they become better readers, they can be encouraged to find books at their independent reading level that includes useful information.</p> <p>Presentations may include things such as a poster, video, PowerPoint, Google Slides, demonstrations, or artifacts. Expert projects help students see the world from another person's perspective and build empathy along with academic outcomes.</p>	

Example Expert Projects:



Field Trip Reflection

Take a trip anywhere, and follow up with a writing activity. Students would answer the questions:

1. What did I learn on this trip?
2. Would I ever like to work there and why?
- 3) What is one question I still have about the place visited? Then, have students re

search (this

Instructional Resources/Tools

Suggested Mentor Texts

It is important to read mentor texts for enjoyment and comprehension before using _____ as a mentor text for writing. Here is a partial list of sample mentor texts to include in research and how _____ to studies, but this list is not limited to all possible authentic mentor texts.

Mentor How _____ -to Writing Mentor Research Writing

- How a House Is Built _____ by Gail Gibbons
- The Pumpkin Book _____ by Gail Gibbons
- How to Make Salsa _____ by Jamie Lucero
- Let's Make Pancakes _____ (Red Rocket Readers) by Maria Gill
- How to Make Slime _____ by Lori Shores and Gail Saunders _____ -Smith
- _____ (Pebble Plus)
- How to Build a Tornado in a Bottle _____ by Lori Shores, Gail Saunders _____ -Smith, and Ronald Browne

- Mentor Research Writing
- The Abcs of Habitats by Bobbie Kalman
- What Is Weather ? by Ellen Lawrence
- Surprising Sharks by Nicola Davies
- Solids, Liquids, And Gases (Rookie Read -About Science) by Ginger Garrett
- What Is the World Made Of? All About Solids, Liquids, and Gases by Kathleen Weidner Zoehfeld
- Creature Features: Twenty -Five Animals Explain Why They Look the Way They Do by Steve Jenkins and Robin Page

Sample Lessons: [Reading and Writing about Whales and Investigating Animals](#) : [Using Nonfiction for Inquiry](#) -based Research by ReadWriteThink.

Bucknall, Sue. [Children as Researchers in Primary Schools: Choice, Voice, and Participation](#) . New York: Routledge, 2012 .
 he larger
 context of their schools.

Strand	Speaking and Listening
Topic	Comprehension and Collaboration
CCRS	<p>SL.1.1 Participate in collaborative conversations about grade 1 topics and texts with diverse partners in small and larger groups.</p> <ol style="list-style-type: none"> 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). Ask questions to clear up any confusion about the topics and texts under discussion. <p>SL.1.2 Ask and answer questions about key details in a text read aloud or information presented in various media and other formats (e.g., orally).</p> <p>SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>
Instructional Strategies	
Four Corner Debate	

identified could include baking soda and other powders, metals, minerals, and liquids. Examples of properties could include color, hardness, reflectivity, electrical conductivity, thermal conductivity

	environment.
Space Systems: Stars and the Solar System	<p>5-PS2-1. Support an argument that the gravitational force exerted by Earth on objects is directed down. [Clarification Statement: “Down” is a local description of the direction that points toward the center of the spherical Earth.]</p> <p>5-ESS1-1. Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from Earth.</p> <p>5-ESS1-2. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky. [Clarification Statement: Examples of patterns could include the position and motion of Earth with respect to the sun and selected stars that are visible only in particular months.]</p>
Engineering Design	<p>3-5-ETS1-1. Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.</p> <p>3-5-ETS1-2. Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.</p> <p>3-5-ETS1-3. Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.</p>

New Hampshire College and Career Ready Standards Alignment Social Studies: Grade 5

	New Hampshire College and Career Ready Standards	Alignment Social Studies: Grade 5
	<p align="center">Teacher Materials</p> <p>BOOKS FOR LESSON PLANNING</p> <p>Any resource listed for teachers may, at the teacher’s discretion, be employed directly in instruction, whether through reading selections aloud, sharing pictures, or using the pictures while telling an abbreviated version of what the text says.</p> <p>General Teacher Handbook: Fifth Grade, Core Knowledge What Your Fifth Grader Needs to Know, Core Knowledge Text Resources: Grade 5, Core Knowledge The Presidents Fact Book, Roger Matuz The Story of the World, Volume 2: The Middle Ages, Susan Wise Bauer The Story of the World, Volume 3: Early Modern Times, Susan Wise Bauer A Child’s First Book of American History, Earl Schenck Miers</p> <p>Single Topic</p> <p>Tikal, Elizabeth Mann Machu Picchu, Elizabeth Mann Exploration & Conquest, Betsy Maestro Francisco Pizarro, John diconsiglio Magellan’s World, Stuart Waldman Who Was Leonardo Davinci?, Roberta Edwards Who Was Galileo?, Patricia Demuth Henry VIII, Sean Price Who Was Queen Elizabeth?, June Eding Sir Francis Drake, Charles Nick</p>	<p align="center">Student Resource</p> <p>BOOKS FOR STUDENTS</p> <p>Core Knowledge History and Geography Student Readers:</p> <ul style="list-style-type: none"> • Maya, Aztec, and Inca Civilizations • The Age of Exploration 9 From the Renaissance to England’s Golden Age • Czars and Shoguns • The Geography of the United States • Westward Expansion Before the Civil War <p>The Civil War</p> <ul style="list-style-type: none"> • Native Americans and Westward Expansion

	<p>Where Is the Kremlin?, Deborah Hopkinson Ivan the Terrible, Sean Price Catherine the Great, Zu Vincent Daniel Boone, John Zronik The Louisiana Purchase, Michael Burgan What Was the Lewis & Clark Expedition?, Judith St. George If You Traveled West In A Covered Wagon, Ellen Levine What Was the Alamo?, Pam Pollack If You Lived When There Was Slavery In America, Anne Kamma If You Traveled On The Underground Railroad, Ellen Levine Who Was Frederick Douglass?, April Jones Prince Abraham Lincoln: Magic Tree House Fact Tracker, Mary Pope Osborne If You Lived At The Time Of The Civil War, Kay Moore What Was the Battle of Gettysburg?, Jim O'Connor Who Was Ulysses S. Grant?, Megan Stine Who Was Robert E. Lee?, Bonnie Bader Who Was Clara Barton?, Stephanie Spinner Wild West: Magic Tree House Fact Tracker, Mary Pope Osborne</p> <p>Who Was Sitting Bull?, Stephanie Spinner ©2020 Hillsdale College. All Rights Reserved. BCSI Program Guide v 2.1</p>	
	New Hampshire College and Career Ready Standards	Core Knowledge Sequence
History	<p>Historical Thinking and Skills:</p> <ol style="list-style-type: none"> Multiple-tier timelines can be used to show relationships among events and places. 	<p>Content Statement</p> <p>Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.</p> <p>Content Elaboration</p> <p>In grade four students learned the use of single-tier timelines. Grade-five students build on the use of single-tier timelines by</p>

		<p>becoming familiar with the two systems used to identify dates on the commonly used Gregorian calendar (also known as the Christian or Western calendar). It is not necessary for students to study the origins of calendar systems, but to recognize and be able to use the terms B.C. (Before Christ), A.D. (Anno Domini), B.C.E. (Before the Common Era) and C.E. (Common Era) to place dates in chronological order.</p> <p>Arranging events in chronological order on single-tier timelines using B.C.E. and C.E. or B.C. and A.D. requires students to understand that years in the B.C.E. or B.C. era are labeled following the conventions of negative numbers beginning with 1 B.C.E. (there is no year 0).</p> <p>Expectations for Learning</p> <p>Apply the conventions of B.C.E. and C.E. or B.C. and A.D. to arrange and analyze events in chronological order.</p>
	<p>Early Civilizations:</p> <p>2. Early Indian civilizations (Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies, and agricultural practices and products.</p>	<p>Early American Civilizations:</p> <ul style="list-style-type: none"> • The Mayas: pyramids, temples, hieroglyphic writing, astronomy, mathematics, 365-day calendar • The Aztecs: warrior culture, Tenochtitlan, aqueducts, temples, Moctezuma, ruler-priests, human sacrifice • The Inca: Machu Picchu, Cuzco, mountain road network
	<p>Heritage:</p> <p>3. European exploration and colonization had lasting effects which can be used to understand the Western Hemisphere today.</p>	<p>Spanish Conquerors</p> <p>European Exploration, Trade and the Clash of Cultures</p>
Geography	<p>Spatial Thinking and Skills:</p> <p>4. Globes and other geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps.</p>	<p>Geographic tools:</p> <ul style="list-style-type: none"> • Map keys, legends • Latitude and longitude, coordinates, degrees • Relief maps

	<p>5. Latitude and longitude can be used to make observations about location and generalizations about climate.</p>	<p>The Globe</p> <ul style="list-style-type: none"> • Tropic of Cancer • Tropic of Capricorn • Climate zones, time zones • Gulf Stream, effect on climate
	<p>Places and Regions:</p> <p>6. Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).</p>	<p>Great Lakes Regions and their characteristics</p> <ul style="list-style-type: none"> • Ring of Fire • Spice Islands • Archipelago
	<p>Human Systems:</p> <p>7. Variations among physical environments within the Western Hemisphere influence human activities. Human activities also alter the physical environment.</p> <p>8. American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups based on geographic and cultural similarities.</p> <p>9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere today.</p> <p>10. The Western Hemisphere is culturally diverse due to American Indian, European, Asian and African influences and interactions, as evidenced by artistic expression, language, religion and food.</p>	<p>European Exploration, Trade and the Clash of Cultures</p> <ul style="list-style-type: none"> • The Renaissance • The Reformation <p>England from the Golden Age to the Glorious Revolution</p> <p>Russia:</p> <ul style="list-style-type: none"> • Early growth and expansion • Feudal Japan • Westward Expansion Before the Civil War • Early Exploration of the West • Daniel Boone, Cumberland Gap, Wilderness Trail • Pioneers • Native American Resistance • Native Americans: Cultures and Conflicts • Westward Expansion after the Civil War
Government	<p>Civic Participation and Skills:</p> <p>11. Individuals can better understand public issues by gathering and interpreting information from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.</p>	<p>Content Statement</p> <p>Individuals can better understand public issues by gathering, interpreting and checking information for accuracy from multiple sources. Data can be displayed graphically to effectively and efficiently communicate information.</p> <p>Content Elaboration</p>

		<p>Students gain experience with using a variety of sources to gather and interpret information to examine a public issue. Sources include:</p> <ul style="list-style-type: none"> • almanacs; • maps; • trade books; • periodicals; • newspapers; • photographs; and • digital resources. <p>Students must also check their sources for accuracy. Criteria for an accurate source include:</p> <ul style="list-style-type: none"> • information is current and objective; • information is relevant; • information is validated by multiple sources; and • qualifications and reputation of the sources. <p>Students will interpret information from various sources. They can practice identifying and organizing main ideas and supporting details. Formats include:</p> <ul style="list-style-type: none"> • tables; line/bar graphs; • charts; and • digital images. <p>Expectations for Learning</p> <p>Investigate, organize, and communicate information on a public issue using multiple sources.</p>
	<p>Roles and Systems of Government:</p> <p>12. Democracies, dictatorships and monarchies are categories for understanding the</p>	<p>Content Statement</p> <p>Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or</p>

	<p>relationship between those in power or authority and citizens.</p>	<p>authority and citizens.</p> <p>Content Elaboration</p> <p>Prior to grade five, students have studied democracy. In grade five, students are introduced to dictatorships and monarchies. Democracies, dictatorships, and monarchies are three basic ways of describing the relationship that exists between those in power and citizens.</p> <ul style="list-style-type: none"> • The focus of this content statement is on the relationship between those governing and those governed: • In a democracy, the power of those in authority is limited because the people retain the supreme power. • In a dictatorship, a ruler or small group with absolute power over the people holds power, often through force. • In a monarchy, the authority over the people is retained through a tradition of allegiance. <p>The terms democracy, dictatorship, and monarchy are useful in helping students understand the relationship between those in power or authority and citizens in the Western Hemisphere. Grade-six students will build on this to understand that the basic categories often overlap.</p> <p>Expectations for Learning</p> <p>Explain the relationship between those in power and individual citizens in a democracy, a dictatorship, and a monarchy</p>
Economics	<p>Economic Decision Making and Skills:</p> <p>13. Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.</p> <p>14. The choices people make have both present and future consequences.</p>	<p>Content Statement</p> <p>Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.</p>

		<p>Content Elaboration</p> <p>In grade four, students learned to work with data displayed on tables and charts.</p> <p>At this level, students learn to work with circle graphs. A circle graph shows how an entire body of data can be separated into parts. There is a part-to-whole relationship between segments of data and the whole data set.</p> <p>For example, students may review data on crude oil exports from Brazil. Using circle graphs, students also can examine crude oil exports in relative proportion to total exports.</p> <p>Expectations for Learning</p> <p>Interpret a circle graph that displays information on part-to-whole relationships of data.</p> <p>Content Statement</p> <p>The choices made by individuals and governments have both present and future consequences.</p> <p>Content Elaboration</p> <p>In addition to gathering and organizing information, practiced in grade four, effective decision makers understand that economic choices made by individuals and governments have both present and future consequences.</p> <p>For example, at the national level, a government may choose to build a road in an undeveloped area:</p> <ul style="list-style-type: none"> • a short-term consequence would include improved transportation; and • a long-term consequence would be increased maintenance costs. <p>For example, at the personal level, an individual may choose to</p>
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		<p>spend more money on a fuel-efficient automobile:</p> <ul style="list-style-type: none"> • a short-term consequence is the higher price paid for the automobile; and • a long-term consequence is the savings on gasoline costs in the future. <p>Expectations for Learning</p> <p>Explain the present and future consequences of an economic decision.</p>
	<p>Scarcity:</p> <p>15. The availability of productive resources (i.e., human resources, capital goods and natural resources) promotes specialization that leads to trade.</p>	<p>Content Statement</p> <p>The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.</p> <p>Content Elaboration</p> <p>The availability of productive resources influences the production of goods and services in regions of the Western Hemisphere.</p> <p>Students should understand that specialization, the concentration of production on fewer kinds of goods and services than are consumed, develops as a result of people using the productive resources available. Examples of specialization include:</p> <ul style="list-style-type: none"> • fishing communities; • tourist destinations; and • manufacturing. <p>Trade can occur when individuals, regions, and countries specialize in what they produce at the lowest opportunity cost. This causes both production and consumption to increase.</p> <p>Human resources consist of the talents and skills of entrepreneurs and skilled laborers that contribute to the production of goods and services.</p>

		<p>Capital goods consist of human-made materials needed to produce goods include:</p> <ul style="list-style-type: none"> • buildings; • machinery; • equipment; and • tools. <p>Natural resources are productive resources supplied by nature. Natural resources include:</p> <ul style="list-style-type: none"> • ores; • trees; and • arable land. <p>Expectations for Learning</p> <p>Explain how the availability of productive resources in a specific region promotes specialization and can result in trade.</p>
	<p>Production and Consumption:</p> <p>16. The availability of productive resources and the division of labor impact productive capacity.</p>	<p>Content Statement</p> <p>The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.</p> <p>Content Elaboration</p> <p>In grade four, students learned that the role of the entrepreneur is to organize the use of productive resources to produce goods and services. At this level, students consider the influence of available productive resources and the division of labor on productive capacity.</p> <p>The productive resources (resources used to make goods and services) available and the division of labor (the way work tasks are separated) can impact the productive capacity (maximum output) of an economy both positively or negatively.</p> <p>The productive capacity of a region is influenced by available</p>

		<p>resources. For example, the climate in Florida provides the necessary productive resources for large-scale production of citrus fruits. By dividing labor tasks among many workers with different expertise, citrus farms can increase their productive capacity. In another example, a family-run business that builds bicycles in coastal Argentina can only produce as many bicycles for which they have the natural resources, capital goods, and human resources. Productive capacity may also be impacted positively or negatively by the way the work is divided during the production process.</p> <p>Expectations for Learning</p> <p>Explain how the availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.</p>
	<p>Markets:</p> <p>17. Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.</p>	<p>Content Statement</p> <p>Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.</p> <p>Content Elaboration</p> <p>Specialization occurs when people, regions, and countries concentrate their production on fewer kinds of goods or services than are consumed.</p> <p>Specialization leads to increased production, because concentrating on the production of fewer goods or services can reduce the cost of production.</p> <p>Greater specialization leads to increased interdependence among regions and countries because nations rely on other nations for the goods they do not produce for themselves. When regions and countries trade, a greater variety of goods</p>

		<p>are available to consumers.</p> <p>Expectations for Learning</p> <p>Explain how specialization and trade lead to interdependence among countries of the Western Hemisphere.</p>
	<p>Financial Literacy:</p> <p>18. Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.</p>	<p>Content Statement</p> <p>Workers can improve their ability to earn income by gaining new knowledge, skills, and experiences.</p> <p>Content Elaboration</p> <p>An individual’s interests, knowledge, and abilities can affect career and job choice.</p> <p>In grade four, students looked at saving portions of income for individual financial well-being and the role of the entrepreneur. At this level, students build on that understanding by investigating the level of knowledge, skills, and experiences required for various jobs and careers:</p> <ul style="list-style-type: none"> • Knowledge (e.g., degree, certification, license); • Skills (e.g., technical, entrepreneurial); and • Experiences (e.g., entry-level jobs, internship, apprenticeship, life). <p>Expectations for Learning</p> <p>Identify a career of personal interest and research the knowledge, skills, and experiences required to be successful.</p>

Classical Academy - New Hampshire College and Career Ready Standards Alignment: Grade 6

English Language Arts	New Hampshire College and Career Ready Standards	Core Knowledge
<p>The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances students’ ability to read diverse kinds of texts with understanding.</p> <p>Teachers need to remember that reading requires two abilities – the ability to turn print into language (decoding) and the ability to understand what the language says. Achieving the first ability – decoding – requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically-based research are: Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability.</p> <p>No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge Sequence, teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many short, fragmented stories to effectively advance reading comprehension.</p>		
Acronym Guide for College and Career Ready Standards for English Language Arts Grade 6	Reading Standards for Literature: RL6 Reading Standards for Informational Text: RI6 Reading Foundational Skills: RF6	Writing Standards: SL6 Speaking and Listening Standards: SL6 Language Standards: L6

Strand	Reading: Literature
Topic	Key Ideas and Details
CCRS	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.6.2 Analyze literary text development. <ul style="list-style-type: none"> a. Determine a theme of a text and how it is conveyed through particular details. b. Incorporate a theme and story details into an objective summary of the text. RL.6.3 Describe how a particular story or drama’s plot in a series of episodes as well as how the characters respond or change the plot moves toward a resolution.

Instructional Strategies

Analyzing Characters:

As students read a story or short book, have them cite textual evidence on a graphic organizer of how a character changes through major events. The focus of this strategy can begin with the plot sequence or with the character of their choice. This is a good opportunity to allow students to choose what would make them most comfortable.

Analyzing Theme

Examining a completed theme organizer can help students determine the theme of the text rather than the main idea. Another strategy may be to have students consider what the character learned at the end of a story to help the students determine the theme.

Resources for Adding Text Evidence

RACE (Restate, Answer the question, cite evidence, Explain) Students answer all written questions using the acronym in this strategy as a formula to provide support for their answers in a meaningful way.

How to Summarize

Have students read stories close to their individual reading level and have them write summaries about theme. 5 W's and H (Who? What? Where? Why? When? and How?) strategy is easy to use and works with both literary and informational text. The strategy "Somebody Wanted, But, So, Then" is also useful for summarizing fiction selections. Students use the words as starters for each section of their summary.

Breaking Down Plot

Use short media clips and have students fill out a graphic organizer of a plot diagram.

[Plot mountain graphic organizer](#)

Instructional Resources

Guiding on the Side This blog page offers a solid video lesson on how to teach theme in 4 simple steps. View the video under the heading, Teaching Theme the Metacognitive Way.

Strand	Reading: Literature
Topic	Craft and Structure
CCRS	<p>RL.6.4 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, including sensory language, on meaning and tone.</p> <p>RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fit into the overall structure of a text and contributes to the development of the theme, setting, or plot.</p> <p>RL.6.6 Explain how an author uses the point of view to develop the perspective of the narrator or speaker in a text.</p>
<p>Instructional Strategies</p> <p><u>Practice Strategy</u> Using picture books, short passages, and poems, have students identify figurative and sensory language and explain how these offer evidence of the tone. Provide copies for students to highlight and annotate or a graphic organizer for students to fill out.</p> <p><u>Find the Evidence</u> Have students identify, highlight, or copy text evidence that provides details about a character, a setting, or plot events.</p> <p><u>Discussion Author’s Craft</u> Discuss author’s craft with your students. Students analyze the techniques authors use to describe characters, setting, and major and minor incidents of the plot. Discuss how they also distinguish how an author establishes mood and meaning through word choice, figurative language, and syntax.</p> <p><u>Lessons for Analyzing the Structure of Passages</u> Using this website there are many different lessons and resources to analyze the structure of passages or poems. When analyzing the structure of passages, below are some question stems to ask or to guide your instruction:</p> <ul style="list-style-type: none"> • How does paragraph help to develop the overall meaning of the text. • How does this sentence (provide the sentence) contribute to the overall theme of the text. <p><u>Determining Point of View</u> Students should read short passages (or picture books) from an overhead, or on a handout as a class or in small groups. Next, they should identify the point of view and keywords that told them what point of view the text is.</p>	

For diverse learners, display a chart in the room with each point of view, key words, and identifying quotations directly from texts that the class has read. Refer to these often as teaching tools.

Instructional Resources

The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition by Carol Ann Tomlinson – chapters 7 and 8.
Chapter 7 gives examples that describe four different instructional strategies that work effectively in the differentiated classrooms. These strategies are Stations, Agendas, Complex Instruction, and Orbital Studies. Chapter 8 includes additional strategies that include Centers, Entry Points, Tiered Activities, Learning Contracts, as well as brief descriptions of others.

Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas
CCRS	<p>RL.6.7 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.</p> <p>RL.6.8 (not applicable to literature)</p> <p>RL.6.9 Compare and contrast text 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.</p>

Instructional Strategies

[Read Write Think](#)

Compare/Contrast

Using a compare/contrast chart, students compare and/or contrast a movie and a work of literature (e.g., The Legend of Sleepy Hollow). First, students should read the text and record any sensory perceptions (e.g., what they could “see,” “hear,” “smell,” “feel”; emotions the story evoked in certain parts). The students should then watch the movie and do the same as with the text, noting where their perceptions were different and where they were confirmed. This can be done as a written activity or in small groups at the end of the movie.

Close Reading

Use a close reading framework to compare two texts on similar topics. Close reading is critically analyzing a text looking at the details and patterns to have a deeper understanding of the text’s meaning, craft, and form. Close reading can include using shorter texts and excerpts of

published pieces, annotating the text, chunking and rereading the text to only focus on a paragraph or section, and scaffolding the students through discussions and questions for a deeper understanding of the text.

Students who are reading significantly below grade level will benefit from having at least one text below grade level or from being able to listen to the comparative texts read aloud either by an adult, a peer, a recording, or through the computer. All Apple computers have the ability to read text orally through the Edit Menu (Speech, Start Speaking).

Instructional Resources

Reading Quest

Reading Quest is a website where students use a Comparison Contrast chart to compare and/or contrast a movie and a work of literature (e.g., The Legend of Sleepy Hollow). First students look at the similarities. Then they consider the differences, making sure to indicate on what criteria they are drawing out the dissimilarities. Teachers should be aware to not overuse language (be too wordy) and make stories as visual as possible for both ELL and struggling learners.

Artifact Roadshow

Using this website as a lesson example, students examine a series of primary sources, developing strategies and techniques for analyzing artifacts. Students interpret primary sources to enrich a story.

Strand	Reading: Literature
Topic	Range of Reading and Level of Text Complexity
CCRS	RL.6.10 By the end of the year, read and comprehend literature, including stories, drama, and poems 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Instructional Strategies

Marking Strategy

Self-annotating becomes a “marking strategy” that forces active learning.

Instructional Resources

The Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition by Carol Ann Tomlinson – chapters 7 and 8. “Chapter 7 gives examples that describe four different instructional strategies that work effectively in the differentiated classrooms. These strategies are Stations, Agendas, Complex Instruction, and Orbital Studies. Chapter 8 includes additional strategies that include Centers, Entry Points, Tiered Activities, Learning Contracts, as well as brief descriptions of others.

Strand	Reading: Informational Text
Topic	Key Ideas and Details
CCRS	<p>RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.2 Analyze informational text development.</p> <p>a. Determine a central idea of a text and how it is conveyed through particular details.</p> <p>b. Provide an objective summary of the text that includes the central idea and relevant details.</p> <p>RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>

Instructional Strategies

Analyze an Article

Students read an article and annotate, highlight, or complete a graphic organizer regarding key details in the text that support the central idea. Students should also write a summary of the article and answer a short answer response question including text evidence.

Side-by-Side

Teacher will scaffold for low-level students by breaking down difficult text directly next to a more difficult text. Higher-level students will receive a copy of the text with a blank side. In this space, students will rewrite the text in their own words.

Modeling/Peer Modeling

The teacher uses highlighters of different colors to show an article’s central idea and supporting details. Then, students do a different article, sharing their highlighted responses with an “elbow partner.” This will allow students to check their detail identification and inference recognition.

How to Summarize

Have students read stories close to their individual reading level and have them write summaries about theme. The 5 W’s and H (Who? What? Where? Why? When? and How?) strategy is easy to use and works with fiction and nonfiction.

Resources for Adding Text Evidence RACE (Restate, Answer the question, Cite evidence, Explain)

Students answer all written questions using the parts of the acronym for this strategy as a formula in order to provide support for their answers in a meaningful way.

Instructional Resources

Jackie Robinson Unit This unit has text dependent questions to use with the text to have students cite evidence and determine the central idea.
 Summer of Fire Lesson Using text from the Yellowstone National Park fires from the summer of 1988, students cite evidence using text dependent questions.

Story Map Graphic Organizer - Read Write Think - Organizer Strategy Guide:

Developing Evidence-Based Arguments from Texts Using Hillocks (2010) inspired strategies, students become familiar with the basic components of an argument and then develop their understanding by analyzing evidence-based arguments.

Maggie’s Miracle Cart by the Federal Trade Commission Students visit a virtual mall and learn to be smarter consumers, while citing evidence. Students learn how to protect their privacy, how to spot and avoid frauds and scams, how advertising affects them, and how they benefit when businesses compete.

NY Learns Rosa Parks Central Idea Unit In this autobiographical unit, students work to identify the central ideas. ReadWorks - Rosa Parks

Strand	Reading Informational Text
Topic	Craft and Structure
CCRS	<p>RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.5 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.</p> <p>RI.6.6 Determine an author’s perspective or purpose in a text and explain how it is conveyed in the text.</p>

Instructional Strategies

Context Clue Strategies

Strategies to Identify Unknown Words

First: Read the sentences before and after the sentence with the unknown word. Does this help you understand the possible meaning of the word?

Infer Meaning: Re-read the sentence without the unknown word. Can you still figure out what the author is trying to say?

Synonym / Substitution:

Is there another word that would make sense in its place? (Synonym)
 Root word: Can you identify the root word by taking away the prefix or suffix?
 Define: (not an option for the State test)
 What do you think it means? Look up the word on a device or dictionary.

Seussisms

Insert a “Seussical” word in place of a chosen word in a text then have students use context clues to determine the meaning of the word. Because the invented word has no background significance for the student, they must rely on context clues to determine the meaning.
 Example: The children went to the wazamatic to be treated for the outbreak of chicken-pox.

Use a Timeline

Timelines that trace the order of events can demonstrate how one thing fits into the overall structure and development of ideas. Students can answer questions just as they would with a passage or article. This cross-curricular strategy can also be used to provide historical information on a stand-alone topic or to help students to learn background information for a novel.

Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas
CCRS	<p>RI.6.7 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.</p> <p>RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by evidence from claims that are not.</p> <p>RI.6.9 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).</p>

Instructional Strategies

Create A Website

Students use a graphic organizer to collect the information from different media, develop their list of subtopics or headings, and use that information to create an informational website to share with the class. This would work well with an integrative unit.

Modeling and Peer Review

As a class, look at the main arguments for a text, identifying which ones are better supported and which are not through class discussion, posters, sticky notes, or highlighting. Then, give new articles, identify the main arguments as a class and give each to different groups. Have each group use the text to find the supporting arguments. Compare each group’s results and have the class determine the strength/weaknesses of each one.

Eyewitness Account of Events

The teacher introduces this lesson by staging an event with the class that is memorable. For example, at the beginning of a class, an unknown student darts into the classroom, takes something from the teacher’s desk, and then darts out. Students are asked to recall what happened individually and note details. Since all students were witnessing the same event but remembering different details, this may also lead to a discussion about point of view.

Analyzing Articles

Analyze two articles to identify the main parts of an argument essay (thesis, claim(s), evidence). Students can highlight each part in a different color. Then students should compare and contrast the two articles on a two-column graphic organizer or Venn diagram.

Integrating Information from Different Sources

Students will read an article and watch a news segment on the same topic. They will put the information together to gain a better understanding of the topic and describe what happened by using specific details from both texts/sources.

Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity
CCRS	RI.6.10 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.

Instructional Strategies

Pairing Information Read articles at varying levels to support works of fiction. For every book, there are non-fiction topics that can be discussed with short informational articles and news stories.

Current Event Warm-Up

Read or watch videos of current events daily and students can write a two-sentence summary or answer a comprehension question. Questions or summary statements could center on occupations involved or related to current events to increase awareness of careers in daily life.

Weekly Current Event

Students read newspapers (online or paper format) and fill out a current events graphic organizer to show key information from the text. Side-by-Side Teacher will scaffold for low-level students by breaking down difficult text directly next to a more difficult text. Higher level students will receive a copy of the text with a blank side. In this space, students will rewrite the text in their own words. Note: The Side-by-Side strategy may be used to practice the Notice and Note strategies in the Beers and Probst book.

Instructional Resources

[Commonlit](#)

This site provides articles on a variety of topics and Lexile levels. The article can be chunked, guiding students through the reading with questions that must be answered to move forward in the selection. Student progress can be monitored and tracked throughout the year

Strand	Writing
Topic	Text Types and Purposes
CCRS	<p>W.6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <ol style="list-style-type: none"> a. Establish a thesis statement to present an argument. b. Introduce claim(s) and organize the reasons and evidence clearly. c. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. e. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented. <p>W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> a. Establish a thesis statement to present information. b. Introduce a topic; 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 to aid comprehension, if needed. c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. d. Use appropriate transitions to clarify the relationships among ideas and concepts. e. Use precise language and domain-specific vocabulary to inform about or explain the topic. f. Establish and maintain a formal style. g. Provide a concluding statement or section that follows from the information or explanation presented.

W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. 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.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- e. Provide a conclusion that follows from the narrated experiences or events.

Instructional Strategies

Think Like a Writer/Read Like a Writer

Provide a mentor text for writers. This mentor text should be the same writing mode the teacher wants the writer to produce. Have texts available below, at, and above grade level. Give students a task to interact with this text. The writing may be typed on a document on one side with the interaction/thinking questions on the right. This strategy is great to help students understand vocabulary involved with each Writing Mode. This strategy also works as a great mini lesson during Writer's Workshop. Possible tasks for each writing mode may include but are not limited to the following:

- Narrative: Locate an example of how the writer used dialogue. What strategy did the writer use to hook their reader in the introduction? What descriptive phrases did the writer use to allow the reader to visualize the setting?
- Informative: How did the writer organize the body paragraphs? What are the writer's sub-topics? What sentence reveals the main idea of the writing? What type of evidence did the writer use? Can you locate where the writer used a statistic (fact, quote)?
- Argument: Locate the writer's thesis. Locate the writer's claims. Do the claims support the thesis? Is each claim proven with evidence? The teacher should create interaction questions with vocabulary that the students have been working on. Students may color code the mentor to text to identify the different aspects. It also may help to chunk the lesson, so students interact with the text in small sections in a short time period for multiple days.

Using Mentor Texts

Mentor texts are a great way to teach the three different types of writing. These texts will become exemplars to continually reference back in your mini lessons when teaching new parts of each writing. They will engage students in inquiry and help them to envision what strong writing looks like. Mentor texts can be short stories, student exemplars, short articles, or even picture books.

Easily log the texts in which the teacher uses by posting them to Google Classroom. The texts can be digitally linked, scanned in or a Google Doc. The teacher can make annotations and highlighting on the texts to remind students of what you all worked with during class. Different elements of writing could be easily labeled with different colors or fonts. These documents then become live texts that are interacted with whenever needed.

Students should have opportunities to hear/read/interact with mentor texts prior to the lesson when they are being used as exemplars. Or choose selections from texts that they have already used in English Language Arts or other content areas. Also, do not underestimate the value of picture books to be used as exemplars. These are more universally accessible by all students.

Strand	Writing
Topic	Production and Distribution of Writing
CCRS	<p>W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.6.5 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.</p> <p>W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, while demonstrating sufficient command of keyboarding skills.</p>

Instructional Strategies

Graphic Organizers

Students should use graphic organizers to collect their thoughts as they move through the writing process. These organizers are the skeleton or outline to guide the creation of the final product.

- Argument graphic organizers: These organizers should include a progression with space for a thesis, claims, evidence for the claims and a concluding statement that logically follows from the thesis and claims.
- Informative/explanatory graphic organizers: This organizer should start with a topic using a relationship structure, such as definition, classification, comparison/contrast or cause/effect. Following from that should be the supporting details, including facts, definitions, details or quotations. Domain specific vocabulary should be included in this section. The last section of the organizer is for the conclusion for the information from the previous sections.
- Narrative graphic organizers: The first section of this organizer should include details for the exposition: setting, characters or narrator. The next section should focus on story development, including the sequence of events, experiences and time frames. Students can begin thinking about sensory details, dialogue and figurative language to improve their writing. The final section of the organizer should conclude the story in a manner that is consistent with the details in the earlier sections. Example: Have students draw a picture of their setting as the

organizer for a personal narrative; a timeline can be added to the bottom for sequence of events. This basic structure can be used to develop the full narrative.

- Graphic organizers either can be shortened or talked through with an adult and filled in together to prompt creative thinking for students who are reluctant writers.

Editing Stations

Multiple stations are set up in the room (or digitally) to address the needs for the specific writing assignment. Some areas universal to writing include CUPS (capitalization, usage, punctuation, and spelling). The teacher would model the use of each station, divide the students into small groups, and move them through the stations. After students self-check in each station, round two begins where they will exchange with a partner and repeat the process with their partner's work.

- Capitalization: Students highlight the first letter of each sentence. They correct any capitalization errors found. In Round Two, search for proper nouns/names and use the same procedure.
- Usage: Students highlight the subject and verb in each sentence. They check and correct any errors in agreement that are found. In Round Two, check for run-ons and fragments.
- Punctuation: Students highlight the end of each sentence, as well as each coordinating conjunction. Punctuation errors are corrected. In Round Two, punctuation changes are suggested to enhance fluency and meaning. This can include sentence combining.
- Spelling and Vocabulary: Students will correct the 'red squiggles' highlight and then any other spelling errors they find. In Round Two, students circle at least five dead words for their peer to replace with more concise vocabulary.

Writers Workshop

Students are given time in class to develop their writing fluency. Class begins with a minilesson (Short teacher led lesson that focuses on a particular skill to strengthen their writing). The skill is based on the standard or the needs of the students. After mini lesson students move into work time. During work time they are working on the skill that was taught in mini lesson to strengthen their writing.

During this time, they will continue to move through the writing process. While the students are in work time the teacher pulls students to conference with them individually or in a small group to provide feedback on the content of their writing. Remember to focus on what you will be assessing them on. Be sure to leave time at the end of class for share time. Share time can be an exit slip, a whole class share out, or a partner share. Some students would benefit from a visual timer to show how long they need to continue to write.

Sentence Frames

Sentence frames are partially completed sentence structures that provide writers with a mental model for constructing sentences using vocabulary for writing arguments. Teachers in every classroom can use sentence frames to scaffold instruction, jump start student writing and formatively assess learning. Sentence frames are especially helpful in building the vocabulary and language skills of ELL's language.

Sentence Fluency Analysis Sheet

Students chart sentences vertically after completing the draft of their essay. In the chart, students include first word of the sentence, last word of the sentence, end punctuation and number of words in each sentence. The teacher will work with the students to notice trends in their writing. Examples of negative trends may be short choppy sentences, run-ons or sentence openings with a repetitive word or phrase. Students and teachers should use this chart to make changes in their sentences. Writing Conferences Throughout the writing workshop teachers should meet with their students and have conferences about their writing. During writing conferences teachers meet one-on-one with students. Conferences should be short and should occur during class time. They should be a conversation between teachers and students. Students should explain their thinking and talk about their writing. Writing conferences may focus on a specific teaching point within the lesson or the overall writing each student has done. Students who struggle need to be on the conference schedule with the teacher more often than other students.

One way to keep a continuous dialogue with students about their writing is through the integration of utilizing Google Docs. A document in which both the teacher and the student has access allows for the teacher to make annotations/comments on the piece of writing at any time convenient for the teacher. These annotations/comments can then be used as focus points for the face-to-face conferences between students and teachers. This also allows writing pieces to be worked on over breaks from school and the teacher is still easily able to communicate his or her thoughts about the writing.

Strand	Writing
Topic	Research to Build and Present Knowledge
CCRS	W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. W.6.8 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. W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. a. 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”). b. 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”).
Instructional Strategies	
<u>MISO Method</u>	

Writers should use multiple types of mediums from which to gather their research. Writers should create a list of questions about their topic, which they then organize by which method would be the best to assist them in finding the answers to their questions. The methods include.

1. Media- newspapers, maps, text etc.,
2. Interviews- capture diverse voices,
3. Surveys- collect diverse ideas and opinions, and
4. Observations- widen your vision.

Open-Ended Text-Dependent Questions

Design a series of open-ended questions for students to answer based on a topic they must research, such as a historical event (Dust Bowl), famous place (Ancient Egypt), famous person (Rosa Parks), or famous author (Gary Paulsen). Some students will be able to self-select or create their individual topic and question. Once students have been assigned or selected their topic, they will gather relevant evidence using multiple sources. Students will write a multiparagraph essay or create a multimedia presentation. Once completed the teacher can use the Informative/Explanatory Writing Rubric – Grade 6-12.

Learning Styles

Students will take a learning style assessment provided by the teacher and identify their prominent learning style. After taking the learning style inventory, students research their top two learning styles and determine which a better fit, based on evidence is. They then write an essay describing this to the teacher. Once completed the teacher can use the Informative/Explanatory Writing Rubric - Grade 6-12.

CARS Strategy

Students will learn how to evaluate sources on the authority of the author and the publisher by asking questions.

CARS.

- C - credibility: What about this source makes it believable?
- A - accuracy: Is the information provided up-to-date, factual, detailed, exact, and comprehensive?
- R - reasonableness: Is the information fair, objective, moderate, and consistent?
- S - support: Can the information be supported with the evidence provided?

Direct Instruction on Plagiarism

Using real life examples and the website on plagiarism as a reference explicitly, instruct how to correctly cite evidence without stealing someone else's words or ideas.

A.C.E Procedure

- A - Answer: Teacher (or student) designs a set of questions that require the student to make a claim and justify it. The students will need to cite specific details from the text that “hint” to the answer to the questions.
- C - Cite Evidence: The student will cite at least two pieces of evidence from the text to substantiate the answer given.
- E - Expand: The student will expand upon his/her answer, explaining how they connected the evidence with the claim made.

Strand	Writing
Topic	Production and Distribution of Writing
CCRS	W.6.10 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.

Instructional Strategies

Explore Writing

Explore Writing allows students to respond to different types of texts in writing.

- EX - students gives an example of the genre, author and style
- P - what is the author’s purpose?
- L - what are the key words/lines/names/places to remember?
- - how is the writing organized?
- R - how can I relate to what I just read?
- E - what are my ah-has? what questions do I still have?

Journals

Writers respond to daily prompts in their Writer’s Notebook. Writers are expected to begin writing upon arrival to class. The writer’s response should be a minimum of three sentences and should correspond to the prompt provided.

Students at various levels of proficiency with writing may prefer to choose their own writing paper - blank, wide lines, narrow lines, dotted grid lines, raised lines, etc.... They may need to be encouraged to skip lines when writing to leave room for helping correct spelling and to leave room for editing. Some students still need physical tools for leaving spaces between words to increase legibility. This can be as simple as an extra pencil or a popsicle stick. They may also need to have available various styles of pencil grips. For students who struggle with keeping their letters aligned to the baseline (making legibility difficult), they may benefit from having the bottom line highlighted. Similarly, students whose writing “drifts” across the page (they don’t go far enough back to the left at the start of each new line of writing), they would benefit from highlighting the vertical line on the left side of most notebook paper and then being reminded that their letters need to touch the highlighting every time.

Two Column Note Taking

Writers need to learn how to take notes with a variety of sources: lectures, text, video, independent & whole group reading, etc. One note taking strategy to help students think about specific content is creating two columns: one side for notes during reading and the other side for clarification after reading. The following are examples of notes taken during active reading: (the first few times using this strategy it should be modeled by the teacher)

- Confusing words/phrases
- Questions that arise in your thoughts
- Drawing a picture instead of using words

Free Writes

Writers are given the opportunity to write for a sustained amount of time on any topic in any format in which they choose (free verse, poetry, letter to the editor, lyrics, etc.). Put students in the frame of mind of being a career-author (use well known references, like J.K. Rowling) and this writing would be their livelihood. Use visual timers (such as Time Timer - timetimer.com) to show students how long they need to keep writing. Some students may need to know they have to write a set number of sentences before they can stop.

Instructional Resources

Teaching Channel

The teaching channel offers multiple platforms for educators related to the common core including resources such as teacher videos, strategies, and lesson plans.

Read Write Think

Read Write Think is a site that provides a lesson preview, a list a detail of the standard(s), all the resources (including all materials that need to be printed for the lesson) and preparation time frame. The site also provides instructional planning and related resources.

Illinois Literacy in Action

This website is a focus on literacy by grade level for teachers, curriculum coaches and administrators. This site provides the standards with lesson plans and resources.

Strand	Speaking and Listening
Topic	Comprehension and Collaboration
CCRS	SL.6.1 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.

- a. 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.
- b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

SL.6.2 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.

SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims.

Instructional Strategies

Providing a Safety Net/Using a Student Friendly Search Engine

When students need to research evidence on their own, Google Scholar can narrow their results to only provide educational or scholarly resources. Students can simply type in Google Scholar into the Google search box and then choose Google Scholar.

Discussion Question Stems

When participating in class discussions (either whole group, small group, or partners) students should respect each other. Using question stems the students will be able to agree and disagree with each other in a respectful way. These will also provide a much smoother process for any discussion that may happen in the classroom.

Analyzing Visual Media

Students are presented digital information in visual form on a daily basis so they need to practice listening comprehension and discerning credible and reliable information. Video resources to use: ProCon- has arguments presented in video formats

Active Listening - S.L.A.N.T.

Before a student can delineate a speaker's argument, they need to be taught or reminded HOW to listen. The following acronym can be used to help students to become active listeners. This needs to be modeled and practiced multiple times.

- S - Sit Up
- L - Lean In

- A - Activate Your Thinking
- N - Note Important Information (what does that look like?)
- T - Track the Speaker (what do I do if I lose track?)

Students work in teams to create a video for one of the SLANTs (teacher assigns which SLANT a team will do). Students use a free web designing program to upload the video as part of a website (or web page as part of a larger class website on SLANTs) about the SLANT. Students visit the various websites then respond on a discussion post on the website or created by the teacher on the LMS.

Questioning

Students should be able to answer the following questions once the speaker has finished making an argument. Provide students the following questions before a speech is made to help students focus on the key ideas.

- What is the speaker’s goal? Is it to educate, to motivate, to persuade, or to entertain?
- What are the claims made by the speaker’s argument?
- Were the claims supported by evidence?
- Why is this person delivering this speech? Are they the right person?

Instructional Resources

EdTechTeacher - teaches students to plan, organize, write, communicate, collaborate and analyze videos. Answer Garden Tool that allows students to type in answers and share automatically with the class their prior knowledge on any topic. This is an excellent pre and post- assessment tool, discussion starter, getting to know you tool and can be used for much more.

Library of Congress offers primary source sets on a variety of topics, as well as documents to guide students through the analysis of primary sources.

Strand	Speaking and Listening
Topic	Presentation of Knowledge and Ideas
CCRS	<p>SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p>

	SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
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Instructional Strategies

Tongue Twister

Students choose or are assigned a short tongue twister. The student prepares by memorizing the tongue twister working on appropriate eye contact, volume, and clear pronunciation. The student performs for a small group while another student records their presentation. The student should repeat the tongue twister multiple times. Students view other videos and peer and self-evaluate on eye contact, volume and pronunciation.

A checklist may help students stay focused and provide constructive feedback. This strategy may be a great formative tool while students are preparing for a larger, more formal presentation.

Assessing the Quality of Speech & Body Language

PBL Presentation Rubric Standards aligned rubric to assess a presentation that includes criteria for each student on a team's use of organization, use of presentation aids, voice, eyes, and body language.

Screencastify and Mirroring Tools

A multimedia presentation tool that may be used is a screen casting (Google app) or mirroring tool (Mac or PC). Using these tools students can record their screen, which shows a presentation and their voice as they speak through their work. This tool may also be used to record the students themselves. Using the front or back facing camera students can record themselves acting out a scene, giving a presentation or anything they can imagine.

Grandparent Interview Students

will interview a grandparent and write a news article based upon their interview. They will also do research on historical events to develop questions to be asked during the interview.

Impromptu Speeches with Newspaper Headlines

(Formative Practice Tool) Gather newspaper headlines that could possibly create an interesting fun speech on the fly. Students will be assigned or choose a headline. Give the student 3-5 minutes to prepare a short speech directed to a specific audience. For example, the student may be asked to prepare a speech for a group of Kindergarten students, a group of parents or peers. Once the student gives the short speech, peers will provide constructive feedback.

The feedback may be on specific speaking skills, such as eye contact, volume and pronunciation. Feedback should also be given on word choice and presentation style. The student should be able to explain why they presented in the manner they did based on the assigned audience.

Socratic Seminar

This is a discussion format used to analyze a text or multiple texts. Teachers prepare students by posing a “big idea” question (for example-How does conflict among a society create conflict for characters?). Teachers provide multiple non-fiction texts that address the essential question. Students prepare for the seminar by critically reading the texts and annotating and/or taking notes to prepare for the discussion. During the discussion, the teacher listens to students conversing and only participates to get students on task. During the discussion, students pose questions to one another and answer with references from prepared texts. All discussion should contribute to answering the big idea question. Facing History breaks down this interactive strategy. Prior to using this strategy, modeling and scaffolding should take place in the classroom that addresses asking questions, closely reading the text, annotation or note taking and discussion etiquette. To assess students, create or locate a rubric that includes preparation, knowledge of topic, asking questions, responding to questions and discussion etiquette.

Instructional Resources

Read Write Think: Multimedia – Students as Creators

This lesson introduces students to the genre of multimedia presentations. Working first as a class and then in small groups, students view and analyze sample multimedia presentations and develop a list of characteristics of the genre. Read Write Think - Multimedia

ISTE Standards

The International Society for Technology in Education provides a list of standards for both students and teachers. These standards provide guidance on what teachers and students should do with technology throughout the school year.

Electronic Messaging

Read.Write.Think Lesson Idea for Electronic Messaging. This lesson explores the language of electronic messages and how it affects other writing.

Teaching Channel

Teaching Channel provides video resources, accompanied by lessons for students that introduce safe, responsible and meaningful ways to use the internet. Topics include digital footprints, following digital trails and email etiquette.

Strand	Language
Topic	Presentation of Knowledge and Ideas
CCRS	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves).

- c. Recognize and correct inappropriate shifts in pronoun number and person.
- d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents)
- e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- b. Spell correctly.

Instructional Strategies

Interactive Notebooks

Students use a notebook to learn the conventions of grammar by keeping all of their information in one notebook. The graphic organizers, colors or highlighting and various visual information the students work with allow them to retain what they have learned and have a resource for future use.

Some students would benefit from being given fill-in-the-blank style notes for their interactive notebooks. Many students who struggle with reading and writing also have a hard time with visual organization and understanding how notes should be written into their notebooks in a way that is both legible and useful later. Either give specific instructions on how their notebooks should look, including a visual example for the whole class, or have a specific blank format available for students to put into their notebooks and then write on.

You could also have a notebook made of photocopied or printed pages in exactly the style the teacher wants the format to be, helping to ensure that students are able to use the notebooks later for their intended purpose.

In addition, keep in mind that even in sixth grade, some students have a very difficult time writing small enough to fit their words between “college ruled” lines of text. Having an available format for students who write in larger letter is a quick and easy way to make this task less daunting.

Sentence Diagramming with Manipulatives

Have students diagram sentences with a variety of manipulatives. Possible manipulatives include yarn to create the diagram with a variety of word cut-outs. Laminated paper placemats may also be a tool where students could Velcro or tape words from sentences. The placemats could be re-used. Magnets may also be a manipulative that could be created from magnet sheets. The sheets would have sentences printed on them with the words cut apart and students could work through the parts of speech and parts of a sentence by placing them on a magnetic surface (chalkboard, cookie sheet, dry erase board). This activity may work best in small groups to reteach concepts based on weaknesses from an assessment.

Community Detective

While learning and practicing grammar conventions, students begin looking for errors in the writing of others (ads, books, articles, teacher errors, etc.). The student presents the error with an explanation of the correction and the applicable grammar rule.

Kinesthetic Diagramming

Have the students make signs of different words from a sentence. Then have the students get into the order of the sentence. Have them discuss in small groups the different parts of the sentence and parts of speech, emphasizing their function in the sentence.

Informal Sentence Diagramming

Students use highlighters and various marks to code the sentence parts that may be present in a mentor sentence or student-generated sentence. They can use paper and pencil, Google Draw or Word to code sentences. Students will identify sentence parts such as the simple subject, complete subject, simple predicate, modifiers, conjunctions, complete predicate, direct and indirect objects, predicate adjectives and nominatives, phrases and subordinate clauses.

Editing Stations

Mini stations are created, each with a specific area to be addressed in student writing. Students take their own writing selection and check it, making corrections as necessary to improve conventions in their writing. Stations may include, but are not limited to punctuation, spelling, verb agreement and appropriate pronoun usage. At each location, the grammar rule is reviewed, with examples given and instructions for what the student should look for and correct. Corrections can be color coded for students and teachers to see progression in understanding of conventions. Some students who really struggle with finding their own mistakes could have the mistakes in their work highlighted by a teacher. Their task is to edit their own mistakes, rather than to have to find them.

Some students can be overwhelmed by the number of mistakes in their work, so the teacher could highlight a specific number of errors in one color and have the student edit those. Then the teacher can switch to another color of highlighters and the student edits those mistakes. Another way to scaffold editing is for the teacher to make the editing marks on the student's work and then the student must correct the errors based on the indicated mark.

Instructional Resources

Teaching Grammar & Mechanics in Writing Workshop

The professional text *Mechanically Inclined* by Jeff Anderson helps teachers determine how to fold daily grammar instruction into the writing workshop model. It provides examples of anchor charts and handouts that can be added into students' writing notebooks to support grammar learning.

Write Like This

Using the book, *Write Like This: Teaching Real-World Writing Through Modeling and Mentor Text* by Kelly Gallagher, students will use real world writing experiences to demonstrate command of convention usage.

Strand	Language
Topic	Presentation of Knowledge and Ideas
CCRS	L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Vary sentence patterns for meaning, reader/listener interest, and style. b. Maintain consistency in style and tone.

Instructional Strategies

Sentence Workshop

Students choose a sentence that the teacher or a peer has previously pointed out as needing edited, and on the first day, they correct any mechanical, usage, grammar or spelling errors. On the second day, students use the same sentence and make it more vivid. The third day calls for students to improve one more aspect of their sentence. This daily practice not only reinforces grammar rules, but also shows the numerous ways to improve and revise writing.

Read Writing Aloud

Reading their writing aloud helps students revise boring, monotonous sentences. This strategy helps both the partner and the writer to recognize when, for example, too many sentences begin with "It is" or "There are." Both the partner and the writer can discuss ways to vary the sentence beginnings. After the writer revises the sentences, the partner can read the sentences aloud. Then both can discuss the effectiveness of the revision.

Some students get too used to reading their sentences in the order they were written and do not hear the errors. One way around this is to have the student (or their partner) read the sentences from the last sentence to the first sentence. This also helps students understand the importance of ending punctuation because they need to be able to work backwards from the final period to find the beginning of each consecutive sentence.

Teach Grammar in the Context of Reading

Use mentor texts. Show students how fiction and nonfiction writers use grammar to communicate clearly and to create their own style. Have students find examples of a grammar rule, such as subject/verb agreement, in a text they are reading.

Readers' Theatre

Students use a high interest text (story, poem, speech, or brief article) to read aloud or perform for peers, taking special care to read from punctuation to punctuation, the length of pauses for various punctuation marks and speaking lines of dialogue in a way that differentiates it from narration.

Sentence Fluency Analysis Sheet

Students chart sentences vertically after completing the draft of their essay. In the chart, students include first word of the sentence, last word of the sentence, end punctuation, and number of words in each sentence. The teacher will work with the students to notice trends in their writing. Example of negative trends may be short choppy sentences, run-ons, sentence openings with a repetitive word or phrase. Students and teachers should use this chart to make changes in their sentences.

Instructional Resources

Eats, Shoots & Leaves

Using the book Eats, Shoots & Leaves by Lynne Truss, teacher can model to students the importance of commas and how to correctly use them in their writing.

Keeping Grammar Weird

Using kinesthetic activities, students will focus on varied sentence structure.

Middle School Matters

This website provides videos, activities and articles on sentence combining.

Creating Musical Scores for Poetry

Students practice reading poems, focusing on style and tone. PoetryOutLoud

Strand	Language
Topic	Vocabulary Acquisition and Use
CCRS	<p>L.6.4 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.</p> <ul style="list-style-type: none">a. 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.b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).c. 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 part of speech.a. 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).

L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., personification) in context.
- b. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, frugal, thrifty).

L.6.6 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.

Instructional Strategies

List Group Label

A vocabulary strategy that engages students in a three-step process to actively organize terms to show their understanding of content area vocabulary and concepts. Follow this link for the steps of this strategy.

Connotation and Denotation Chart

Students arrange a group of words with similar denotations (interested, obsessed, consumed, absorbed, fascinated, preoccupied, tormented, etc.) and sort words into two columns. One column has a positive connotation, and one column is for words with a negative connotation. Students independently work, and then meet with a partner to compare their interpretations of the words.

Arrange all the words from most positive connotation to most negative connotation to accommodate students with advanced vocabularies.

Higher-level vocabulary words are less familiar and more difficult for students to read. Using QR codes with the oral pronunciation of the word will help students who have trouble reading the words by themselves to independently complete this task.

Sentence Frames

Students use sentence frames to guide understanding of the relationships between words. When learning cause and effect, students read the text to themselves and verbally share using a sentence frame: _____ happened because _____ happened.

Use Mentor Texts to Teach Connotation and Denotation

Use picture books or sentences from current instructional pieces to teach students about word choice and why an author chooses one word over a different word. For example, The witch (giggled or cackled) as she stirred her brew. The teacher creates questions based on connotation and

denotation. The students interact with the text by locating the example. Students then think and discuss how this example impacts the piece. Students consider and practice strategies to improve word choice in their own writing.

Use Mentor Texts to Teach Figurative Language

Use picture books or sentences from current instruction pieces to teach the students how published authors use language for different reasons. For example, the teacher may show how an author uses onomatopoeia to emphasize the sound happening in the book. The teacher creates questions based on figurative language. The students interact with the text by locating the example. Students then think and discuss how this example impacts the piece. Students consider and practice ways to implement the figurative language into their own writing.

Connotation Ladders

Using paint strips students will create shades of meanings for words that mean the same thing but may have a positive or negative connotation. Teacher will give students either the extreme positive and/or extreme negative connotation and students will find words that fit in between at escalating levels of connotations.

Instructional Resources

Word Study Using “Words Their Way”

Word study introduces students to how words work using patterns and roots. Word study will also help students to spell words better as they learn how words work and why they work the way they do. The book Words Their Way is a helpful resource that provides word lists and teaching ideas for each week.

Text Project - Vocabulary Lessons for Students

Vocabulary knowledge is the single best predictor of students' comprehension of texts. The reading of complex texts requires that students have rich vocabularies. The two types of reading lessons provided by TextProject—E4 (Exceptional Expressions for Everyday Events) and S4 (Super Synonym Sets for Stories)—support the development of strong and generative vocabularies. Lessons can be found at Text Project.

Grade 6 Correlation of Singapore Math and New Hampshire College and Career Readiness Standards

Standards	Common Core Descriptor	Singapore Math Page Citation
Ratios and Proportional Relationships	6. RP	
Understand ratio concepts and use ratio reasoning to solve problems		
1.	Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. <i>For example, “The ratio of wings to</i>	TB–A: 90–95 WB–A: 75–76

	<i>beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak.</i> “For every vote candidate A received, candidate C received nearly three votes.”	See Grade 5: TB A: 135–138 WB–A: 129–138
2.	Understand the concept of a unit rate a/b associated with a ratio $a:b$ with b not equal to 0, and use rate language in the context of a ratio relationship. <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.”</i>	TB–A: 90–95 WB–A: 75–76
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.	
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 tables to compare ratios	TB–A: 92–99 WB–A: 22, 75–78 TB–B: 185 See Grade 5: TB–A: 139–143, 159, 162–163
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>	TB–A: 124–143 WB–A: 94–105, 109–110, 112
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.	TB–A: 73–77, 121 WB–A: 63–66, 89 See Grade 5: TB–B: 61–63, 69–73 WB–B: 51, 58–64

3d.	Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.	TB–A: 96–99 WB–A: 77–78
The Number System		6.NS
Apply and extend previous understandings of multiplication and division to divide fractions by fractions.		
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, $(a/b) \div (c/d) = ad/bc$.) 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?</i>	TB–A: 64–70 WB–A: 54–55, 57–58, 62 See Grade 5: TB–A: 93, 96–97 WB–A: 93, 95
Compute fluently with multi-digit numbers and find common factors and multiples.		
1.	Fluently divide multi-digit numbers using the standard algorithm.	See Grade 5: TB–A: 25–26, 44–48 WB–A: 18, 37–40 TB–B: 18–21, 27–30, 33–34, 38–40 WB–B: 9–10, 16–18, 22–23, 27–29
2.	Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.	See Grade 5: TB–B: 16–41 WB–B: 8–29
3.	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	See Grade 5: TB–A: 17–18, 31–32 WB–A: 12–13, 24

	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>	
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.		
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.	TB–A: 39–42 See Grade 4: TB–A: 42–47 WB–A: 34–37 See Grade 5: TB–B: 149–151 WB–B: 146–147
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.	
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, e.g., $-(-3) = 3$, and that 0 is its own opposite.	TB–A: 40–41 See Grade 5: TB–B: 149–151 WB–B: 146–147
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.	TB–B: 185–186 See Grade 5: TB–B: 156–157 WB–B: 151

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.	TB-A: 40–42 WB-A: 21, 37–40 See Grade 4: TB-A: 42–44, 47 WB-A: 34–35 See Grade 5: TB-B: 149–151, 156–157 WB-B: 151
6d.	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 $a/b = (n \times a)/(n \times b)$ to the effect of multiplying a/b by 1.	TB-A: 80–83 WB-A: 79–82
6e.	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.	TB-A: 80–87 WB-A: 80, 83–86
7.	Understand ordering and absolute value of rational numbers.	
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>	TB-A: 39–46 WB-A: 37–44 See Grade 4: TB-A: 42–45 WB-A: 36 See Grade 5: TB-B: 149–151 WB-B: 147
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>	TB-A: 39, 43 WB-A: 42 See Grade 4: TB-A: 42–43

		WB-A: 34–35 See Grade 5: TB-B: 149–150 WB-B: 146
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>	TB-A: 40–44 See Grade 5: TB-B: 151 WB-B: 147
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>	See Grade 4: TB-A: 42–43 WB-A: 36–37 See Grade 5: TB-B: 149–151 WB-B: 146
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 coordinate.	TB-A: 26–30 WB-A: 21–28 TB-B: 185–192 WB-B: 155–161 See Grade 5: TB-B: 156–157 WB-B: 151
Expressions and Equations		6EE
Apply and extend previous understandings of arithmetic to algebraic expressions.		
1.	Write and evaluate numerical expressions involving whole-number exponents.	TB-B: 179–180 WB-B: 151, 153–154 See Grade 5: TB-A: 21 WB-A: 15
2.	Write, read, and evaluate expressions in which letters stand for numbers.	
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>	TB-A: 10–13, 19–25 WB-A: 5–10, 15–20 See Grade 5: TB-B: 140–144

		WB-B: 139–140
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>	TB-A: 8–11 See Grade 5: TB-A: 17–21, 29–33 TB-B: 140–148
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 $s = \frac{1}{2}$.</i>	TB-A: 19–25 WB-A: 15–20, 61 See Grade 5: TB-B: 140–148 WB-B: 139–143
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 operations to $y + y + y$ to produce the equivalent expression $3y$.</i>	See Grade 5: TB-B: 140–148 WB-B: 144–145
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>	TB-A: 8–11 See Grade 5: TB-B: 140–148
Reason about and solve one-variable equations and inequalities.		

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.	TB–A: 14–18 WB–A: 11–14
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.	TB–A: 10–13, 19–25 WB–A: 5–10, 15–20, 90
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.	TB–A: 14–18 WB–A: 11–13
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.	Write and graph on a number line inequalities of the form $x > c$ or $x < c$. Draw a polygon in the coordinate plane and determine lengths of (horizontal and vertical) segments
Represent and analyze quantitative relationships between dependent and independent variables.		
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 independent variable. Analyze the relationship between the dependent and independent variables using graphs and tables and relate these to the equation. <i>For</i>	TB–A: 26 WB–A: 22

	<i>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>	
Geometry		6.G
Solve real-world and mathematical problems involving area, surface area, and volume.		
1.	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 $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	See Grade 5: TB–A: 108–126, 133–134, 149 WB–A: 106–120, 125–127, 141 TB–B: 43, 59–60, 104–105, 120, 137 WB–B: 32, 45, 114, 137
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 $V = lwh$ and $V = bh$ to find volumes of right rectangular prisms with fractional edge lengths in the context of solving real-world and mathematical problems.	TB–B: 29–33 WB–B: 24–32 See Grade 4: TB–B: 140–146 WB–B: 151–152 See Grade 5: TB–B: 50–53, 60, 121 WB–B: 37
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.	See Grade 4: TB–B: 96 WB–B: 109–110
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	See Grade 4: TB–A: 132–136 WB–A: 148–155 See Grade 5: TB–A: 127–130

	these techniques in the context of solving real-world and mathematical problems.	WB-A: 121–122
Statistics and Probability		6.SP
Develop understanding of statistical variability.		
1.	Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for it in the answers. <i>For example, “How old am I?” is not a statistical question, but “How old are the students in my school?” is a statistical question because one anticipates variability in students’ ages.</i>	TB-B: 88–119 WB-B: 92–116
2.	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	TB-B: 88–119 WB-B: 92–116
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.	TB-B: 88–119 WB-B: 92–116
Summarize and describe distributions.		
4.	Display numerical data in plots on a number line, including dot plots, histograms, and box plots.	
4a.	Reporting the number of observations.	TB-B: 89, 90–91, 96–98, 103–104, 106– 107, 110–116, 120–127 WB-B: 105–108, 111– 114, 116
4b.	Describing the nature of the attribute under investigation, including how it was measured and its units of measurement.	TB-B: 88–119 WB-B: 92–116
4c.	Giving quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as	TB-B: 88–94, 97–99, 105, 107–110, 114–117 WB-B: 92–95, 100, 103–108, 114–116

	describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered.	
4d.	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.	TB-B: 90–92, 109–113, 117

Classical Academy - New Hampshire College and Career Ready Standards Alignment: Grade 7

English Language Arts	New Hampshire College and Career Ready Standards	Core Knowledge Sequence
<p>The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances students’ ability to read diverse kinds of texts with understanding. Teachers need to remember that reading requires two abilities – the ability to turn print into language (decoding) and the ability to understand what the language says. Achieving the first ability –decoding –requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically-based research are: Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability. No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge Sequence, Core Knowledge teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many of the short, fragmented stories in the basals, which unfortunately do not effectively advance reading comprehension.</p>		

Strand	Reading: Literature
Topic	Key Ideas and Details
CCRS	<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Analyze literary text development.</p> <ol style="list-style-type: none"> a. Determine a them of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text. <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>

Instructional Strategies

Making Predictions

When students are making predictions during the reading of the text, have them write their predictions followed by information from the text that supports their ideas. Students can use a Directed Reading Thinking Activity (DRTA) format in a double-entry journal. Students must cite quotations and page numbers from the text to support their predictions. Extend this activity by adding blocks or notes describing events and/or characters and having students indicate how these events and/or characters are involved in the lesson/theme the main character is learning. Students can also make predictions about life lessons other characters are learning.

Developing Theme Graphic Organizer

To develop a theme statement, create or use an organizer that requires students to brainstorm possible topics and decide on one topic that is evident in the beginning, middle, and end of the text. Students should provide evidence from the text that demonstrates the topic. Students should think of what they have learned about the topic from the details in the text. Students then write the message or lesson the author is attempting to relay about the topic. This will lead the student to the author's purpose and theme.

Extend this activity by having students also include why this theme is important and/or how it is relevant to everyday life. Students can also indicate how this theme is related to other texts they have read. Students can also do a small research activity and look for historical figures whose stories also display this theme.

Lucid Chart Diagrams - This add-on to Google docs allows students to create a gamut of different organizational diagrams to allow for collaborative digital conversation in the development of a theme over the course of a singular or multiple text. These diagrams can be exported to JPG and PDF formats or can be embedded directly into Wikis, blogs, websites, social media, or any Google program.

Book Trailer

After completing a novel, students (individually or in small groups) design and produce a book trailer for the novel. The book trailer is like a movie trailer: an advertisement of the book and a persuasive piece to entice other students to read it. The book trailer incorporates technology because students produce a video or slideshow with sound. The book trailer should contain information such as themes, plot events, characters, setting, and genres.

Extend this activity by encouraging students to include other texts that have related themes as "also recommended" or "If you like..., then you might want to try" options.

Instructional Resources

Guiding on the Side

This blog page offers a solid video lesson on how to teach theme in 4 simple steps. View the video under the heading, Teaching Theme the Metacognitive Way.

Plot Map Plot Diagram

The Plot Diagram is an organizational tool focusing on a pyramid or triangular shape, which is used to map the events in a story. This mapping of plot structure allows readers and writers to visualize the key features of stories.

Literacy Analyst Tool

This resource helps teachers in developing the theme throughout the text. This link has lesson plans and links to graphic organizers.

Teaching about Textual Evidence

This is a resource for teachers demonstrating techniques and strategies for how to teach students to cite textual evidence.

Vocabulary Development Strategies

Strategies Vocabulary: This resource has a large collection of instructional strategies that facilitate learning across content areas

Strand	Reading: Literature
Topic	Craft and Structure
CCRS	RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific verse or stanza of a poem or section of a story or drama. RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6 Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text

Instructional Strategies

Compare/Contrast

In this compare/contrast strategy, have students read two poems on the same topic, one that uses rhyme and one that is written in free verse. Have students debate which poem is most effective in getting the ideas across, most pleasing to the ear, and most fun to read, noting when figurative language contributes to the meaning and tone of the poems. Invite students to write their own rhyming and free verse poetry pairs to share.

Annotation

This strategy occurs during close reading of the text. When annotating, narrow down specific pieces of the text and assign specific tasks (i.e. have students circle unknown words, write questions in the margins, highlight examples of point of view, etc.) in order to help students analyze form and structure.

“I Do/We Do/You Do” method

Students require frequent and specific modeling using the “I Do/We Do/You Do” method. In this method, “I Do” is when the teacher models how to annotate, then “We Do” is when the whole class annotates together, and finally “You Do” is when the students annotate independently. A suggestion for cooperative learning in the “You Do” stage would be to assign different sections of the text to groups of students, using the Jigsaw method to analyze the structure of the entire text.

With a copy of the text/poem, have students highlight sensory imagery, using a different color for each sense. To extend this activity, have students replace the author’s imagery with an opposite image, i.e. a savory steaming soup with a goopy sour pudding. Or, have students work in partners to replace the author’s imagery with a hyper-example, i.e. a blustery day with a tornadic storm.

This strategy could be “published” in the form of a collaborative Google Slide show. While all students work on their own or their group’s slide, incorporating the analysis of form, structure, or task. The whole class then views this show and a discussion can be had about what students found.

Perspective Development and Analysis

Using classic tales, have students change the points of view to analyze character and/or narrator perspectives. Students could create their own mini movies of the story utilizing different perspectives. Students can use something as simple as their phone to record the video or a video camera. Students can then edit the mini movies and add in voice-overs that integrate the character’s thoughts. This would allow students to showcase the depth of understanding they have for each point of view.

Socratic Questioning

Through a series questions, have students identify what would be gained or lost in respect to character/narrator perspective if a story were written using a different point of view. For example, when switching from a first-person narrator to a third-person narrator, a text may lose evidence of the personal thoughts and feelings of one character toward another character, yet there may be a gain in events or activities of multiple characters.

Instructional Resources/Tools

“I do/ We do/You do”: This resource explains the “I do/ We do/You do” teaching strategy. The strategy helps to break down and scaffold information to the students.

Jigsaw: This resource to explains the steps for how to implement the jigsaw strategy in the classroom and the rationale to support it. Read, Write

Think: This website is a resource for Socratic seminars. It includes a script for teachers to set up the seminar and links to lessons and texts.

Socratic Circles: This is a resource for teachers in using [Socratic Circles](#), it includes instructional rationale and links to lessons by grade level

Annotation Strategy: This is a resource for teachers, it is a detailed lesson plan that demonstrates how to use and model the annotation strategy.

Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas

CCRS	<p>RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.7.8 (Not applicable to literature)</p> <p>RL.7.9 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.</p>
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Instructional Strategies

Student-Created Multimedia Presentations

After reading a novel or short story, assign a specific section or chapter to a small group of students. Those students will take the section of text and change it to a drama to perform. They will videotape themselves performing their scene. Then, the teacher will show the video to the whole class and have them analyze how their interpretations of the text changed based on what they saw instead of what they read.

Comparing Books & Media to a “T”

Small Group Investigations- Students will read a text and then view a multimedia production of it. While reading and viewing the selection they will complete a T-chart where they identify the depiction of literary elements on the textual side and the media side of the chart, as well as the techniques used in the multimedia production (lighting, sound, color, or camera focus, and angles). Students should be encouraged to cite quotes from the text and the media to support their descriptions. The students would then be assigned a partner to compare the text to the multimedia and produce a slideshow, poster, or paper that analyzes their findings.

Extend this activity by including a column or slides to evaluate the director’s choices and include a discussion about why the director made those choices to leave out and/or add characters and/or events to the media version. Students can also include a revised storyboard to include important details they feel the director left out and/or change what the director added that does not seem to tell the story as effectively as the author did in the original.

The online program [Bunce](#) is a nice alternative to the old school poster idea. This free program allows students to create a poster-like product that is completely interactive. Students have the ability to embed videos, photos, animations, illustrations, words, and voice- overs. While the product can be accessed on the web, the product has the ability to be saved as an interactive pdf. This then allows students to integrate the product into virtually any other project, website, social media, etc.

Reflective Assessment

Students in literature circles read a historical fiction text and then research the time period in history in which the text takes place. The students then compare how the author fictionalized the history in the text.

Extend this activity by including research information about any historical figure in the fiction companion. Students may also retell sections of the original fiction, including an anachronistic or a composite character based on historically accurate traits, cultural aspects, and/or daily life. Students may also create a travel journal based on research of the time period and related/actual historical sites in the fiction text.

Instructional Resources

The National Park Service has lesson plans for teaching with historical figures, places, and events. The lesson plans include links to primary source documents and other resources to support teachers.

The National Museum of African American History and Culture [site](#) has links to articles and first-person sources; this can be used as a resource as students research historical accounts in comparison to historical fiction.

The United States Holocaust Museum [site](#) can be used as a resource as students research historical accounts for comparison with historical fiction. The Gilder Lehrman Collection is a unique archive of primary sources in American history that can also be used to research historical accounts for comparison with historical fiction.

Strand	Reading: Legendary
Topic	Range of Reading and Level of Text Complexity
CCRS	RL.7.10 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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

Instructional Strategies

Marking Strategy (also called INSERT)

Self-annotating becomes a marking strategy that forces active learning. Basic: Provide students with a list of annotated cues, keys or codes (e.g., ? – question, P – prediction, TS – Text to Self- connection). Extended: Students will devise a self-annotated guide (encourage students to use their creativity).

Students could collaborate on a Google Doc adding different “Marking strategies” as their reading continues. This would allow for a live document that continues to evolve over the course of the year. This could also be done in Google Sheet and students could mark how many times they used each strategy. This would allow for a discussion point if trend data were found, questioning WHY a particular strategy was used so often during a particular text.

Students might find trends in their own annotations or a class might find that they tended to use the more superficial “marking strategies” because they struggled with simple text comprehension. These trends could then be able to drive future text selections and individual student goals.

Learning Log

Have students keep a reading journal that includes a section for Connections to What I Already Know so students can keep a running log of the texts they have read either for class or independent reading. At different points of the year, have students categorize texts they have read according to connections, themes, topics, settings, and/or time periods but NOT by author or genre. Encourage and/or require students to include non-fiction texts/pieces and a variety of just-below, at, just-above, and well-above grade-level Lexile levels. Students can create Companion Reading lists on posters to encourage others to read multiple texts or choose companion pieces from the school library. At the end of the year, this can be a Summer Read Recommendations activity.

Stump the Teacher

Students and teachers read a selection independently. The students ask the teacher questions for a set amount of time. Then the teacher asks students questions for a brief amount of time. This strategy causes students to carefully read the text in order to formulate critical questions for the teacher.

Instructional Resources

Qualitative Text Complexity Rubric

[This rubric](#) can be used to determine stretch reading materials for students.

Common Lit

[This website](#) can be used by teachers to select supplemental texts, paired texts, and text-to-media sets at, above, or below grade level for all levels of learners. Teachers can choose to use the provided objectives or expand on them to meet the needs of the students.

Making Thinking Visible Thinking Routines Harvard’s Project Zero website lists several research-based thinking routines that help students document their thinking and comprehend material. These strategies lead to student ownership of learning as they move through higher-order thinking processes.

Strand	Reading: Informational Text
Topic	Key Ideas and Details

CCRS	<p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Analyze informational text development.</p> <ol style="list-style-type: none"> a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes the central ideas and their development. <p>RI.7.3 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).</p>
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Instructional Strategies

T-Chart Graphic Organizer

Have the students use a T-chart to chart the facts or details from the article on one side and inferences they made from the text on the other. This visual representation will give students a clear picture of what the author says explicitly and what the readers infer.

Close Reading

Have students practice close reading strategies. Choose a nonfiction text. While students are reading, have them annotate the text, looking for specific items. You can have the students star important details, circle underlined words, put an exclamation mark next to parts of the text where they have a strong reaction, either positive or negative, write a question mark next to a piece of text they don't understand or something they are wondering about, etc. In the margins next to their markings, students need to explain why they marked that part of the text: What was their reaction, question or why is that detail important? This will help the students to better understand the text and to better know how the details relate to explaining the central idea.

Central Idea Organizer

To help students determine the central idea, have students create the following chart. On the top of the chart, they need to determine the topic of the text. Then students need to write down three important details from the article. Make sure students are using details from the entire article and not just one section. After that, have students explain the purpose of the article. Once they have identified all three elements: topic, details, and purpose, they can form the central ideas from their chart.

Summarizing Chunks

To write an objective summary of the text, students need to summarize each subheading of the text into one or two sentences. If the article does not have subheadings, then have the students create chunks by taking several paragraphs about the same idea and putting them together. Students should have about three or four "chunks" per article, depending on the amount they read. Then students can pick out the key phrases

from each of the sections. They use those key phrases to craft a one or two sentence summary of each section. Students can repeat this for each of the chunks or subheadings until they have summarized the entire article. This will help to ensure that their summaries are in their own words.

Multi-Tier Timeline

Chronologically organize events or ideas from text on a timeline while rating the impact as positive or negative in regard to a specific claim, inference, or event. Students can connect the events on the timeline to see a picture representation of the event and should be able to explain their rating and defend their rationale during a small group discussion. Students can also write out their explanation on the back of the timeline. Timeline by ReadWriteThink and TimeToast online allows students to create a digital timeline with images that can be shared via email or printed.

Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas
CCRS	<p>RI.7.7 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).</p> <p>RI.7.8 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.</p> <p>RI.7.9 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.</p>

Instructional Strategies

Delivery Matters

Students will read paired texts and listen to the audio/speech version, if applicable. A close read of each version of the text/speech and auditory nuances will provide the student with how delivery affects the impact upon the reader/listener.

Argument Road

If students are evaluating arguments, they can create a “road” graphic organizer. This looks similar to a flow chart but is more in the shape of a road with blocks. As students read a text, they fill in the road with evidence from the text to support each of the author’s claims. If they finish reading the article, and do not have a long “road” completed, the conclusion might be drawn that the author’s evidence might not be sufficient enough to support their claim. You might also look at not just the amount of evidence provided but also at the quality of evidence. This graphic organizer can be used for multiple different argumentative texts. Students can also write about whether they think the author’s claim and reasoning is sound based on the evidence they discovered on their “road”.

Compare/Contrast

Students can create a Venn Diagram that compares and contrasts a text to an audio, video, or other multimedia version of the text. Students then can participate in a small group discussion on their comparisons. What do certain genres of text provide compared to others? Students can include a formal analysis of how each genre conveys the topic to the reader. When comparing three sources, using a triangle graphic organizer is appropriate.

Evidence Tracker Students are to read with the purpose of identifying specific claims in a text. Each claim can be noted on the “tracker.” This strategy provides students with a way to organize their thinking while reading.

The teacher “thinks aloud” as the students place evidence “on the road.”

1. At the end of the road, the teacher models the evaluation process by noting whether or not the author provided sufficient, relevant evidence to support the claim.
2. Place students in pairs, have them read an unfamiliar text and complete an “Argument Road” graphic organizer.
3. Each pair of students works with another pair to compare their answers on the graphic organizer and then share them with the class.
4. Students independently complete the graphic organizer.

Instructional Resources

Cover to Cover lesson plans from ReadWriteThink feature resources including a book and film list for appropriate titles for 7th grade along with a DVD cover creator online tool.

The Gilder Lehrman Collection is a unique archive of primary sources in American history that can also be used to research historical accounts for comparison with historical fiction. This link specifically has the audio of the greatest speeches of the 20th century.

Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity
CCRS	RI.7.10 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.

Instructional Strategies

THIEVES

Use a strategy called THIEVES, which is an acronym for title, headings, introduction, every first sentence in a paragraph, visuals and vocabulary, end-of-chapter questions, and summary. Students are guided through a preview of a nonfiction text. This link is specific to THIEVES strategy above, including a descriptive lesson plan and resources.

INSERT Marking Strategy

Self-annotating becomes a marking strategy that forces active learning. Basic: Provide students with a list of annotated cues, keys or codes (e.g., ?– question, P – prediction, TS – Text to Self- connection). Extended: Students will devise a self-annotated guide (encourage students to use their creativity).

Career Instruction Manuals

Students will select an instruction manual that represents a career field of interest (selection provided by the teacher, contributed by student, or available on the Internet). Lead a class discussion where students have a chance to brainstorm which types of careers they think might be associated with the manual, answering questions like: who created it? who designed it? who produced it? what is the purpose? and who will consume it? (representing the many roles involved throughout the process). After students write their own instruction manuals, revisit the brainstorm discussion to emphasize the application of classroom content to the workplace.

Stump the Teacher

Students and teachers read a selection independently. The students ask the teacher questions for a set amount of time. Then the teacher asks students questions for a brief amount of time.

Instruction Manual

Have students go through instruction manuals to analyze and determine how the parts are structured. Then have students write their own instruction manuals. This will help students be aware of the importance of headings, subheadings, organization, and structure.

Strand	Writing
Topic	Text Types and Purposes
CCRS	W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a. Establish a thesis statement to present an argument. b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the argument presented.

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Establish a thesis statement to present information within the introduction.
- b. Introduce a topic 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 to aid comprehension, if needed.
- c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. 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.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Instructional Strategies

T-Charts

When the students are reading an argumentative text, they can use a t-chart graphic organizer to identify the two sides. Students can then add relevant textual evidence for both sides. The chart may be used to identify which side has the stronger evidence for their claim.

A class T-Chart could be shared on Google Docs where students could see the results as each person adds to the class T-Chart or a T-Chart shared with a small group.

Teaching Thesis- From Video to Words

Students watch a short biography or non-fiction piece. As they watch, they are instructed to find the key points of the video. After that, they use the key points to write a working multi-part thesis that could be the basis of an informative text.

Instructional Resources

Teacher Modeling

Teachers need to model good writing habits throughout the entire process. Students learn from watching these habits modeled over and over. Teachers should think aloud while they are modeling writing because students need to witness both the application of writing and the thought process that occurs when crafting text.

Writing Workshop

Use a Writing Workshop that begins with mini-lessons on purpose and audience in writing. Break students into peer-editing groups in which students read their papers to the group while group members evaluate each other using a response rubric. Students should change peer-editing groups often in order to get other perspectives, and the teacher should circulate among the groups providing assistance and guidance, as needed. Individual writer's conferences are an important time for students to get one on one feedback and instruction. Teach students to reread for errors with a specific focus each time--punctuation, spelling, grammar, or content.

Instructional Resources/Tools Stossel in the Classroom

Presenting a balanced lesson on current issues including short videos that present an opposing view.

Purdue OWL

This is an excellent resource for English Language Arts teachers. It has links to help with teaching writing, grammar, citation, and much more.

The National Writing Project

This is a link to a teacher resource page to help teachers teach writing. It has ideas for different writing projects and when you click on the different project titles, there is a description as well as links to resources and templates to help teach that piece of writing.

Strand	Writing
Topic	Production and Distribution of Writing
CCRS	W.7.4 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.)

W.7.5 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.7.6 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.

Instructional Strategies

RAFT

Have students use a customized Role, Audience, Format, Topic (RAFT) Organizer at the inception of the task. Have students use formula wheels with rubrics in order to meet the requirements of the specific type of writing.

Teacher Modeling

Teachers need to model good writing habits throughout the entire process. Students learn from watching these habits modeled repeatedly. Teachers should think aloud while they are modeling writing because students need to witness both the application of writing and the thought process that occurs when crafting text.

Writer's Workshop

Use writing workshops that begin with mini-lessons on purpose and audience in writing. Break students into peer-editing groups in which students read their papers to the group while group members evaluate each paper using a response rubric. Students should change peer-editing groups often in order to get other perspectives. The teacher should circulate among the groups providing assistance and guidance as needed.

Board Games

In order to promote clear and coherent writing, have students create board games based on a novel or short story with directions that use signal words and precise instructions as to how to play the game. Teachers can check the clarity of writing by having students play each other's games and point out things that are unclear or inconsistent. Students can take their game digital by creating their own video games through free sites like Sploder, Game Salad, Scratch, and Gamefroot.

Online Peer Conferencing Community

To support revising and editing, students are able to post their work in an online setting and offer feedback to one another. Teachers may choose to use a variety of formats such as a chat room, classroom blog, classroom social media page, etc. A site like NowComment allows for a transformative way of publishing a work, which then becomes an open discussion for anyone on the web. However, this can easily be targeted to peer-to-peer dialogue.

Word Cemetery

In an effort to promote use of varied word choice, teachers create a “cemetery” of overused words that can no longer be used in writing, forcing students to find alternate words to replace them. Students can add “dead words” to the wall whenever they find them, as well as more concise vocabulary choices for replacement.

Sentence Fluency Analysis Sheet

Students chart sentences vertically after completing the draft of their essay. In the chart, students include first word of the sentence, last word of the sentence, end punctuation, and number of words in each sentence. The teacher will work with the students to notice trends in their writing. Examples of negative trends may be short choppy sentences, run-ons, or sentence openings with a repetitive word or phrase. Students and teachers should use this chart to make changes in their sentences.

Instructional Resources

This a resource for teachers with a wide variety of free printable tools that can be used to support the instruction of writing. The resources are separated into sections for all grade levels: elementary, middle and high school. Best Practice Writing Resources This is a link to a [PDF](#) with many best practice ideas for helping to teach students throughout the entire writing process.

Strand	Writing
Topic	Research to Build and Present Knowledge
CCRS	<p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8 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.</p> <p>W.7.9 Draw evidence from literary or informational text to support analysis, reflection, and research.</p> <ul style="list-style-type: none"> a. 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”). b. 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”).

Instructional Strategies

Evaluating Reliable and Unreliable Websites

Teachers provide students with examples of reliable websites, as well as unreliable. Share a website that is a fake. One example of a fake website is the Pacific Northwest Tree Octopus. In small groups, students look at examples of a website that offers relevant resources, as well as a website with less useful resources. Student groups share out their findings. As a class, discuss the criteria used in selecting or discounting sources. Create a checklist of criteria that will guide future searches. As a class, students find another site they think might be beneficial and evaluate the site using the class-created checklist.

Plagiarizing Activity

This activity involves lecture-based modeling, student practice, and peer review. Students discuss the negative effects of plagiarizing, focusing on articles about people losing jobs or degrees because of plagiarizing. Model to the class how to cite paragraphs, phrases, and significant words correctly. Then, have the students practice by giving them a paragraph to pull information from and cite the source correctly. The teacher should show good examples and ask how to improve others. Students should do this consistently for the research project to reinforce the need to avoid plagiarism.

Student-generated Examples

Give students a topic and have them use sources of information not normally used in research (picture books, photographs, short stories, poems, etc.). By having students incorporate these sources into their papers with correct citations and then sharing these papers, students will see how evidence from multiple sources is viable and adds credibility.

Research in the World

Have students pick a particular advancement from the last 10 years (or any year range) and write a mini-research paper, including information on how that advancement has impacted the world around us.

Instructional Resources

Illinois Literacy In Action- Writing Strand

This resource for teachers was created from the state of Illinois. It has strategies and links to help teach the standards. This [link](#) is specific to the 7th grade writing standards and may give teachers further strategies and resources to help them with instruction.

Strand	Writing
Topic	Range of Writing
CCRS	W.7.10 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.

Instructional Strategies

Pictures as Prompts

Students use a picture to create a story using the information shown. An example of this would Harris Burdick Pictures; follow the link to help use this strategy.

Reflection

After students publish their writing and receive feedback, students can write a reflection on one or two ways they could improve their work for next time. Self-reflection is an important step in their writing process and gives the students higher level thinking skills to help them grow as a writer. A site like NowComment allows for a transformative way of publishing a work, which then becomes an open discussion for anyone on the web. However, this can easily be targeted to peer-to-peer dialogue. Another site, Write the World, provides a similar platform.

Journals

Journals can be used for writing, reflecting, creative prompts, etc. These allow students to have a place where they are writing consistently and repeatedly without having to go through all five steps of the writing process. Teachers could give students 5-7 minute quick writes to begin class each day that are based on a picture, news clip, thoughtful quotes, songs, thought provoking questions, YouTube videos, ethical dilemmas, etc. The point is for continuing practice, honing of skills, and to build stamina.

These journals can be done through Google Docs or slides. Allowing students access to the stimuli for their journal entry to be able to listen and watch again, as needed. Bullet-style journals would be a good alternative for students with limited English Proficiency or writing deficits. Adapt this method of staying organized to allow students to write shorter pieces of writing.

Post-Reading Writing

Have students alter a major moment in history and write about how this would have changed the book they just read. What are the considerations? What are the consequences? How would it change characters/theme/plot? Students could rewrite the scene from the altered perspective, using a digital platform like Animoto or PowToon.

Strand	Speaking and Listening
Topic	Comprehension and Collaboration
CCRS	SL.7.1 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. a. 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. b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

- c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussions back on topic as needed.
- d. Acknowledge new information expressed by others and, when warranted modify their own views.

SL.7.2 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.

SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Instructional Strategies

Cubing Strategy

Students will address statements regarding non-fictional or fictional text using the Cubing Strategy. Teachers will create three sets of cubes with the following levels of thinking on each side: Compare it, Associate it, Analyze it, Apply it, Argue for it, and Argue against it. Students will be grouped in readiness levels and take turns rolling the die to address the given statement, using what the die tells them to do. The statements may vary to challenge the different readiness groups.

Carousel

The teacher identifies five key questions on a particular content/topic and posts those questions on chart paper throughout the room. The students are divided into five small groups and "carousel" to each question. Students are encouraged to put comments, questions, and insights on each chart paper. After completion of the carousel, a full-class discussion is held about comments from each chart.

Four Corner Debates

The teacher identifies several statements on a particular topic or issue that has two or more sides. In each corner of the classroom, the teacher puts a different sign, "strongly agree," "agree," "strongly disagree" and "disagree." The teacher reads one statement at a time, and students choose a corner of the room to go to according to how they feel about the statement. From there, students must justify their thoughts and provide relevant evidence to back up their claims.

Mock Trial

Students participate in a simulation of a court trial. Students are assigned roles as witnesses, attorneys, judge, jury, etc. The trial could be based upon a fabricated crime investigation, a controversial issue, or a novel, story, play, etc.

Socratic Circles

The goal of the Socratic Circle strategy is for students to develop a collective understanding of the deeper ideas of a text through dialogue. Students are given a complex passage for close reading. After reading, students are seated in two concentric circles. The teacher assumes the role

of facilitator, posing an open-ended question or series of questions to the group. The inner circle discusses a passage using these questions as a guide. In the discussion, the students are expected to acknowledge and validate each other’s ideas and provide feedback and elaboration. The outer circle observes the discussion and evaluates the interaction and development of ideas. After a set time, the two circles switch places and roles. The teacher observes, possibly charting the discussion and ideas as they evolve.

Hot Seat

One student takes the “hot seat” and plays the role of a literary character, an historical figure, or concept. The “Hot seat” student sits in front of the class and responds to questions from the other students while staying in character. This can also be done in small groups where one student is the “hot seat” in each group and the other 3-4 students ask questions. Students rotate roles and small groups share out to the whole group to close the discussion.

Instructional Resources

Library of Congress

[Library of Congress](#) offers primary source sets on a variety of topics, as well as documents to guide students through the analysis of primary sources.

Digital Information

[Reading Rockets](#) -This site provides ideas for speaking and listening strategies, lessons, and activities to teachers.

Strand	Speaking and Listening
Topic	Presentation of Knowledge and Ideas
CCRS	<p>SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p>SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

Instructional Strategies

Demonstration/Peer Review

Have students write and present a demonstration while their peers evaluate based on a rubric. This should allow students a chance to see how others see their speaking skills and identify which areas they need to improve.

Poetry Read Aloud

Give students a poem a month to read aloud to six adults on their own time. This develops oral fluency and allows students to learn to adapt speech to a variety of contexts and tasks (i.e. different beats and rhythms in a poem).

Multi Genre Research Project

Students research a topic of choice and present information in various written genres. When students complete the research, their findings are presented in a variety of methods using a variety of media. Examples of completed projects are flipbook, PowerPoint, poetry presentation, Prezi, etc. View this link for resources on this strategy.

Evaluating Speeches

Students analyze famous speeches of historical figures, leaders, writers, etc. This allows students to think deeply about the clarifications of claims and salient points. These speeches also may serve as an exemplar text or model of speech and presentation.

Instructional Resources

Living in a Digital World provides free, standards-based lessons on digital citizenship for students. There are video resources, lesson plans, student responses, and application opportunities. There are additional resources available regarding privacy, media literacy, cyberbullying, ethics, copyright, and information literacy.

Adding Visual Media to Presentations

When creating presentations, students could use the following online resources to add short videos or create their own. Video resources to use: ProCon- has arguments presented in video formats

EdTech Teacher- - teaches students to plan, organize, write, communicate, collaborate, and analyze videos. Kid's Vid-helps students and teachers alike to create and produce their own videos.

Strand	Language
Topic	Conventions of Standard English
CCRS	L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of phrases and clauses in general and their function in specific sentences.

- b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).

Spell correctly.

Instructional Strategies

Sentence Combining

Use sentence-combining techniques to allow students to practice building simple sentences into complex sentences. For example, have students suggest/brainstorm simple sentences and model how to combine those using coordinating conjunctions, subordinating conjunctions, or punctuation. Follow with sentences that students develop to demonstrate their mastery. Provide or project a list of common coordinating and subordinating conjunctions.

Sentence Variety

Find a piece of text that uses one form of sentence. Read aloud and discuss the choices the author made. Have the students revise to add sentence variety to make the writing more impactful.

Find the Coordinate Adjectives

Students are given a paragraph to seek and identify the coordinate adjectives located within the paragraph and separate them with commas.

Sentence Coloring

Give students a piece of text with a variety of sentence structures. Have the students work with a partner and, using different colors (colored pencil, highlighters, markers, etc.), underline each type (simple, compound, complex, and compound-complex) with a different color. Then, using those sentences as the model for the students, they then create their own paragraph using different types of sentences. Then the students exchange their created paragraphs with another pair of students and repeat the underlining process to see if they can find all of their different types and suggest sentences be combined, as needed.

Peer Editing with Clock Partners

Peer editing students' writing is a good way for them to demonstrate their understanding of language conventions, such as punctuation, spelling, and sentence structure. However, this can be an overwhelming task when checking for everything. To help, give students a picture of a clock. On the clock, assign certain "times" with the different language conventions that you want checked in their writing.

Then, students will get with a different partner for each of those times and check just that particular convention. For example, for 12:00, they would meet with a partner and check each other's sentence structure. Then, they would meet with a different partner for 2:00 and check punctuation and so on. This will help the students focus on just one element at a time and allow different students to check their writing and defend their critique.

This activity would lend itself easily to Google Docs; allowing students to share their work with one another digitally, and students would have the ability to insert comments to help improve their peers' writing.

Instructional Resources

[Quill](#) is a free, interactive resource, which provides free writing and grammar activities for middle and high school students. Teachers can set up classes and assign students practice based on their needs, such as sentence structure, grammar, and editing. The activities are designed to be completed in a short amount of time and provide them with immediate feedback.

The National Writing Project

[The National Writing Project](#) offers many strategies such as practice and play with revision techniques as well as Make Grammar Instruction Dynamic.

Khan Academy

Dependent and Independent Clauses, Syntax along with Dangling Modifiers is a fun [Khan Academy video](#).

Janet Allen's Words, Words, Words and Making Words Their Own

Two great resources for word flexibility and strategies, as well as many lessons for building word foundations

Strand	Language
Topic	Knowledge of Language
CCRS	L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> a. Choose language that expresses ideas precisely and concisely b. Recognize and eliminate wordiness and redundancy.

Instructional Strategies

Provide Models

The most effective way to teach knowledge of language is embedded in reading and writing. It is imperative that teachers model the work often. Teachers should guide the students through activities where they add, delete, and arrange texts together. The conventions and rules of language emerge organically from this type of guided practice and modeling. Students should be exposed to many opportunities to evaluate both exemplary texts and texts needing revision.

This is something that could be easily achievable using interactive whiteboard software (if available) or Google Slides.

Adding Details

This is a guided practice strategy where the students and teacher approach the same text for revision together. Students provide suggestions for adding details. In a narrative text, students are directed to look for places to add imagery, emotions, dialogue, and voice. In an informational text, students are directed to look for places to add facts, statistics, examples, and quotes from experts.

Instructional Resources

Straining out Redundancy: the Pasta Metaphor—

This reference describes how redundancy in writing is like draining a pot of pasta. In writing, you can think of the water as redundant information, the noodles as the important information you wish to convey, and the strainer as the editing process.

The Purdue Online Writing Lab has multiple resources to help plan instruction and/or clarify for teachers how to explain topics to students. This particular [link](#) has exercises in eliminating wordiness.

Strand	Language
Topic	Vocabulary Acquisition and Use
CCRS	<p>L.7.4 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.</p> <ul style="list-style-type: none"> a. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. 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 part of speech. d. 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).

L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.

- a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

L.7.6 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

Instructional Strategies

Word Mountains

Students give the root word at the “top of the mountain.” Then they give the definition on the next line. Below that, there are two more words that use the same root as above. Students then produce a sentence for each of the words (roots).

Word Parts

The idea: Break down the different parts of a word—base word (word stem or root word), prefixes, and suffixes—to figure out what it means. Some words have a prefix only (reread), a suffix only (reading), both a prefix and a suffix (prereading), a combination (unreadableness), or neither (read). Example: Discrimination Dis-: not, opposite of, reverse, deprive of; apart, away; crimin: verdict, judicial decision; judgment; tion: indicates the word is a noun.

Word Etymology

Etymology is the study of the origin and history of a word. The students will research a word using a dictionary to find as much information as possible including root words, origin of language, word families, parts of speech, antonyms, and synonyms. Teachers may choose to have students record the information using a graphic organizer.

Word of the Day

Students are directed to use, research, define, etc. A “word of the day.” The teacher chooses the word and displays it for the class to see. Words may be chosen from current reading assignments, vocabulary, frequently misused words etc. This is best utilized by first modeling for students what they are expected to do with the word of the day, then, after applied practice, students will be able to complete the tasks for word of the day in an ongoing independent work time.

Instructional Resources

Vocabulary Development Strategies - This is a [link](#) that suggests strategies to build student vocabularies.

[This resource](#) offers six different websites for building and identifying vocabulary skills.

Strategies to promote vocabulary development, including using contextual clues, idiomatic expressions, and word mapping.

Latin and Greek cross-references to enhance English vocabulary skills and word studies.

Weirdly worded passages in the news, explanations of idioms, and interesting information about words.

[No Red Ink](#)

Students and teachers will enjoy Noredink, a free site that shows strategies, practice, and data tracking allowing every student to strengthen weak skills in writing and language.

New Hampshire College and Career Ready Standards and Singapore Math Alignment Grade 7

Standards	Common Core Descriptor	Singapore Math Page Citation
Ratios and Proportional Relationships 7.RP		
Analyze proportional relationships and use them to solve real-world and mathematical problems.		
1.	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. 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.	TB 1 Chapter 7 7.1-7.5 Pp172-209 71. pp180-185 WB pp. 40-44
2.	Recognize and represent proportional relationships between quantities.	TB 1 7.1 Pp171-178
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.	TB1 pp171-178 SEE 8 th grade TB 2 CH 5 Pp107-135

2b.	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	TB1 7.2-7.5 Pp.175-196
2c.	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 $t = pn$.	TB1 7.2-7.5 Pp.175-196
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.	SEE 8 th grade TB 2 CH 5 Pp107-135
3.	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	SEE 8 th grade TB2 Chapter 7 Rate Ratio and percentage 7.5 application, Pp190-199 TB2 Chapter 8 Financial transactions, Pp210-229
The Number System		7.NS
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.		
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.	
1a	Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.	TB1 Section 4.1 pp93-99 Section 4.5 pp. 110-111 WB pp18-19
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.	Absolute value def. pg 95 Additive inverse 4.1 and 4.2 Pgs 92-102
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.	TB 1 Additive inverse 4.1 and 4.2 Pgs 92-102

2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	TB1 4.3 Pp 103-110
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.	TB1 4.5 Pp 103-122
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.	Pg 109
2c	Apply properties of operations as strategies to multiply and divide rational numbers.	TB 1 "Number laws", 1.9 Pp25-30
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.	TB 1 2.5 Pp 57-66
3.	Solve real-world and mathematical problems involving the four operations with rational numbers. *Computations with rational numbers extend the rules for manipulating fractions to complex fractions.	TB1 Ch 3 "Arithmetic problems" Pp 70-91 WB pp12-17
Expressions and Equations		7.EE
Use properties of operations to generate equivalent expressions.		
1.	1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	TB1 Chapter 5 and Chapter 6 Pp 137-169
2.	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. For example, $a + 0.05a = 1.05a$ means that "increase by 5%" is the same as "multiply by 1.05."	Pg150
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.		

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. 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.	Tb1 6.5 166-170 WB1 pp33-35
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.	TB1 Chapter 5 Pp. 136-151
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. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?	TB1 Chapter 6 open sentences and equations Pp. 152-170 WB pp.31-53
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. 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.	TB1 Chapter 6 open sentences and equations Pp. 152-170 WB pp.31-53 MP.5 Use appropriate tools strategically. Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance, students in Grade 7 may decide to represent similar data sets using dot plots with the same scale to visually compare the center and variability of the data. Students might use physical objects or applets to generate probability data and use

		graphing calculators or spreadsheets to manage and represent data in different forms. Teachers might ask, “What approach are you considering?” or “Why was it helpful to use ___?”
Geometry		7.G
Draw, construct, and describe geometrical figures and describe the relationships between them.		
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.	TB1 14.3 Pp. 386-388 WB121-123
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 the conditions determine a unique triangle, more than one triangle, or no triangle.	Angles, Triangles, & Quadrilaterals <ul style="list-style-type: none"> • Points, lines, and planes • Angles • Perpendicular bisectors and angle bisectors • Triangles and quadrilaterals
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.	TB1 Ch 11 11.3-11.4 Pp. 302-316
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.		
1.	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.	Ch 12 12.2 pp339-347 WB1 pp99-103
2.	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.	TB1 Chapter 9 “Introducing geometry” Pp. 231-256 P 234, 238
3.	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.	TB1 ex13.3 Pp 363-369 WB pg 108-109
Statistics and Probability		7.SP
Use random sampling to draw inferences about a population.		
1.	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	Supplementary materials will be needed to introduce the CC standards in grade 7- or use Grade 8 Syllabus D2 (Grade 8) textbooks.

	only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.	TB2 12.1 collection and presentation of data
2.	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. 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.	TB2 Chapter 12 Statistics 1 Data Handling <ul style="list-style-type: none"> • Collection of data • Dot plots • Measure of center: mean and median • Mode
Draw informal comparative inferences about two populations.		
1.	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. 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.	<ul style="list-style-type: none"> • Sampling variability exists because the sample proportion varies from sample to sample. • Bias, a systematic favoritism in the data collection process, can occur in the way the sample is selected or in the way data are collected. Mathematical Thinking <ul style="list-style-type: none"> • Construct valid conclusions. • Critique reasoning used to draw conclusions. • Formally explain mathematical reasoning. • Use formal and precise mathematical language. Instructional Focus <ul style="list-style-type: none"> • Differentiate between a sample and a population. • Describe what makes a sample an accurate representation of a population. • Describe how sample size affects inferences made about the population. • Develop informal understanding of bias. • Determine what factors create bias such as wording, length, timing of questions, and the choice of individuals.
2.	4. Use measures of center and measures of variability for numerical data From random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science	See Grade 8 TB2 Chapter 13 Statistics 2 13.1 -13.3

	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.		
1.	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>Instructional Focus</p> <p>Broaden understanding of the GAISE model</p> <p>Step 1 – Formulate the Question:</p> <ul style="list-style-type: none"> • Begin to pose student generated statistical questions with variability that go beyond the classroom. • Recognize the distinction between a population, census, and a sample. <p>Step 2 - Collect Data to Answer the Question:</p> <ul style="list-style-type: none"> • Design a collection method to answer a statistical question. • Conduct sample surveys of two or more groups or comparative experiments. <p>Step 3 - Analyze the Data:</p> <ul style="list-style-type: none"> • Use properties of distributions (center, spread, shape) as tools of analysis. • Determine variability (spread) within a group. • Compare individual to individual, individual to group, group to group. • Summarize the numerical data sets in relation to the context using graphical displays: <ul style="list-style-type: none"> o histograms o interquartile range (IQR) and mean absolute deviation (MAD) o boxplots and five number summaries: lower extreme (min), upper extreme (max), median (Q2), lower quartile (Q1), and upper quartile (Q3) • Show distribution as all values of data and how often they occur. <p>Step 4 - Interpret Results:</p> <ul style="list-style-type: none"> • Draw conclusions and make generalizations from the analysis of the data between two groups. <ul style="list-style-type: none"> o Describe differences between two or more groups using center, spread, and shape. • Acknowledge whether a sample may or may not be representative of a larger population. <p>Mathematical Thinking</p>

		<ul style="list-style-type: none"> • Make sense of and create statistical problems. • Formally explain mathematical reasoning. • Use formal and precise mathematical language. • Analyze student created questions. <p>Pay attention to and make sense of quantities.</p>
2.	<p>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. 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. Develop a probability model and use it to find probabilities of events.</p> <p>Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>Develop a uniform probability model by assigning equal probability to all outcomes and use the model to determine probabilities of events. 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.</p> <p>Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. 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?</p> <p>Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>Understand that, just as with simple events, the probability of</p>	<p>Essential Understandings</p> <ul style="list-style-type: none"> • Descriptive statistics may include measures of center and spread. • There is variability between groups. • Data can be represented in different ways to persuade people. • The important purpose of a measure of center is not the value itself, but the interpretation it provides for the variation of the data. • The sum of the distances from each data point below the mean to the mean equals the sum of the distance from each data point above the mean to the mean. • Mean absolute deviation (MAD) is one way to measure the extent to which a distribution is stretched or squeezed. • The mean absolute deviation (MAD) is the average distance that each data value is from the mean. • Mathematical Thinking • Formally explain mathematical reasoning. • Use formal and precise mathematical language. • Pay attention to and make sense of quantities. • Solve real-world problems accurately. • Determine the reasonableness of results. • Analyze visual models. • Instructional Focus • Interpret mean as a balance point. • Explore, explain, and calculate the mean absolute deviation (MAD). • Summarize data using MAD within a context. • Summarize and describe distributions representing one population. • Informally compare distributions representing two

	<p>a compound event is the fraction of outcomes in the sample space for which the compound event occurs.</p> <p>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>	<p>populations using MAD, histograms, dot plots, and/or boxplots.</p>
3.	<p>Design and use a simulation to generate frequencies for compound events. 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?</p>	<p>See 8th grade TB2 Statistics 1 Collection of data Frequency charts Pp 333-346</p>

New Hampshire College and Career Ready Standards Alignment Science: Grade 7

<p>Acronym Guide for New Hampshire College and Career Ready Standards for Science Grade 7 Earth and Space Science: ESS Life Science: LS Physical Science: PS</p>	<p>Teacher Resource: Science Explorer Series Student Resources: Science Explorer Series</p>
<p>NH College and Career Ready Standards</p>	<p>Core Knowledge Sequence</p>
<p>ESS: Cycles and Patterns of the Earth and Moon 1. The hydrologic cycle illustrates the changing states of water as it moves through the lithosphere, biosphere, hydrosphere and atmosphere.</p>	<p>MS-ESS2-4. Develop a model to describe the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity.</p> <p>MS-ESS2-5. Collect data to provide evidence to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <p>MS-ESS2-6. MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <p>MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p>MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</p> <p>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</p>
<p>2. Thermal-energy transfers in the ocean and the atmosphere contribute to the formation of currents, which influence global climate patterns. 3. The atmosphere has different properties at different elevations and</p>	<p>MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.</p> <p>MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.</p>

<p>contains a mixture of gases that cycle through the lithosphere, biosphere, hydrosphere and atmosphere.</p> <p>4. The relative patterns of motion and positions of the Earth, moon and sun cause solar and lunar eclipses, tides and phases of the moon.</p>	<p>MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.</p> <p>MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success</p>
<p>LS: Cycles of Matter and Flow of Energy</p> <p>1. Matter is transferred continuously between one organism to another and between organisms and their physical environments.</p> <p>2. In any particular biome, the number, growth and survival of organisms and populations depend on biotic and abiotic factors.</p>	<p>MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.</p> <p>MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.</p> <p>MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.</p> <p>MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.</p> <ul style="list-style-type: none"> • Evolution • Extinction • Speciation • Natural Selection – Charles Darwin <p>MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures.</p> <p>1 MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.</p> <p>MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.</p>

	<p>MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.</p> <p>MS-PS1-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.</p> <p>MS-PS1-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.</p> <p>MS-LS1-7. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.</p> <p>1 MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.</p>
<p>PS: Conservation of Mass and Energy</p> <ul style="list-style-type: none"> • The properties of matter are determined by the arrangement of atoms. • Energy can be transformed or transferred but never lost. • Energy can be transferred through a variety of ways. 	<p>MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. [Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.]</p> <ul style="list-style-type: none"> • Atomic Structure • Molecules • Compounds

New Hampshire College and Career Ready Standards Alignment Science: Grade 7

<p align="center">New Hampshire College and Career Ready Standards Alignment Science: Grade 7</p>		
<p>Theme: World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age</p>	<p>Student Resources: Packet of primary texts, Barney Charter School Initiative <i>All Quiet on the Western Front</i>, Erich Maria Remarque</p>	<p>Teacher Resources: World History by Era, Volumes 7, 8, 9 various authors A History of the American People, Paul Johnson America: The Last Best Hope, Vol. 1 and 2, William J. Bennett The First World War & The Second War, John Keegan</p>

	<i>The Diary of a Young Girl</i> , Anne Frank (selections)	
Strand	New Hampshire College and Career Ready Standards	Core Knowledge Sequence
History	<p>Historical Thinking and Skills:</p> <ol style="list-style-type: none"> 1. Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values. 	<p>Content Statement</p> <ul style="list-style-type: none"> • Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values. <p>Content Elaboration</p> <p>Development of historical thinking concepts began in earlier grades by having students look at primary source documents to understand that multiple sources and perspectives are needed to build a historical narrative.</p> <p>Historians and archaeologists seek to provide an accurate account and assessment of a historical event. This requires them to avoid the influence of current norms and values in interpreting and evaluating the past. They generally attempt to describe events through the perspectives of those living at the time. As students examine a historian or archaeologist's interpretation of an event, students should look to see how they meet this standard.</p> <p>By having students critically evaluate diaries, letters, eyewitness accounts, archaeological artifacts and architecture of particular moments in time, they develop an understanding that history is interpreted. They also become active participants in historical investigation.</p> <p>Expectations for Learning</p> <p>Describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today's norms and values.</p>
	<ol style="list-style-type: none"> 2. Early Civilizations: The civilizations that developed in Greece 	Content Statement

	<p>and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.</p>	<p>The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The roman empire also played an instrumental role in the spread of Christianity.</p> <p>Content Elaboration</p> <p>The legacy of ancient Greece and Rome is embedded in Western culture. The ideas on governance and law were impacted by the concepts of citizenship and democracy that originated in Ancient Greece and Ancient Rome.</p> <p>The legacy of the ancient Greeks includes direct democracy, astrolabe, pulley block, wood screw, ore smelting and casting, literature (e.g., fables, myths, epics, drama, comedy, tragedy), architecture (e.g., rectangular temples with tall columns), philosophy, and the study of history.</p> <p>The legacy of the ancient Romans includes republic, Twelve Tables, checks and balances, tripartite government, civic duty, roads, basilicas, amphitheaters, aqueducts, arches, concrete, city/urban planning, frescoes, sculptures, and literature.</p> <p>The spread of Christianity was aided by the network of roads built by the Romans. Although Christians were persecuted for centuries by the Romans; it eventually became the official religion of the empire.</p> <p>Expectations for Learning</p> <p>Cite examples and explain the enduring impact that Ancient Greece and Ancient Rome had on later civilizations.</p>
	<p>3. Feudalism and Transitions:</p> <ul style="list-style-type: none"> • Germanic invasions helped to break up the Roman Empire and set 	<p>Content Statement</p> <p>The Mongols conquered much of Asia which led to unified states in China and Korea. Mongol failure to conquer Japan allowed a feudal system to persist.</p>

	<p>the stage for the development of feudal and manorial systems. Later invasions helped establish Mongol dominance in central Asia and led to the destruction of the Byzantine Empire by the Turks.</p> <ul style="list-style-type: none"> • Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist. • Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance. 	<p>Content Elaboration</p> <p>The Mongols conquered and united most of present day China and Korea for approximately 80 years during the 13th and 14th centuries. The Yuan Dynasty strengthened trade in China by exporting porcelain and silk. Growing opposition to the rule of the foreigners led to the overthrow of the Mongols. Korea and China reverted back to dynasties in their respective countries. The Mongols attempted to conquer Japan but were unsuccessful. Japan’s system of feudalism persisted and, over time, led to an isolated society that continued to the 19th century.</p> <p>Expectations for Learning</p> <p>Explain how the Mongol conquests led to unified states in China and Korea.</p> <p>Explain how the Mongol failure to conquer Japan allowed a feudal system to persist.</p> <p>Content Statement</p> <p>Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the roman empire. These achievements were introduced into western Europe as a result of the Muslim conquests, crusades and trade, influencing the European renaissance.</p> <p>Content Elaboration</p> <p>In grade six, students learned general knowledge about world religions, including Islam, as they relate to the overall culture of a region. At this level students focus on the impact of Islamic civilization as it spread throughout most of the Mediterranean in the period following the fall of Rome and its later impact on the European Renaissance.</p>
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	<ul style="list-style-type: none"> • The Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes. • The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church. 	<p>Muslims made contributions in medicine, science, math, art and architecture. Navigational advancements, including the quadrant, served as tools for European explorers. Islamic achievements spread when Muslim rulers conquered most of the Middle East and parts of southern Europe, and from the trade that grew as a result of the Crusades. Islamic scholars preserved Classical texts and artifacts that influenced the Italian Renaissance.</p> <p>Expectations for Learning</p> <p>Describe achievements by the Islamic civilization and how these achievements were introduced into Western Europe.</p> <p>Content Statement</p> <p>The decline of feudalism, the rise of nation-states and the renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific, and social changes.</p> <p>Content Elaboration</p> <p>The decline in feudalism occurred for many reasons including the rise of the middle class and the Bubonic Plague. With a change from the more decentralized governments of feudalism to a more powerful central government, nations arose. These nations had defined borders, a common culture, and a central government.</p> <p>Europe in the 14th through 17th centuries experienced a period in which a rebirth of Greco-Roman ideas impacted culture, science and society. The Renaissance began in Italy and spread to other European countries. The social changes that took place during the Renaissance transformed every aspect of European society. The rebirth that took place was most evident in the arts, literature and education. Painters and sculptors depicted naturalistic scenes and realistic details of individuals. Some experimented in the use of perspective. Many writers focused on ideas for reforming</p>
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		<p>society. It also was a period in which conventional scientific theories were challenged. The revolutionary ideas relating to the study of Earth and its place in the universe placed those who espoused them in conflict with the Roman Catholic Church. These ideas were made more accessible by the advent of the printing press and increased literacy.</p> <p>Expectations for Learning</p> <p>Analyze how revolutionary ideas introduced during the Renaissance in Europe led to cultural, scientific and social changes.</p> <p>Content Statement</p> <p>The reformation introduced changes in religion including the emergence of protestant faiths and a decline in the political power and social influence of the roman catholic church.</p> <p>Content Elaboration</p> <p>The Reformation was an outgrowth of the Renaissance. It was a period in the 16th and 17th centuries that led to the decline in the political power and social influence of the Roman Catholic Church.</p> <p>The Reformation began in Germany and was an attempt to bring reform to some of the policies and doctrines of the Roman Catholic Church (e.g., use of indulgences, practice of nepotism). Reform efforts were met with resistance from the Roman Catholic Church and led to the creation of a new Protestant denomination (Lutheran). Soon, other Protestant denominations developed across Europe over different issues and under different circumstances (e.g., Anglican, Presbyterian, Anabaptists).</p> <p>Expectations for Learning</p>
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		Analyze how the rise of Protestant faiths during the Reformation resulted in the decline of the political power and social influence of the Roman Catholic Church.
	<p>First Global Age:</p> <ul style="list-style-type: none"> • Empires in Africa (Ghana, Mali and Songhay) and Asia (Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes. • The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies. • European economic and cultural influence dramatically increased through explorations, conquests and colonization. • The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today. 	<p>Content Statement</p> <p>Empires in Africa and Asia grew as commercial and cultural centers along trade routes.</p> <p>Content Elaboration</p> <p>Trade was central to the economic and cultural development of African kingdoms, such as Ghana, Mali, and Songhai. Their wealth was primarily from the gold they mined, which attracted traders from Europe and the Middle East. These traders brought goods (e.g., salt, tools, cloth) and introduced Islam to the West African empires. Timbuktu became a leading commercial and cultural setting. It attracted scholars from many places due to its long and rich history of learning in religion, mathematics, music, law and literature.</p> <p>Important commercial and cultural centers also developed in Asia. The Byzantine empire flourished when it held the seat of the eastern Roman Empire and continued as an important trade center along the Silk Road. At its height, the Ottoman Empire encompassed much of North Africa, the Middle East and parts of eastern Europe.</p> <p>The strong empire of the Mughals in northern India enabled art, architecture and culture to flourish. The Khyber Pass served as an important trade route.</p> <p>China’s great commercial and cultural centers grew as a result of its link to the western world through the Silk Road where culture and goods were exchanged.</p> <p>Expectations for Learning</p>

		<p>Describe how empires in Africa and Asia grew as commercial and cultural centers along trade routes.</p> <p>Content Statement</p> <p>The advent of the trans-Saharan slave trade had profound effects on both west and central Africa and the receiving societies.</p> <p>Content Elaboration</p> <p>Slavery existed in Africa long before the arrival of Europeans. Africans became slaves through debt or from being captured in warfare. For centuries, Africans were sold by their rulers to Arab traders who moved them across the Sahara to North Africa to sell in Mediterranean countries. Many Africans died during the transport across the desert. Unlike the Atlantic slave trade, this form of slavery was not race-based. Slaves were more like indentured servants and there was more assimilation of slaves into the culture of North Africa due to the large number of integrated marriages. Slaves generally served as servants or soldiers in contrast to the harsh conditions for slaves in the Americas. The trans-Saharan slave trade contributed to the development of powerful African states on the southern fringes of the Sahara and in the East African interior. Rulers who sold slaves grew wealthy.</p> <p>This content serves as a foundational understanding of the slave trade as students will study the trans-Atlantic slave trade in grade eight. The trans-Saharan slave trade in Africa contributed to the European rationale for the trans-Atlantic slave trade.</p> <p>Expectations for Learning</p> <p>Describe the trans-Saharan slave trade and explain the effects on both West and Central Africa and the receiving societies.</p> <p>Content Statement</p>
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		<p>European economic and cultural influence dramatically increased through explorations, conquests, and colonization.</p> <p>Content elaboration</p> <p>Imperialistic European powers gained new territories in the Americas, Africa, and Asia. Imperialism impacted the European economies as well as the territories they claimed. European powers gained new wealth from the resources they acquired through their explorations, conquests, and colonization. Their colonies also became markets for European products under the mercantilist system.</p> <p>The Europeans transformed the cultures of their new territories by establishing similar European governmental structures, converting the indigenous people to Christianity, and introducing their languages and technology. They also weakened and supplanted established cultures.</p> <p>Expectations for Learning</p> <p>Analyze the impact of European explorations, conquest, and colonization on indigenous people. Analyze the impact of explorations, conquests, and colonization on European nations.</p> <p>Content Statement</p> <p>The Columbian exchange (i.e., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.</p> <p>Content elaboration</p> <p>The Columbian exchange had a global impact culturally and biologically. The arrival of Columbus in the Americas set in motion the exchange of animals, plants and diseases between Europe, the Americas and the rest of</p>
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		<p>the world. Europeans introduced communicable diseases that ravaged the American Indian population. Diseases were also carried back to Europe, but with a less devastating impact than those brought to the Americas. The cultures in both continents adapted to these exchanges. The Columbian exchange impacted societies in ways still evident today.</p> <p>Specific examples of the Columbian exchange include:</p> <ul style="list-style-type: none"> • animals native to Europe: horses, pigs, sheep, cattle, and honeybees; • animals native to the Americas: turkeys; • crops imported to the Americas: bananas, beans, citrus fruits, coffee, grapes, olives, rice, and sugar cane; • crops exported from the Americas: cacao beans, maize/corn, potatoes, tomatoes, pineapples, pumpkins, peppers, and tobacco; and • communicable diseases: measles, small pox. <p>Expectations for Learning</p> <p>Explain how the Columbian exchange reshaped previously unconnected societies in ways still evident today.</p>
<p>Geography</p>	<p>3. Spatial Thinking and Skills:</p> <p>Maps and other geographic representations can be used to trace the development of human settlement over time.</p>	<p>Content Statement</p> <p>Maps and other geographic representations can be used to trace the development of human settlement over time.</p> <p>Content Elaboration</p> <p>Maps and other geographic representations such as aerial photographs, satellite-produced imagery and geographic information systems (GIS) can be used to trace the development of human settlement from the past to the present.</p> <p>These tools can be used to show the spatial relationships within and among regions and how these relationships have affected human settlement over time. For example, maps can be used to show trade routes and</p>

		<p>transportation networks between regions as well as changing political boundaries. Maps and other geographic representations can be used to illustrate how population density varies in relation to resources and type of land.</p> <p>This standard should be incorporated throughout the year.</p> <p>Expectations for Learning</p> <p>Demonstrate how maps and other geographic representations can be used to trace the development of human settlement from past to present.</p>
	<p>Human Systems: Geographic factors promote or impede the movement of people, products and ideas.</p> <ol style="list-style-type: none"> 1. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world religions. 2. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world. 	<p>Content Statement</p> <p>Geographic factors promote or impede the movement of people, products and ideas.</p> <p>Content Elaboration</p> <p>Geographic factors can contribute to or impede the movement of people, products and ideas. This includes the ability to engage in trade and war, to explore and colonize new lands, to find new places for settlement, and to spread religion and frameworks for governing. This standard should be incorporated throughout the year.</p> <p>Geographic factors include:</p> <ul style="list-style-type: none"> • climate; • bodies of water; • mountains; • deserts; and • proximity to natural resources. <p>Expectations for Learning</p> <p>Describe how geographic factors can promote or impede the movement of people, products and ideas.</p>

		<p>Content Statement</p> <p>Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the eastern hemisphere.</p> <p>Content elaboration</p> <p>Trade routes connecting Africa, Asia and Europe not only provided an exchange of technology, but also helped spread religious ideas. Islam expanded as Muslim traders traveled along the Silk Road to Asia and along trade routes connected to African kingdoms. Christianity spread into Europe from the Middle East along the trade routes established by the Roman Empire, mainly through the network of roads built by the Romans. It also spread to China through the Silk Road, the major trade route connecting Europe and Asia. Traders from India spread Hinduism to southeast Asia (Indonesia). Judaism spread mostly because its followers were dispersed to areas controlled by the Roman Empire (Middle East, Europe, and North Africa). Buddhism spread throughout the eastern half of Asia through trade routes that evolved over time, including the Silk Road.</p> <ul style="list-style-type: none"> • Technology includes glass and paper making, the invention of the magnetic compass, and gunpowder. • Goods include silk, gold, precious metals and stones, ivory, ornamental weapons, utensils, and textiles. <p>Expectations for Learning</p> <p>Explain how trade routes connecting Africa, Europe, and Asia fostered the spread of technology and major world religions.</p> <p>Content statement</p>
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		<p>Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.</p> <p>Content elaboration</p> <p>Cultural diffusion is the spread of the traits, ideas, and products of a culture. Diffusion has increased over time with improvements in transportation, communication, and technology.</p> <p>Examples of cultural diffusion include:</p> <ul style="list-style-type: none"> • the roads built by the Romans allowed for the spread of Christianity; • the invention of the astrolabe and magnetic compass plus improvements in shipbuilding allowed for the exploration of new lands; • the inventions of paper and the printing press both led to mass productions of maps, pamphlets and books; and • the printing of the Bible hastened the Protestant Reformation. <p>This standard should be incorporated throughout the year.</p> <p>Expectations for Learning</p> <p>Identify examples of improvements in transportation, communication, and technology and explain how they have facilitated cultural diffusion among peoples around the world.</p>
Government	<p>Civic Participation and Skills:</p> <p>The ability to understand individual and group perspectives is essential to analyzing historic and contemporary issues.</p>	<p>Content Statement</p> <p>Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.</p> <p>Content Elaboration</p> <p>Individuals and groups often hold differing perspectives on issues, both historic and contemporary. As students investigate issues, they should be</p>

		<p>challenged to understand the multiple perspectives that individuals and groups may have. This standard should be incorporated throughout the year.</p> <p>Create opportunities for students to make connections between modern vs historic perspectives. These connections can lead to opportunities for civic engagement.</p> <p>For example, the Magna Carta influenced the American colonists with their Declaration of Independence from Great Britain. Its influence today can be examined.</p> <p>Expectations for Learning</p> <p>Demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues.</p>
	<p>6. Roles and Systems of Government:</p> <ul style="list-style-type: none"> • Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments. • With the decline of feudalism, consolidation of power resulted in the emergence of nation states. 	<p>Content Statement</p> <p>Greek democracy and the roman republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.</p> <p>Content elaboration</p> <p>The Athenian form of democracy invested power with its citizens, not an individual ruler. It was a direct form of democracy since all citizens participated. The Roman Republic expanded the Greek model of democracy. It was a representative government with elected officials, division of powers, and an emphasis on civic duty. The powers of the Roman government were divided among the Senate, the Consuls, and the Assemblies. Roman citizens had rights and were expected to vote, register for the census, and perform military service. Many governments today were influenced by the Greek and Roman models.</p> <p>Athenian citizens consisted of males over 18 with Athenian fathers. Roman citizens consisted of males with a parent who was a citizen, freed slaves, and other males who made a huge payment to the government.</p> <p>An example of the influence of the Greek and Roman models is the</p>

		<p>connection of the United States to the democratic ideals of Greece and the representative structure of Rome.</p> <p>Expectations for Learning</p> <p>Describe how Greek democracy and the roman republic were radical departures from monarchy and theocracy.</p> <p>Explain how Greek democracy and the roman republic influenced the structure and function of modern democratic governments.</p> <p>Content Statement</p> <p>With the decline of feudalism, consolidation of power resulted in the emergence of nation states.</p> <p>Content elaboration</p> <p>There were many causes of the decline of feudalism in Western Europe, including the impact of trade that developed as a result of the Crusades, the transition from a land-based economy to a money-based economy, the growth of towns and the increase in centralized governments. Kings began to consolidate power, lessening the power of nobles. This led to the rise of nation states.</p> <p>As monarchs of the other European nation states consolidated power, the lesser nobles of England limited the authority of their king by forcing him to sign the Magna Carta. Consequently, the power of English monarchs was not as absolute as their European counterparts.</p> <p>The Magna Carta led to the development of democratic principles that would eventually influence the Declaration of Independence and American Revolution.</p> <p>Expectations for Learning</p> <p>Explain how the decline of feudalism in Western Europe and consolidation of power resulted in the emergence of nation states.</p>
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<p>Economics</p>	<p>7. Economic Decision Making and Skills:</p> <p>Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.</p>	<p>Content Statement</p> <p>Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.</p> <p>Content Elaboration</p> <p>Economic decisions, whether they are made by individuals, governments or businesses, are generally made by weighing the costs against the benefits. This decision-making process is referred to as cost-benefit analysis. This standard should be incorporated throughout the year. Historical examples can be found in decisions of early civilizations and countries to establish trade routes, engage in slave trade, explore and colonize new lands.</p> <p>Expectations for Learning</p> <p>Explain why individuals, governments, and businesses must analyze costs and benefits when making economic decisions. Describe how cost-benefit analysis of an action consists of short- and long-term consequences.</p>
	<p>Scarcity:</p> <p>The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.</p>	<p>Content Statement</p> <p>The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.</p> <p>Content elaboration</p> <p>Productive resources are not distributed equally around the world. Productive resources are the resources used to make goods and services. The abundance or lack of resources in a region contributes to specialization and trade with other regions. Specialization is the concentration of production on fewer kinds of goods and services than are consumed. When regions and/or countries specialize, they trade to obtain goods and services they want but do not or cannot produce. As societies grew and trade expanded, interdependence increased. This standard should be</p>

		<p>incorporated throughout the year. Possible examples: The availability of productive resources such as tea and spices in Asia, tobacco, cotton, coffee, gold and silver in the Americas, and ivory, salt and gold in Africa, led these regions to specialize.</p> <p>They traded for goods they did not have and wanted. This exchange promoted global interdependence. Expectations for Learning Explain how trade leads to specialization and interdependence.</p> <p>Analyze how distribution of resources leads to specialization and trade.</p>
	<p>Markets: The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.</p>	<p>Content Statement</p> <p>The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.</p> <p>Content elaboration</p> <p>Markets grew with the development of cities and empires. The increased demand of goods and services by larger populations led to the growth of markets. Consequently, growth of markets encouraged specialization and advanced a more efficient system for the exchanges of goods and services. The barter system limited market exchanges, so standardized money-based systems were created.</p> <p>Expectations for Learning Explain how the growth of cities and empires fostered the growth of markets. Describe how market exchanges encouraged specialization and the transition from barter to monetary economies.</p>

Classical Academy - New Hampshire College and Career Ready Standards Alignment: Grade 8

English Language Arts	New Hampshire College and Career Ready Standards	Core Knowledge Sequence
<p>The specific content outlined in the Core Knowledge Sequence constitutes a solid foundation of knowledge in each subject area. This knowledge greatly helps students with their reading, as shown by the fact that reading scores go up in Core Knowledge Schools, because wide knowledge enhances students’ ability to read diverse kinds of texts with understanding. Teachers need to remember that reading requires two abilities – the ability to turn print into language (decoding) and the ability to understand what the language says. Achieving the first ability – decoding –requires a sequential program, structured to provide guided practice in various formats and frequent review throughout the year. Decoding programs that are premised on scientifically based research are: Open Court, Reading Mastery, and the Houghton Mifflin basal. But in addition to teaching decoding skills, a good language arts program will include coherent and interesting readings in the subject areas that enhance comprehension ability. No Language Arts program currently offers such coherent, substantive material, so, in addition to teaching the Language Arts topics in the Core Knowledge Sequence, Core Knowledge teachers are encouraged to substitute solid, interesting non-fiction readings in history and science for many of the short, fragmented stories in the basals, which unfortunately do not effectively advance reading comprehension.</p>		

Strand	Reading: Literature
Topic	Key Ideas and Details
CCRS	<p>RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.7.2 Analyze literary text development.</p> <ul style="list-style-type: none"> a. Determine a them of a text and analyze its development over the course of the text. b. Incorporate the development of a theme and other story details into an objective summary of the text. <p>RL.7.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).</p>

Instructional Strategies

Making Predictions

When students are making predictions during the reading of the text, have them write their predictions followed by information from the text that supports their ideas. Students can use a Directed Reading Thinking Activity (DRTA) format in a double-entry journal. Students must cite quotations and page numbers from the text to support their predictions. Extend this activity by adding blocks or notes describing events and/or

characters and having students indicate how these events and/or characters are involved in the lesson/theme the main character is learning. Students can also make predictions about life lessons other characters are learning.

Developing Theme Graphic Organizer

To develop a theme statement, create or use an organizer that requires students to brainstorm possible topics and decide on one topic that is evident in the beginning, middle, and end of the text. Students should provide evidence from the text that demonstrates the topic. Students should think of what they have learned about the topic from the details in the text. Students then write the message or lesson the author is attempting to relay about the topic. This will lead the student to the author's purpose and theme.

Extend this activity by having students also include why this theme is important and/or how it is relevant to everyday life. Students can also indicate how this theme is related to other texts they have read. Students can also do a small research activity and look for historical figures whose stories also display this theme.

Lucid Chart Diagrams - This add-on to Google docs allows students to create a gamut of different organizational diagrams to allow for collaborative digital conversation in the development of a theme over the course of a singular or multiple text. These diagrams can be exported to JPG and PDF formats or can be embedded directly into Wikis, blogs, websites, social media, or any Google program.

Book Trailer

After completing a novel, students (individually or in small groups) design and produce a book trailer for the novel. The book trailer is like a movie trailer: an advertisement of the book and a persuasive piece to entice other students to read it. The book trailer incorporates technology because students produce a video or slideshow with sound. The book trailer should contain information such as themes, plot events, characters, setting, and genres.

Extend this activity by encouraging students to include other texts that have related themes as "also recommended" or "If you like..., then you might want to try" options.

Instructional Resources

Guiding on the Side

This blog page offers a solid video lesson on how to teach theme in 4 simple steps. View the video under the heading, Teaching Theme the Metacognitive Way.

Plot Map Plot Diagram:

The Plot Diagram is an organizational tool focusing on a pyramid or triangular shape, which is used to map the events in a story. This mapping of plot structure allows readers and writers to visualize the key features of stories.

Literacy Analyst Tool:

This resource helps teachers in developing the theme throughout the text. This link has lesson plans and links to graphic organizers.

Teaching about Textual Evidence: This is a resource for teachers demonstrating techniques and strategies for how to teach students to cite textual evidence.

Vocabulary Development Strategies

Strategies Vocabulary: This resource has a large collection of instructional strategies that facilitate learning across content areas

Strand	Reading: Literature
Topic	Craft and Structure
CCRS	RL.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific verse or stanza of a poem or section of a story or drama. RL.7.5 Analyze how a drama’s or poem’s form or structure (e.g., soliloquy, sonnet) contributes to its meaning. RL.7.6 Analyze how an author uses the point of view to develop and contrast the perspectives of different characters or narrators in a text

Instructional Strategies

Compare/Contrast

In this compare/contrast strategy, have students read two poems on the same topic, one that uses rhyme and one that is written in free verse. Have students debate which poem is most effective in getting the ideas across, most pleasing to the ear, and most fun to read, noting when figurative language contributes to the meaning and tone of the poems. Invite students to write their own rhyming and free verse poetry pairs to share.

Annotation

This strategy occurs during close reading of the text. When annotating, narrow down specific pieces of the text and assign specific tasks (i.e. have students circle unknown words, write questions in the margins, highlight examples of point of view, etc.) in order to help students analyze form and structure.

“I Do/We Do/You Do” method

Students require frequent and specific modeling using the “I Do/We Do/You Do” method. In this method, “I Do” is when the teacher models how to annotate, then “We Do” is when the whole class annotates together, and finally “You Do” is when the students annotate

independently. A suggestion for cooperative learning in the “You Do” stage would be to assign different sections of the text to groups of students, using the Jigsaw method to analyze the structure of the entire text.

With a copy of the text/poem, have students highlight sensory imagery, using a different color for each sense. To extend this activity, have students replace the author’s imagery with an opposite image, i.e. a savory steaming soup with a goopy sour pudding. Or, have students work in partners to replace the author’s imagery with a hyper-example, i.e. a blustery day with a tornadic storm.

This strategy could be “published” in the form of a collaborative Google Slide show. While all students work on their own or their group’s slide, incorporating the analysis of form, structure, or task. The whole class then views this show and a discussion can be had about what students found.

Perspective Development and Analysis

Using classic tales, have students change the points of view to analyze character and/or narrator perspectives. Students could create their own mini movies of the story utilizing different perspectives. Students can use something as simple as their phone to record the video or a video camera. Students can then edit the mini movies and add in voice-overs that integrate the character’s thoughts. This would allow students to showcase the depth of understanding they have for each point of view.

Socratic Questioning

Through a series questions, have students identify what would be gained or lost in respect to character/narrator perspective if a story were written using a different point of view. For example, when switching from a first-person narrator to a third-person narrator, a text may lose evidence of the personal thoughts and feelings of one character toward another character, yet there may be a gain in events or activities of multiple characters.

Instructional Resources/Tools

“I do/ We do/You do”

This resource explains the “I do/ We do/You do” teaching strategy. The strategy helps to break down and scaffold information to the students. Jigsaw: This resource to explains the steps for how to implement the jigsaw strategy in the classroom and the rationale to support it. Read, Write Think: This website is a resource for Socratic seminars. It includes a script for teachers to set up the seminar and links to lessons and texts.

Socratic Circles

This is a resource for teachers in using [Socratic Circles](#), it includes instructional rationale and links to lessons by grade level Annotation Strategy: This is a resource for teachers, it is a detailed lesson plan that demonstrates how to use and model the annotation strategy.

Strand	Reading: Literature
Topic	Integration of Knowledge and Ideas
CCRS	<p>RL.7.7 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).</p> <p>RL.7.8 (Not applicable to literature)</p> <p>RL.7.9 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.</p>
<p>Instructional Strategies</p> <p><u>Student-Created Multimedia Presentations</u> After reading a novel or short story, assign a specific section or chapter to a small group of students. Those students will take the section of text and change it to a drama to perform. They will videotape themselves performing their scene. Then, the teacher will show the video to the whole class and have them analyze how their interpretations of the text changed based on what they saw instead of what they read.</p> <p><u>Comparing Books & Media to a “T”</u> Small Group Investigations- Students will read a text and then view a multimedia production of it. While reading and viewing the selection they will complete a T-chart where they identify the depiction of literary elements on the textual side and the media side of the chart, as well as the techniques used in the multimedia production (lighting, sound, color, or camera focus, and angles). Students should be encouraged to cite quotes from the text and the media to support their descriptions. The students would then be assigned a partner to compare the text to the multimedia and produce a slideshow, poster, or paper that analyzes their findings.</p> <p>Extend this activity by including a column or slides to evaluate the director’s choices and include a discussion about why the director made those choices to leave out and/or add characters and/or events to the media version. Students can also include a revised storyboard to include important details they feel the director left out and/or change what the director added that does not seem to tell the story as effectively as the author did in the original.</p> <p>The online program Buncee is a nice alternative to the old school poster idea. This free program allows students to create a poster-like product that is completely interactive. Students have the ability to embed videos, photos, animations, illustrations, words, and voice- overs. While the product can be accessed on the web, the product has the ability to be saved as an interactive pdf. This then allows students to integrate the product into virtually any other project, website, social media, etc.</p> <p><u>Reflective Assessment</u></p>	

Students in literature circles read a historical fiction text and then research the time period in history in which the text takes place. The students then compare how the author fictionalized the history in the text.

Extend this activity by including research information about any historical figure in the fiction companion. Students may also retell sections of the original fiction, including an anachronistic or a composite character based on historically accurate traits, cultural aspects, and/or daily life. Students may also create a travel journal based on research of the time period and related/actual historical sites in the fiction text.

Instructional Resources

The National Park Service has lesson plans for teaching with historical figures, places, and events. The lesson plans include links to primary source documents and other resources to support teachers.

The National Museum of African American History and Culture [site](#) has links to articles and first-person sources; this can be used as a resource as students research historical accounts in comparison to historical fiction.

The United States Holocaust Museum [site](#) can be used as a resource as students research historical accounts for comparison with historical fiction. The Gilder Lehrman Collection is a unique archive of primary sources in American history that can also be used to research historical accounts for comparison with historical fiction.

Strand	Reading: Legendary
Topic	Range of Reading and Level of Text Complexity
CCRS	RL.7.10 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. Build background knowledge and activate prior knowledge in order to make text-to-self, text-to-text, and text-to-world connections that deepen understanding of the text.

Instructional Strategies

Marking Strategy (also called INSERT)

Self-annotating becomes a marking strategy that forces active learning. Basic: Provide students with a list of annotated cues, keys or codes (e.g., ? – question, P – prediction, TS – Text to Self- connection). Extended: Students will devise a self-annotated guide (encourage students to use their creativity).

Students could collaborate on a Google Doc adding different “Marking strategies” as their reading continues. This would allow for a live document that continues to evolve over the course of the year. This could also be done in Google Sheet and students could mark how many

times they used each strategy. This would allow for a discussion point if trend data were found, questioning WHY a particular strategy was used so often during a particular text.

Students might find trends in their own annotations or a class might find that they tended to use the more superficial “marking strategies” because they struggled with simple text comprehension. These trends could then be able to drive future text selections and individual student goals.

Learning Log

Have students keep a reading journal that includes a section for Connections to What I Already Know so students can keep a running log of the texts they have read either for class or independent reading. At different points of the year, have students categorize texts they have read according to connections, themes, topics, settings, and/or time periods but NOT by author or genre. Encourage and/or require students to include non-fiction texts/pieces and a variety of just-below, at, just-above, and well-above grade-level Lexile levels. Students can create Companion Reading lists on posters to encourage others to read multiple texts or choose companion pieces from the school library. At the end of the year, this can be a Summer Read Recommendations activity.

Stump the Teacher

Students and teachers read a selection independently. The students ask the teacher questions for a set amount of time. Then the teacher asks students questions for a brief amount of time. This strategy causes students to carefully read the text in order to formulate critical questions for the teacher.

Instructional Resources

Qualitative Text Complexity Rubric

[This rubric](#) can be used to determine stretch reading materials for students.

Common Lit

[This website](#) can be used by teachers to select supplemental texts, paired texts, and text-to-media sets at, above, or below grade level for all levels of learners. Teachers can choose to use the provided objectives or expand on them to meet the needs of the students.

Making Thinking Visible Thinking Routines

Harvard’s Project Zero website lists several research-based thinking routines that help students document their thinking and comprehend material. These strategies lead to student ownership of learning as they move through higher-order thinking processes.

Strand	Reading: Informational Text
Topic	Key Ideas and Details
CCRS	<p>RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.7.2 Analyze informational text development.</p> <ol style="list-style-type: none"> a. Determine two or more central ideas in a text and analyze their development over the course of the text. b. Provide an objective summary of the text that includes the central ideas and their development. <p>RI.7.3 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).</p>
<p>Instructional Strategies</p> <p><u>T-Chart Graphic Organizer</u> Have the students use a T-chart to chart the facts or details from the article on one side and inferences they made from the text on the other. This visual representation will give students a clear picture of what the author says explicitly and what the readers infer.</p> <p><u>Close Reading</u> Have students practice close reading strategies. Choose a nonfiction text. While students are reading, have them annotate the text, looking for specific items. You can have the students star important details, circle underlined words, put an exclamation mark next to parts of the text where they have a strong reaction, either positive or negative, write a question mark next to a piece of text they don't understand or something they are wondering about, etc. In the margins next to their markings, students need to explain why they marked that part of the text: What was their reaction, question or why is that detail important? This will help the students to better understand the text and to better know how the details relate to explaining the central idea.</p> <p><u>Central Idea Organizer</u> To help students determine the central idea, have students create the following chart. On the top of the chart, they need to determine the topic of the text. Then students need to write down three important details from the article. Make sure students are using details from the entire article and not just one section. After that, have students explain the purpose of the article. Once they have identified all three elements: topic, details, and purpose, they can form the central ideas from their chart.</p> <p><u>Summarizing Chunks</u></p>	

To write an objective summary of the text, students need to summarize each subheading of the text into one or two sentences. If the article does not have subheadings, then have the students create chunks by taking several paragraphs about the same idea and putting them together. Students should have about three or four “chunks” per article, depending on the amount they read. Then students can pick out the key phrases from each of the sections. They use those key phrases to craft a one or two sentence summary of each section. Students can repeat this for each of the chunks or subheadings until they have summarized the entire article. This will help to ensure that their summaries are in their own words.

Multi-Tier Timeline

Chronologically organize events or ideas from text on a timeline while rating the impact as positive or negative in regard to a specific claim, inference, or event. Students can connect the events on the timeline to see a picture representation of the event and should be able to explain their rating and defend their rationale during a small group discussion. Students can also write out their explanation on the back of the timeline. Timeline by ReadWriteThink and TimeToast online allows students to create a digital timeline with images that can be shared via email or printed.

Strand	Reading: Informational Text
Topic	Integration of Knowledge and Ideas
CCRS	<p>RI.7.7 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).</p> <p>RI.7.8 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.</p> <p>RI.7.9 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.</p>

Instructional Strategies

Delivery Matters

Students will read paired texts and listen to the audio/speech version, if applicable. A close read of each version of the text/speech and auditory nuances will provide the student with how delivery affects the impact upon the reader/listener.

Argument Road

If students are evaluating arguments, they can create a “road” graphic organizer. This looks similar to a flow chart but is more in the shape of a road with blocks. As students read a text, they fill in the road with evidence from the text to support each of the author’s claims. If they finish reading the article, and do not have a long “road” completed, the conclusion might be drawn that the author’s evidence might not be sufficient

enough to support their claim. You might also look at not just the amount of evidence provided but also at the quality of evidence. This graphic organizer can be used for multiple different argumentative texts. Students can also write about whether they think the author’s claim and reasoning is sound based on the evidence they discovered on their “road”.

Compare/Contrast

Students can create a Venn Diagram that compares and contrasts a text to an audio, video, or other multimedia version of the text. Students then can participate in a small group discussion on their comparisons. What do certain genres of text provide compared to others? Students can include a formal analysis of how each genre conveys the topic to the reader. When comparing three sources, using a triangle graphic organizer is appropriate.

Evidence Tracker Students are to read with the purpose of identifying specific claims in a text. Each claim can be noted on the “tracker.” This strategy provides students with a way to organize their thinking while reading.

The teacher “thinks aloud” as the students place evidence “on the road.”

1. At the end of the road, the teacher models the evaluation process by noting whether or not the author provided sufficient, relevant evidence to support the claim.
2. Place students in pairs, have them read an unfamiliar text and complete an “Argument Road” graphic organizer.
3. Each pair of students works with another pair to compare their answers on the graphic organizer and then share them with the class.
4. Students independently complete the graphic organizer.

Instructional Resources

Cover to Cover lesson plans from ReadWriteThink feature resources including a book and film list for appropriate titles for 7th grade along with a DVD cover creator online tool.

The Gilder Lehrman Collection is a unique archive of primary sources in American history that can also be used to research historical accounts for comparison with historical fiction. This link specifically has the audio of the greatest speeches of the 20th century.

Strand	Reading: Informational Text
Topic	Range of Reading and Level of Text Complexity
CCRS	RI.7.10 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.
Instructional Strategies	

THIEVES

Use a strategy called THIEVES, which is an acronym for title, headings, introduction, every first sentence in a paragraph, visuals and vocabulary, end-of-chapter questions, and summary. Students are guided through a preview of a nonfiction text. This link is specific to THIEVES strategy above, including a descriptive lesson plan and resources.

INSERT Marking Strategy

Self-annotating becomes a marking strategy that forces active learning. Basic: Provide students with a list of annotated cues, keys or codes (e.g., ?– question, P – prediction, TS – Text to Self- connection). Extended: Students will devise a self-annotated guide (encourage students to use their creativity).

Career Instruction Manuals

Students will select an instruction manual that represents a career field of interest (selection provided by the teacher, contributed by student, or available on the Internet). Lead a class discussion where students have a chance to brainstorm which types of careers they think might be associated with the manual, answering questions like: who created it? who designed it? who produced it? what is the purpose? and who will consume it? (representing the many roles involved throughout the process). After students write their own instruction manuals, revisit the brainstorm discussion to emphasize the application of classroom content to the workplace.

Stump the Teacher

Students and teachers read a selection independently. The students ask the teacher questions for a set amount of time. Then the teacher asks students questions for a brief amount of time.

Instruction Manual

Have students go through instruction manuals to analyze and determine how the parts are structured. Then have students write their own instruction manuals. This will help students be aware of the importance of headings, subheadings, organization, and structure.

Strand	Writing
Topic	Text Types and Purposes
CCRS	W.7.1 Write arguments to support claims with clear reasons and relevant evidence. a. Establish a thesis statement to present an argument. b. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. c. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

- d. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the argument presented.

W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

- a. Establish a thesis statement to present information within the introduction.
- b. Introduce a topic 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 to aid comprehension, if needed.
- c. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- d. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- e. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f. Establish and maintain a formal style.
- g. Provide a concluding statement or section that follows from and supports the information or explanation presented.

W.7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. 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.
- b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Instructional Strategies

T-Charts

When the students are reading an argumentative text, they can use a t-chart graphic organizer to identify the two sides. Students can then add relevant textual evidence for both sides. The chart may be used to identify which side has the stronger evidence for their claim.

A class T-Chart could be shared on Google Docs where students could see the results as each person adds to the class T-Chart or a T-Chart shared with a small group.

Teaching Thesis- From Video to Words

Students watch a short biography or non-fiction piece. As they watch, they are instructed to find the key points of the video. After that, they use the key points to write a working multi-part thesis that could be the basis of an informative text.

Instructional Resources:

Teacher Modeling

Teachers need to model good writing habits throughout the entire process. Students learn from watching these habits modeled over and over. Teachers should think aloud while they are modeling writing because students need to witness both the application of writing and the thought process that occurs when crafting text.

Writing Workshop

Use a Writing Workshop that begins with mini-lessons on purpose and audience in writing. Break students into peer-editing groups in which students read their papers to the group while group members evaluate each other using a response rubric. Students should change peer-editing groups often in order to get other perspectives, and the teacher should circulate among the groups providing assistance and guidance, as needed. Individual writer's conferences are an important time for students to get one on one feedback and instruction. Teach students to reread for errors with a specific focus each time--punctuation, spelling, grammar, or content.

Instructional Resources/Tools Stossel in the Classroom

Presenting a balanced lesson on current issues including short videos that present an opposing view.

Purdue OWL

This is an excellent resource for English Language Arts teachers. It has links to help with teaching writing, grammar, citation, and much more.

The National Writing Project

This is a link to a teacher resource page to help teachers teach writing. It has ideas for different writing projects and when you click on the different project titles, there is a description as well as links to resources and templates to help teach that piece of writing.

Strand	Writing
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Topic	Production and Distribution of Writing
CCRS	<p>W.7.4 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.)</p> <p>W.7.5 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>W.7.6 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.</p>
<p>Instructional Strategies</p> <p><u>RAFT</u> Have students use a customized Role, Audience, Format, Topic (RAFT) Organizer at the inception of the task. Have students use formula wheels with rubrics in order to meet the requirements of the specific type of writing.</p> <p><u>Teacher Modeling</u> Teachers need to model good writing habits throughout the entire process. Students learn from watching these habits modeled repeatedly. Teachers should think aloud while they are modeling writing because students need to witness both the application of writing and the thought process that occurs when crafting text.</p> <p><u>Writer’s Workshop</u> Use writing workshops that begin with mini-lessons on purpose and audience in writing. Break students into peer-editing groups in which students read their papers to the group while group members evaluate each paper using a response rubric. Students should change peer-editing groups often in order to get other perspectives. The teacher should circulate among the groups providing assistance and guidance as needed.</p> <p><u>Board Games</u> In order to promote clear and coherent writing, have students create board games based on a novel or short story with directions that use signal words and precise instructions as to how to play the game. Teachers can check the clarity of writing by having students play each other’s games and point out things that are unclear or inconsistent. Students can take their game digital by creating their own video games through free sites like Sploder, Game Salad, Scratch, and Gamefroot.</p> <p><u>Online Peer Conferencing Community</u> To support revising and editing, students are able to post their work in an online setting and offer feedback to one another. Teachers may choose to use a variety of formats such as a chat room, classroom blog, classroom social media page, etc. A site like NowComment allows for a</p>	

transformative way of publishing a work, which then becomes an open discussion for anyone on the web. However, this can easily be targeted to peer-to-peer dialogue.

Word Cemetery

In an effort to promote use of varied word choice, teachers create a “cemetery” of overused words that can no longer be used in writing, forcing students to find alternate words to replace them. Students can add “dead words” to the wall whenever they find them, as well as more concise vocabulary choices for replacement.

Sentence Fluency Analysis Sheet

Students chart sentences vertically after completing the draft of their essay. In the chart, students include first word of the sentence, last word of the sentence, end punctuation, and number of words in each sentence. The teacher will work with the students to notice trends in their writing. Examples of negative trends may be short choppy sentences, run-ons, or sentence openings with a repetitive word or phrase. Students and teachers should use this chart to make changes in their sentences.

Instructional Resources

This a resource for teachers with a wide variety of free printable tools that can be used to support the instruction of writing. The resources are separated into sections for all grade levels: elementary, middle and high school. Best Practice Writing Resources This is a link to a [PDF](#) with many best practice ideas for helping to teach students throughout the entire writing process.

Strand	Writing
Topic	Research to Build and Present Knowledge
CCRS	<p>W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.</p> <p>W.7.8 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.</p> <p>W.7.9 Draw evidence from literary or informational text to support analysis, reflection, and research.</p> <p>a. Apply Grade 8 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”).</p>

- | | |
|--|--|
| | b. Apply Grade 8 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”). |
|--|--|

Instructional Strategies

Evaluating Reliable and Unreliable Websites

Teachers provide students with examples of reliable websites, as well as unreliable. Share a website that is a fake. One example of a fake website is the Pacific Northwest Tree Octopus. In small groups, students look at examples of a website that offers relevant resources, as well as a website with less useful resources. Student groups share out their findings. As a class, discuss the criteria used in selecting or discounting sources. Create a checklist of criteria that will guide future searches. As a class, students find another site they think might be beneficial and evaluate the site using the class-created checklist.

Plagiarizing Activity

This activity involves lecture-based modeling, student practice, and peer review. Students discuss the negative effects of plagiarizing, focusing on articles about people losing jobs or degrees because of plagiarizing. Model to the class how to cite paragraphs, phrases, and significant words correctly. Then, have the students practice by giving them a paragraph to pull information from and cite the source correctly. The teacher should show good examples and ask how to improve others. Students should do this consistently for the research project to reinforce the need to avoid plagiarism.

Student-generated Examples

Give students a topic and have them use sources of information not normally used in research (picture books, photographs, short stories, poems, etc.). By having students incorporate these sources into their papers with correct citations and then sharing these papers, students will see how evidence from multiple sources is viable and adds credibility.

Research in the World

Have students pick a particular advancement from the last 10 years (or any year range) and write a mini-research paper, including information on how that advancement has impacted the world around us.

Instructional Resources

Illinois Literacy In Action- Writing Strand

This resource for teachers was created from the state of Illinois. It has strategies and links to help teach the standards. This [link](#) is specific to the 7th grade writing standards and may give teachers further strategies and resources to help them with instruction.

Strand	Writing
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Topic	Range of Writing
CCRS	W.7.10 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.

Instructional Strategies

Pictures as Prompts

Students use a picture to create a story using the information shown. An example of this would Harris Burdick Pictures; follow the link to help use this strategy.

Reflection

After students publish their writing and receive feedback, students can write a reflection on one or two ways they could improve their work for next time. Self-reflection is an important step in their writing process and gives the students higher level thinking skills to help them grow as a writer. A site like NowComment allows for a transformative way of publishing a work, which then becomes an open discussion for anyone on the web. However, this can easily be targeted to peer-to-peer dialogue. Another site, Write the World, provides a similar platform.

Journals

Journals can be used for writing, reflecting, creative prompts, etc. These allow students to have a place where they are writing consistently and repeatedly without having to go through all five steps of the writing process. Teachers could give students 5-7 minute quick writes to begin class each day that are based on a picture, news clip, thoughtful quotes, songs, thought provoking questions, YouTube videos, ethical dilemmas, etc. The point is for continuing practice, honing of skills, and to build stamina.

These journals can be done through Google Docs or slides. Allowing students access to the stimuli for their journal entry to be able to listen and watch again, as needed. Bullet-style journals would be a good alternative for students with limited English Proficiency or writing deficits. Adapt this method of staying organized to allow students to write shorter pieces of writing.

Post-Reading Writing

Have students alter a major moment in history and write about how this would have changed the book they just read. What are the considerations? What are the consequences? How would it change characters/theme/plot? Students could rewrite the scene from the altered perspective, using a digital platform like Animoto or PowToon.

Strand	Speaking and Listening
Topic	Comprehension and Collaboration
CCRS	SL.7.1 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.

- a. 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.
 - b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussions back on topic as needed.
 - d. Acknowledge new information expressed by others and, when warranted modify their own views.
- SL.7.2 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.
- SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

Instructional Strategies

Cubing Strategy

Students will address statements regarding non-fictional or fictional text using the Cubing Strategy. Teachers will create three sets of cubes with the following levels of thinking on each side: Compare it, Associate it, Analyze it, Apply it, Argue for it, and Argue against it. Students will be grouped in readiness levels and take turns rolling the die to address the given statement, using what the die tells them to do. The statements may vary to challenge the different readiness groups.

Carousel

The teacher identifies five key questions on a particular content/topic and posts those questions on chart paper throughout the room. The students are divided into five small groups and "carousel" to each question. Students are encouraged to put comments, questions, and insights on each chart paper. After completion of the carousel, a full-class discussion is held about comments from each chart.

Four Corner Debates

The teacher identifies several statements on a particular topic or issue that has two or more sides. In each corner of the classroom, the teacher puts a different sign, "strongly agree," "agree," "strongly disagree" and "disagree." The teacher reads one statement at a time, and students choose a corner of the room to go to according to how they feel about the statement. From there, students must justify their thoughts and provide relevant evidence to back up their claims.

Mock Trial

Students participate in a simulation of a court trial. Students are assigned roles as witnesses, attorneys, judge, jury, etc. The trial could be based upon a fabricated crime investigation, a controversial issue, or a novel, story, play, etc.

Socratic Circles

The goal of the Socratic Circle strategy is for students to develop a collective understanding of the deeper ideas of a text through dialogue. Students are given a complex passage for close reading. After reading, students are seated in two concentric circles. The teacher assumes the role of facilitator, posing an open-ended question or series of questions to the group. The inner circle discusses a passage using these questions as a guide. In the discussion, the students are expected to acknowledge and validate each other's ideas and provide feedback and elaboration. The outer circle observes the discussion and evaluates the interaction and development of ideas. After a set time, the two circles switch places and roles. The teacher observes, possibly charting the discussion and ideas as they evolve.

Hot Seat

One student takes the "hot seat" and plays the role of a literary character, an historical figure, or concept. The "Hot seat" student sits in front of the class and responds to questions from the other students while staying in character. This can also be done in small groups where one student is the "hot seat" in each group and the other 3-4 students ask questions. Students rotate roles and small groups share out to the whole group to close the discussion.

Instructional Resources

Library of Congress

[Library of Congress](#) offers primary source sets on a variety of topics, as well as documents to guide students through the analysis of primary sources.

Digital Information

[Reading Rockets](#) -This site provides ideas for speaking and listening strategies, lessons, and activities to teachers.

Strand	Speaking and Listening
Topic	Presentation of Knowledge and Ideas
CCRS	SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points. SL.7.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Instructional Strategies	

Demonstration/Peer Review

Have students write and present a demonstration while their peers evaluate based on a rubric. This should allow students a chance to see how others see their speaking skills and identify which areas they need to improve.

Poetry Read Aloud

Give students a poem a month to read aloud to six adults on their own time. This develops oral fluency and allows students to learn to adapt speech to a variety of contexts and tasks (i.e. different beats and rhythms in a poem).

Multi Genre Research Project

Students research a topic of choice and present information in various written genres. When students complete the research, their findings are presented in a variety of methods using a variety of media. Examples of completed projects are flipbook, PowerPoint, poetry presentation, Prezi, etc. View this link for resources on this strategy.

Evaluating Speeches

Students analyze famous speeches of historical figures, leaders, writers, etc. This allows students to think deeply about the clarifications of claims and salient points. These speeches also may serve as an exemplar text or model of speech and presentation.

Instructional Resources

Living in a Digital World

Provides free, standards-based lessons on digital citizenship for students. There are video resources, lesson plans, student responses, and application opportunities. There are additional resources available regarding privacy, media literacy, cyberbullying, ethics, copyright, and information literacy.

Adding Visual Media to Presentations

When creating presentations, students could use the following online resources to add short videos or create their own. Video resources to use:

ProCon- has arguments presented in video formats

EdTech Teacher

This teaches students to plan, organize, write, communicate, collaborate, and analyze videos. Kid's Vid-helps students and teachers alike to create and produce their own videos.

Strand	Language
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Topic	Conventions of Standard English
CCRS	<p>L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> a. Explain the function of phrases and clauses in general and their function in specific sentences. b. Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas. c. Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. <p>L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).</p> <p>Spell correctly.</p>
<p>Instructional Strategies</p> <p><u>Sentence Combining</u> Use sentence-combining techniques to allow students to practice building simple sentences into complex sentences. For example, have students suggest/brainstorm simple sentences and model how to combine those using coordinating conjunctions, subordinating conjunctions, or punctuation. Follow with sentences that students develop to demonstrate their mastery. Provide or project a list of common coordinating and subordinating conjunctions.</p> <p><u>Sentence Variety</u> Find a piece of text that uses one form of sentence. Read aloud and discuss the choices the author made. Have the students revise to add sentence variety to make the writing more impactful. Find the Coordinate Adjectives Students are given a paragraph to seek and identify the coordinate adjectives located within the paragraph and separate them with commas.</p> <p><u>Sentence Coloring</u> Give students a piece of text with a variety of sentence structures. Have the students work with a partner and, using different colors (colored pencil, highlighters, markers, etc.), underline each type (simple, compound, complex, and compound-complex) with a different color. Then, using those sentences as the model for the students, they then create their own paragraph using different types of sentences. Then the students exchange their created paragraphs with another pair of students and repeat the underlining process to see if they can find all of their different types and suggest sentences be combined, as needed.</p> <p><u>Peer Editing with Clock Partners</u></p>	

Peer editing students' writing is a good way for them to demonstrate their understanding of language conventions, such as punctuation, spelling, and sentence structure. However, this can be an overwhelming task when checking for everything. To help, give students a picture of a clock. On the clock, assign certain "times" with the different language conventions that you want checked in their writing.

Then, students will get with a different partner for each of those times and check just that particular convention. For example, for 12:00, they would meet with a partner and check each other's sentence structure. Then, they would meet with a different partner for 2:00 and check punctuation and so on. This will help the students focus on just one element at a time and allow different students to check their writing and defend their critique.

This activity would lend itself easily to Google Docs; allowing students to share their work with one another digitally, and students would have the ability to insert comments to help improve their peers' writing.

Instructional Resources

[Quill](#) is a free, interactive resource, which provides free writing and grammar activities for middle and high school students. Teachers can set up classes and assign students practice based on their needs, such as sentence structure, grammar, and editing. The activities are designed to be completed in a short amount of time and provide them with immediate feedback.

The National Writing Project

[The National Writing Project](#) offers many strategies such as practice and play with revision techniques as well as Make Grammar Instruction Dynamic.

Khan Academy

Dependent and Independent Clauses, Syntax along with Dangling Modifiers is a fun [Khan Academy video](#).

Janet Allen's Words, Words, Words and Making Words Their Own

Two great resources for word flexibility and strategies, as well as many lessons for building word foundations

Strand	Language
Topic	Knowledge of Language
CCRS	L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose language that expresses ideas precisely and concisely b. Recognize and eliminate wordiness and redundancy.

Instructional Strategies

Provide Models

The most effective way to teach knowledge of language is embedded in reading and writing. It is imperative that teachers model the work often. Teachers should guide the students through activities where they add, delete, and arrange texts together. The conventions and rules of language emerge organically from this type of guided practice and modeling. Students should be exposed to many opportunities to evaluate both exemplary texts and texts needing revision.

This is something that could be easily achievable using interactive whiteboard software (if available) or Google Slides.

Adding Details

This is a guided practice strategy where the students and teacher approach the same text for revision together. Students provide suggestions for adding details. In a narrative text, students are directed to look for places to add imagery, emotions, dialogue, and voice. In an informational text, students are directed to look for places to add facts, statistics, examples, and quotes from experts.

Instructional Resources

Straining out Redundancy: the Pasta Metaphor—

This reference describes how redundancy in writing is like draining a pot of pasta. In writing, you can think of the water as redundant information, the noodles as the important information you wish to convey, and the strainer as the editing process.

The Purdue Online Writing Lab has multiple resources to help plan instruction and/or clarify for teachers how to explain topics to students. This particular [link](#) has exercises in eliminating wordiness.

Strand	Language
Topic	Vocabulary Acquisition and Use
CCRS	L.7.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 8 reading and content, choosing flexibly from a range of strategies. a. 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. b. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel). c. 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 part of speech.

	<p>d. 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).</p> <p>L.7.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.</p> <p>a. Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.</p> <p>b. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.</p> <p>c. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).</p> <p>L.7.6 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>Instructional Strategies</p> <p><u>Word Mountains</u> Students give the root word at the “top of the mountain.” Then they give the definition on the next line. Below that, there are two more words that use the same root as above. Students then produce a sentence for each of the words (roots).</p> <p><u>Word Parts</u> The idea: Break down the different parts of a word—base word (word stem or root word), prefixes, and suffixes—to figure out what it means. Some words have a prefix only (reread), a suffix only (reading), both a prefix and a suffix (prereading), a combination (unreadableness), or neither (read). Example: Discrimination Dis-: not, opposite of, reverse, deprive of; apart, away; crimin: verdict, judicial decision; judgment; tion: indicates the word is a noun.</p> <p><u>Word Etymology</u> Etymology is the study of the origin and history of a word. The students will research a word using a dictionary to find as much information as possible including root words, origin of language, word families, parts of speech, antonyms, and synonyms. Teachers may choose to have students record the information using a graphic organizer.</p> <p><u>Word of the Day</u> Students are directed to use, research, define, etc. A “word of the day.” The teacher chooses the word and displays it for the class to see. Words may be chosen from current reading assignments, vocabulary, frequently misused words etc. This is best utilized by first modeling for</p>	

students what they are expected to do with the word of the day, then, after applied practice, students will be able to complete the tasks for word of the day in an ongoing independent work time.

Instructional Resources

Vocabulary Development Strategies - This is a [link](#) that suggests strategies to build student vocabularies.

[This resource](#) offers six different websites for building and identifying vocabulary skills.

Strategies to promote vocabulary development, including using contextual clues, idiomatic expressions, and word mapping.

Latin and Greek cross-references to enhance English vocabulary skills and word studies.

Weirdly worded passages in the news, explanations of idioms, and interesting information about words.

[No Red Ink](#)

Students and teachers will enjoy Noredink, a free site that shows strategies, practice, and data tracking allowing every student to strengthen weak skills in writing and language.

New Hampshire College and Career Ready Standards and Singapore Math Alignment Grade 8		
Standards	Common Core Descriptor	Singapore Math Page Citation
Ratios and Proportional Relationships 7.RP		
Analyze proportional relationships and use them to solve real-world and mathematical problems.		
1.	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks 1/2 mile in each 1/4 hour, compute the unit rate as the complex fraction 1/2/1/4 miles per hour, equivalently 2 miles per hour.	TB 1 Chapter 7 7.1-7.5 Pp172-209 71. pp180-185 WB pp. 40-44
2.	Recognize and represent proportional relationships between quantities.	TB 1 7.1 Pp171-178
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.	TB1 pp171-178 SEE 8 th grade TB 2 CH 5

		Pp107-135
2b.	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.	TB1 7.2-7.5 Pp.175-196
2c.	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 $t = pn$.	TB1 7.2-7.5 Pp.175-196
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.	SEE 8 th grade TB 2 CH 5 Pp107-135
3.	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.	SEE 8 th grade TB2 Chapter 7 Rate Ratio and percentage 7.5 application Pp190-199 TB2 Chapter 8 Financial transactions Pp210-229
The Number System		7.NS
Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.		
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.	
1a.	Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.	TB1 Section 4.1 pp93-99 Section 4.5 pp. 110-111 WB pp18-19
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.	Absolute value def. pg 95 Additive inverse 4.1 and 4.2 Pgs 92-102
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.	TB 1 Additive inverse 4.1 and 4.2 Pgs 92-102

2.	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.	TB1 4.3 Pp103-110
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.	TB1 4.5 Pp 103-122
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.	Pg 109
2c.	Apply properties of operations as strategies to multiply and divide rational numbers.	TB 1 “Number laws”, 1.9 Pp25-30
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.	TB 1 2.5 Pp 57-66
3	Solve real-world and mathematical problems involving the four operations with rational numbers. *Computations with rational numbers extend the rules for manipulating fractions to complex fractions.	TB1 Ch 3 “Arithmetic problems” Pp70-91 WB pp12-17
Expressions and Equations		7.EE
Use properties of operations to generate equivalent expressions.		
1.	1. Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.	TB1 Chapter 5 and Chapter 6 Pp137-169
2.	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. For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”	Pg150
Solve real-life and mathematical problems using numerical and algebraic expressions and equations.		
3.	Solve multi-step real-life and mathematical problems posed with	Tb1 6.5

	<p>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. 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.</p>	<p>166-170 WB1 pp33-35</p>
4.	<p>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.</p>	<p>TB1 Chapter 5 Pp136-151</p>
4a.	<p>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. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?</p>	<p>TB1 Chapter 6 open sentences and equations Pp. 152-170 WB pp.31-53</p>
4b.	<p>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. 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.</p>	<p>TB1 Chapter 6 open sentences and equations Pp. 152-170 WB pp.31-53 MP.5 Use appropriate tools strategically. Students consider available tools (including estimation and technology) when solving a mathematical problem and decide when certain tools might be helpful. For instance, students in Grade 8 may decide to represent similar data sets using dot plots with the same scale to visually compare the center and variability of the data. Students might use physical objects or applets to generate probability data and use graphing calculators or spreadsheets to manage and represent data in different</p>

		forms. Teachers might ask, “What approach are you considering?” or “Why was it helpful to use ___?”
Geometry		7.G
Draw, construct, and describe geometrical figures and describe the relationships between them.		
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.	TB1 14.3 Pp386-388 WB121-123
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 the conditions determine a unique triangle, more than one triangle, or no triangle.	Angles, Triangles, & Quadrilaterals <ul style="list-style-type: none"> • Points, lines, and planes • Angles • Perpendicular bisectors and angle bisectors • Triangles and quadrilaterals
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.	TB1 Ch 11 11.3-11.4 Pp302-316
Solve real-life and mathematical problems involving angle measure, area, surface area, and volume.		
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.	Ch 12 12.2 pp339-347 WB1 pp99-103
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.	TB1 Chapter 9 “Introducing geometry” Pp231-256 P234, 238
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.	TB1 ex13.3 Pp 363-369 WB pg 108-109
Statistics and Probability		7.SP
Use random sampling to draw inferences about a population.		
1.	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	Supplementary materials will be needed to introduce the CC standards in Grade 8- or use Grade 8 Syllabus D2 (Grade 8) text books. TB2 12.1 collection and presentation of data

	random sampling tends to produce representative samples and support valid inferences.	
2.	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. 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.	TB2 Chapter 12 Statistics 1 Data Handling <ul style="list-style-type: none"> • Collection of data • Dot plots • Measure of center: mean and median • Mode
Draw informal comparative inferences about two populations.		
3.	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. 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.	<ul style="list-style-type: none"> • Sampling variability exists because the sample proportion varies from sample to sample. • Bias, a systematic favoritism in the data collection process, can occur in the way the sample is selected or in the way data are collected. <p>Mathematical Thinking</p> <ul style="list-style-type: none"> • Construct valid conclusions. • Critique reasoning used to draw conclusions. • Formally explain mathematical reasoning. • Use formal and precise mathematical language. <p>Instructional Focus</p> <ul style="list-style-type: none"> • Differentiate between a sample and a population. • Describe what makes a sample an accurate representation of a population. • Describe how sample size affects inferences made about the population. • Develop informal understanding of bias. • Determine what factors create bias such as wording, length, timing of questions, and the choice of individuals.
4.	4. Use measures of center and measures of variability for numerical data	See Grade 8 TB2 Chapter 13 Statistics 2

	From random samples to draw informal comparative inferences about two populations. 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.	13.1 -13.3
Investigate chance processes and develop, use, and evaluate probability models.		
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>Instructional Focus Broaden understanding of the GAISE model</p> <p>Step 1 – Formulate the Question:</p> <ul style="list-style-type: none"> • Begin to pose student generated statistical questions with variability that go beyond the classroom. • Recognize the distinction between a population, census, and a sample. <p>Step 2 - Collect Data to Answer the Question:</p> <ul style="list-style-type: none"> • Design a collection method to answer a statistical question. • Conduct sample surveys of two or more groups or comparative experiments. <p>Step 3 - Analyze the Data:</p> <ul style="list-style-type: none"> • Use properties of distributions (center, spread, shape) as tools of analysis. • Determine variability (spread) within a group. • Compare individual to individual, individual to group, group to group. Summarize the numerical data sets in relation to the context using graphical displays: o histograms o interquartile range (IQR) and mean absolute deviation (MAD) o boxplots and five number summaries: lower extreme (min), upper extreme (max), median (Q2), lower quartile (Q1), and upper quartile (Q3) • Show distribution as all values of data and how often

		<p>they occur.</p> <p>Step 4 - Interpret Results:</p> <ul style="list-style-type: none"> • Draw conclusions and make generalizations from the analysis of the data between two groups. o Describe differences between two or more groups using center, spread, and shape. • Acknowledge whether a sample may or may not be representative of a larger population. <p>Mathematical Thinking</p> <ul style="list-style-type: none"> • Make sense of and create statistical problems. • Formally explain mathematical reasoning. • Use formal and precise mathematical language. • Analyze student created questions. • Pay attention to and make sense of quantities.
6.	<p>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. 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. Develop a probability model and use it to find probabilities of events.</p> <p>Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.</p> <p>Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. 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.</p> <p>Develop a probability model (which may not be uniform) by</p>	<p>Essential Understandings</p> <ul style="list-style-type: none"> • Descriptive statistics may include measures of center and spread. • There is variability between groups. • Data can be represented in different ways to persuade people. • The important purpose of a measure of center is not the value itself, but the interpretation it provides for the variation of the data. • The sum of the distances from each data point below the mean to the mean equals the sum of the distance from each data point above the mean to the mean. • Mean absolute deviation (MAD) is one way to measure the extent to which a distribution is stretched or squeezed. • The mean absolute deviation (MAD) is the average distance that each data value is from the mean.

	<p>observing frequencies in data generated from a chance process. 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? Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.</p> <p>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> <p>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>	<ul style="list-style-type: none"> • Mathematical Thinking • Formally explain mathematical reasoning. • Use formal and precise mathematical language. • Pay attention to and make sense of quantities. • Solve real-world problems accurately. • Determine the reasonableness of results. • Analyze visual models. • Instructional Focus • Interpret mean as a balance point. • Explore, explain, and calculate the mean absolute deviation (MAD). • Summarize data using MAD within a context. • Summarize and describe distributions representing one population. • Informally compare distributions representing two populations using MAD, histograms, dot plots, and/or boxplots.
	<p>Design and use a simulation to generate frequencies for compound events. 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?</p>	<p>See 8th grade TB2 Statistics 1 Collection of data Frequency charts Pp 333-346</p>

New Hampshire College and Career Ready Standards Alignment Science: Grade 8

<p>Acronym Guide for New Hampshire College and Career Ready Standards for Science Grade 8 Earth and Space Science: ESS Life Science: LS Physical Science: PS</p>	<p>Teacher Resource: Science Explorer Series Student Resources: Science Explorer Series</p>
<p>NH College and Career Ready Standards</p>	<p>Core Knowledge Sequence</p>
<p>ESS: Cycles and Patterns of the Earth and Moon 1. The hydrologic cycle illustrates the changing states of water as it moves through the lithosphere, biosphere, hydrosphere and atmosphere.</p>	<p>MS-ESS2-4. Develop a model to describe the cycling of water through Earth’s systems driven by energy from the sun and the force of gravity.</p> <p>MS-ESS2-5. Collect data to provide evidence to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <p>MS-ESS2-6. MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <p>MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p>MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</p> <p>MS-ETS1-2. Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.</p>
<p>2. Thermal-energy transfers in the ocean and the atmosphere contribute to the formation of currents, which influence global climate patterns. 3. The atmosphere has different properties at different elevations and</p>	<p>MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.</p> <p>MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.</p>

<p>contains a mixture of gases that cycle through the lithosphere, biosphere, hydrosphere and atmosphere.</p> <p>4. The relative patterns of motion and positions of the Earth, moon and sun cause solar and lunar eclipses, tides and phases of the moon.</p>	<p>MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.</p> <p>MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success</p>
<p>LS: Cycles of Matter and Flow of Energy</p> <p>1. Matter is transferred continuously between one organism to another and between organisms and their physical environments.</p> <p>2. In any particular biome, the number, growth and survival of organisms and populations depend on biotic and abiotic factors.</p>	<p>MS-PS3-3. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.</p> <p>MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.</p> <p>MS-PS3-5. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.</p> <p>MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.</p> <ul style="list-style-type: none"> • Evolution • Extinction • Speciation • Natural Selection – Charles Darwin <p>MS-PS1-1. Develop models to describe the atomic composition of simple molecules and extended structures.</p> <p>1 MS-PS1-2. Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.</p> <p>MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.</p>

	<p>MS-PS1-4. Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.</p> <p>MS-PS1-5. Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.</p> <p>MS-PS1-6. Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.</p> <p>MS-LS1-7. Develop a model to describe how food is rearranged through chemical reactions forming new molecules that support growth and/or release energy as this matter moves through an organism.</p> <p>1 MS-ETS1-3. Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.</p>
<p>PS: Conservation of Mass and Energy</p> <ul style="list-style-type: none"> • The properties of matter are determined by the arrangement of atoms. • Energy can be transformed or transferred but never lost. • Energy can be transferred through a variety of ways. 	<p>MS-PS3-4. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. [Clarification Statement: Examples of experiments could include comparing final water temperatures after different masses of ice melted in the same volume of water with the same initial temperature, the temperature change of samples of different materials with the same mass as they cool or heat in the environment, or the same material with different masses when a specific amount of energy is added.]</p> <ul style="list-style-type: none"> • Atomic Structure • Molecules • Compounds

New Hampshire College and Career Ready Standards Alignment Science: Grade 8

<p>Theme: World Studies from 750 B.C. to 1600 A.D.: Ancient Greece to the First Global Age</p>	<p>Student Resources: Packet of primary texts, Barney Charter School Initiative <i>All Quiet on the Western Front</i>, Erich Maria Remarque <i>The Diary of a Young Girl</i>, Anne Frank (selections)</p>	<p>Teacher Resources: World History by Era, Volumes 7, 8, 9 various authors A History of the American People, Paul Johnson America: The Last Best Hope, Vol. 1 and 2, William J. Bennett The First World War & The Second War, John Keegan</p>
<p>Strand</p>	<p>New Hampshire College and Career Ready Standards</p>	<p>Core Knowledge Sequence</p>
<p>History</p>	<p>Historical Thinking and Skills:</p> <ol style="list-style-type: none"> Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values. 	<p>Content Statement</p> <ul style="list-style-type: none"> Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values. <p>Content Elaboration</p> <p>Development of historical thinking concepts began in earlier grades by having students look at primary source documents to understand that multiple sources and perspectives are needed to build a historical narrative. Historians and archaeologists seek to provide an accurate account and assessment of a historical event. This requires them to avoid the influence of current norms and values in interpreting and evaluating the past. They generally attempt to describe events through the perspectives of those living at the time. As students examine a historian or archaeologist's interpretation of an event, students should look to see how they meet this standard. By having students critically evaluate diaries, letters, eyewitness accounts, archaeological artifacts and architecture of particular moments in time, they develop an understanding that history is interpreted. They also become active participants in historical investigation.</p> <p>Expectations for Learning</p> <p>Describe historical events and issues from the perspectives of people living at the time, avoiding evaluating the past in terms of today's norms and values.</p>

	<p>2. Early Civilizations:</p> <ul style="list-style-type: none"> The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity. 	<p>Content Statement</p> <p>The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The roman empire also played an instrumental role in the spread of Christianity.</p> <p>Content Elaboration</p> <p>The legacy of ancient Greece and Rome is embedded in Western culture. The ideas on governance and law were impacted by the concepts of citizenship and democracy that originated in Ancient Greece and Ancient Rome. The legacy of the ancient Greeks includes direct democracy, astrolabe, pulley block, wood screw, ore smelting and casting, literature (e.g., fables, myths, epics, drama, comedy, tragedy), architecture (e.g., rectangular temples with tall columns), philosophy, and the study of history. The legacy of the ancient Romans includes republic, Twelve Tables, checks and balances, tripartite government, civic duty, roads, basilicas, amphitheaters, aqueducts, arches, concrete, city/urban planning, frescoes, sculptures, and literature. The spread of Christianity was aided by the network of roads built by the Romans. Although Christians were persecuted for centuries by the Romans; it eventually became the official religion of the empire.</p> <p>Expectations for Learning</p> <p>Cite examples and explain the enduring impact that Ancient Greece and Ancient Rome had on later civilizations.</p>
	<p>3. Feudalism and Transitions:</p> <ul style="list-style-type: none"> Germanic invasions helped to break up the Roman Empire and set the stage for the development of feudal and manorial systems. 	<p>Content Statement</p> <p>The Mongols conquered much of Asia which led to unified states in China and Korea. Mongol failure to conquer Japan allowed a feudal system to persist.</p> <p>Content Elaboration</p>

	<p>Later invasions helped establish Mongol dominance in central Asia and led to the destruction of the Byzantine Empire by the Turks.</p> <ul style="list-style-type: none"> • Mongol influence led to unified states in China and Korea, but the Mongol failure to conquer Japan allowed a feudal system to persist. • Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance. • The Renaissance in Europe introduced revolutionary ideas, 	<p>The Mongols conquered and united most of present day China and Korea for approximately 80 years during the 13th and 14th centuries. The Yuan Dynasty strengthened trade in China by exporting porcelain and silk.</p> <p>Growing opposition to the rule of the foreigners led to the overthrow of the Mongols. Korea and China reverted back to dynasties in their respective countries. The Mongols attempted to conquer Japan but were unsuccessful. Japan’s system of feudalism persisted and, over time, led to an isolated society that continued to the 19th century.</p> <p>Expectations for Learning Explain how the Mongol conquests led to unified states in China and Korea. Explain how the Mongol failure to conquer Japan allowed a feudal system to persist.</p> <p>Content Statement</p> <p>Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into western Europe as a result of the Muslim conquests, crusades and trade, influencing the European renaissance.</p> <p>Content Elaboration</p> <p>In grade six, students learned general knowledge about world religions, including Islam, as they relate to the overall culture of a region. At this level students focus on the impact of Islamic civilization as it spread throughout most of the Mediterranean in the period following the fall of Rome and its later impact on the European Renaissance.</p> <p>Muslims made contributions in medicine, science, math, art and architecture. Navigational advancements, including the quadrant, served as tools for European explorers.</p>
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	<p>leading to cultural, scientific and social changes.</p> <ul style="list-style-type: none"> • The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church. 	<p>Islamic achievements spread when Muslim rulers conquered most of the Middle East and parts of southern Europe, and from the trade that grew as a result of the Crusades. Islamic scholars preserved Classical texts and artifacts that influenced the Italian Renaissance.</p> <p>Expectations for Learning Describe achievements by the Islamic civilization and how these achievements were introduced into Western Europe.</p> <p>Content Statement The decline of feudalism, the rise of nation-states and the renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific, and social changes.</p> <p>Content Elaboration The decline in feudalism occurred for many reasons including the rise of the middle class and the Bubonic Plague. With a change from the more decentralized governments of feudalism to a more powerful central government, nations arose. These nations had defined borders, a common culture, and a central government.</p> <p>Europe in the 14th through 17th centuries experienced a period in which a rebirth of Greco-Roman ideas impacted culture, science and society. The Renaissance began in Italy and spread to other European countries. The social changes that took place during the Renaissance transformed every aspect of European society. The rebirth that took place was most evident in the arts, literature and education. Painters and sculptors depicted naturalistic scenes and realistic details of individuals. Some experimented in the use of perspective. Many writers focused on ideas for reforming society. It also was a period in which conventional scientific theories were challenged. The revolutionary ideas relating to the study of Earth and its place in the universe placed those who espoused them in conflict with the Roman Catholic Church. These ideas were made more accessible by the advent of the printing press and increased literacy.</p>
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	<p>First Global Age:</p> <ul style="list-style-type: none"> • Empires in Africa (Ghana, Mali and Songhay) and Asia 	<p>Content Statement</p> <p>Empires in Africa and Asia grew as commercial and cultural centers along trade routes.</p> <p>Content Elaboration</p>

	<p>(Byzantine, Ottoman, Mughal and China) grew as commercial and cultural centers along trade routes.</p> <ul style="list-style-type: none"> • The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies. • European economic and cultural influence dramatically increased through explorations, conquests and colonization. • The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today. 	<p>Trade was central to the economic and cultural development of African kingdoms, such as Ghana, Mali, and Songhai. Their wealth was primarily from the gold they mined, which attracted traders from Europe and the Middle East. These traders brought goods (e.g., salt, tools, cloth) and introduced Islam to the West African empires. Timbuktu became a leading commercial and cultural setting. It attracted scholars from many places due to its long and rich history of learning in religion, mathematics, music, law and literature.</p> <p>Important commercial and cultural centers also developed in Asia. The Byzantine empire flourished when it held the seat of the eastern Roman Empire and continued as an important trade center along the Silk Road. At its height, the Ottoman Empire encompassed much of North Africa, the Middle East and parts of eastern Europe. The strong empire of the Mughals in northern India enabled art, architecture and culture to flourish. The Khyber Pass served as an important trade route.</p> <p>China's great commercial and cultural centers grew as a result of its link to the western world through the Silk Road where culture and goods were exchanged.</p> <p>Expectations for Learning Describe how empires in Africa and Asia grew as commercial and cultural centers along trade routes.</p> <p>Content Statement</p> <p>The advent of the trans-Saharan slave trade had profound effects on both west and central Africa and the receiving societies.</p> <p>Content Elaboration</p> <p>Slavery existed in Africa long before the arrival of Europeans. Africans became slaves through debt or from being captured in warfare. For centuries, Africans were sold by their rulers to Arab traders who moved them across the Sahara to North Africa to sell in Mediterranean countries. Many Africans died during the transport across the desert.</p>
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		<p>Unlike the Atlantic slave trade, this form of slavery was not race-based. Slaves were more like indentured servants and there was more assimilation of slaves into the culture of North Africa due to the large number of integrated marriages. Slaves generally served as servants or soldiers in contrast to the harsh conditions for slaves in the Americas.</p> <p>The trans-Saharan slave trade contributed to the development of powerful African states on the southern fringes of the Sahara and in the East African interior. Rulers who sold slaves grew wealthy.</p> <p>This content serves as a foundational understanding of the slave trade as students will study the trans-Atlantic slave trade in grade eight. The trans-Saharan slave trade in Africa contributed to the European rationale for the trans-Atlantic slave trade.</p> <p>Expectations for Learning Describe the trans-Saharan slave trade and explain the effects on both West and Central Africa and the receiving societies.</p> <p>Content Statement</p> <p>European economic and cultural influence dramatically increased through explorations, conquests, and colonization.</p> <p>Content elaboration Imperialistic European powers gained new territories in the Americas, Africa, and Asia. Imperialism impacted the European economies as well as the territories they claimed. European powers gained new wealth from the resources they acquired through their explorations, conquests, and colonization. Their colonies also became markets for European products under the mercantilist system.</p> <p>The Europeans transformed the cultures of their new territories by establishing similar European governmental structures, converting the indigenous people to Christianity, and introducing their languages and technology. They also weakened and supplanted established cultures.</p> <p>Expectations for Learning</p>
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		<p>Analyze the impact of European explorations, conquest, and colonization on indigenous people.</p> <p>Analyze the impact of explorations, conquests, and colonization on European nations.</p> <p>Content Statement</p> <p>The Columbian exchange (i.e., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.</p> <p>Content elaboration</p> <p>The Columbian exchange had a global impact culturally and biologically. The arrival of Columbus in the Americas set in motion the exchange of animals, plants and diseases between Europe, the Americas and the rest of the world. Europeans introduced communicable diseases that ravaged the American Indian population. Diseases were also carried back to Europe, but with a less devastating impact than those brought to the Americas. The cultures in both continents adapted to these exchanges. The Columbian exchange impacted societies in ways still evident today.</p> <p>Specific examples of the Columbian exchange include:</p> <ul style="list-style-type: none"> • animals native to Europe: horses, pigs, sheep, cattle, and honeybees; • animals native to the Americas: turkeys; • crops imported to the Americas: bananas, beans, citrus fruits, coffee, grapes, olives, rice, and sugar cane; • crops exported from the Americas: cacao beans, maize/corn, potatoes, tomatoes, pineapples, pumpkins, peppers, and tobacco; and • communicable diseases: measles, small pox. <p>Expectations for Learning</p>
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		Explain how the Columbian exchange reshaped previously unconnected societies in ways still evident today.
Geography	<p>3. Spatial Thinking and Skills:</p> <p>Maps and other geographic representations can be used to trace the development of human settlement over time.</p>	<p>Content Statement</p> <p>Maps and other geographic representations can be used to trace the development of human settlement over time.</p> <p>Content Elaboration</p> <p>Maps and other geographic representations such as aerial photographs, satellite-produced imagery and geographic information systems (GIS) can be used to trace the development of human settlement from the past to the present.</p> <p>These tools can be used to show the spatial relationships within and among regions and how these relationships have affected human settlement over time. For example, maps can be used to show trade routes and transportation networks between regions as well as changing political boundaries. Maps and other geographic representations can be used to illustrate how population density varies in relation to resources and type of land.</p> <p>This standard should be incorporated throughout the year.</p> <p>Expectations for Learning</p> <p>Demonstrate how maps and other geographic representations can be used to trace the development of human settlement from past to present.</p>
	<p>Human Systems:</p> <p>Geographic factors promote or impede the movement of people, products and ideas.</p> <p>1. Trade routes connecting Africa, Europe and Asia fostered the spread of technology and major world</p>	<p>Content Statement</p> <p>Geographic factors promote or impede the movement of people, products and ideas.</p> <p>Content Elaboration</p> <p>Geographic factors can contribute to or impede the movement of people, products and ideas. This includes the ability to engage in trade and war, to explore and colonize new lands, to find new places for settlement, and to spread religion and frameworks for governing. This standard should be incorporated throughout the year.</p>

	<p>religions.</p> <p>2. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.</p>	<p>Geographic factors include:</p> <ul style="list-style-type: none"> • climate; • bodies of water; • mountains; • deserts; and • proximity to natural resources. <p>Expectations for Learning Describe how geographic factors can promote or impede the movement of people, products and ideas.</p> <p>Content Statement</p> <p>Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the eastern hemisphere.</p> <p>Content elaboration</p> <p>Trade routes connecting Africa, Asia and Europe not only provided an exchange of technology, but also helped spread religious ideas. Islam expanded as Muslim traders traveled along the Silk Road to Asia and along trade routes connected to African kingdoms. Christianity spread into Europe from the Middle East along the trade routes established by the Roman Empire, mainly through the network of roads built by the Romans. It also spread to China through the Silk Road, the major trade route connecting Europe and Asia. Traders from India spread Hinduism to southeast Asia (Indonesia). Judaism spread mostly because its followers were dispersed to areas controlled by the Roman Empire (Middle East, Europe, and North Africa). Buddhism spread throughout the eastern half of Asia through trade routes that evolved over time, including the Silk Road.</p> <ul style="list-style-type: none"> • Technology includes glass and paper making, the invention of the magnetic compass, and gunpowder. • Goods include silk, gold, precious metals and stones, ivory, ornamental weapons, utensils, and textiles.
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		<p>Expectations for Learning Explain how trade routes connecting Africa, Europe, and Asia fostered the spread of technology and major world religions.</p> <p>Content statement</p> <p>Improvements in transportation, communication, and technology have facilitated cultural diffusion among peoples around the world.</p> <p>Content elaboration Cultural diffusion is the spread of the traits, ideas, and products of a culture. Diffusion has increased over time with improvements in transportation, communication, and technology.</p> <p>Examples of cultural diffusion include:</p> <ul style="list-style-type: none"> • the roads built by the Romans allowed for the spread of Christianity; • the invention of the astrolabe and magnetic compass plus improvements in shipbuilding allowed for the exploration of new lands; • the inventions of paper and the printing press both led to mass productions of maps, pamphlets and books; and • the printing of the Bible hastened the Protestant Reformation. <p>This standard should be incorporated throughout the year.</p> <p>Expectations for Learning</p> <p>Identify examples of improvements in transportation, communication, and technology and explain how they have facilitated cultural diffusion among peoples around the world.</p>
Government	<p>Civic Participation and Skills:</p> <p>The ability to understand individual and group perspectives is essential to</p>	<p>Content Statement</p> <p>Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.</p> <p>Content Elaboration</p>

	<p>analyzing historic and contemporary issues.</p>	<p>Individuals and groups often hold differing perspectives on issues, both historic and contemporary. As students investigate issues, they should be challenged to understand the multiple perspectives that individuals and groups may have. This standard should be incorporated throughout the year.</p> <p>Create opportunities for students to make connections between modern vs historic perspectives. These connections can lead to opportunities for civic engagement.</p> <p>For example, the Magna Carta influenced the American colonists with their Declaration of Independence from Great Britain. Its influence today can be examined.</p> <p>Expectations for Learning Demonstrate how understanding individual and group perspectives is essential to analyzing historic and contemporary issues.</p>
	<p>6. Roles and Systems of Government:</p> <ul style="list-style-type: none"> • Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments. • With the decline of feudalism, consolidation of power resulted in the emergence of nation states. 	<p>Content Statement</p> <p>Greek democracy and the roman republic were a radical departure from monarchy and theocracy, influencing the structure and function of modern democratic governments.</p> <p>Content elaboration</p> <p>The Athenian form of democracy invested power with its citizens, not an individual ruler. It was a direct form of democracy since all citizens participated. The Roman Republic expanded the Greek model of democracy. It was a representative government with elected officials, division of powers, and an emphasis on civic duty. The powers of the Roman government were divided among the Senate, the Consuls, and the Assemblies. Roman citizens had rights and were expected to vote, register for the census, and perform military service. Many governments today were influenced by the Greek and Roman models. Athenian citizens consisted of males over 18 with Athenian fathers.</p>

		<p>Roman citizens consisted of males with a parent who was a citizen, freed slaves, and other males who made a huge payment to the government.</p> <p>An example of the influence of the Greek and Roman models is the connection of the United States to the democratic ideals of Greece and the representative structure of Rome.</p> <p>Expectations for Learning</p> <p>Describe how Greek democracy and the roman republic were radical departures from monarchy and theocracy.</p> <p>Explain how Greek democracy and the roman republic influenced the structure and function of modern democratic governments</p> <p>Content Statement</p> <p>With the decline of feudalism, consolidation of power resulted in the emergence of nation states.</p> <p>Content elaboration</p> <p>There were many causes of the decline of feudalism in Western Europe, including the impact of trade that developed as a result of the Crusades, the transition from a land-based economy to a money-based economy, the growth of towns and the increase in centralized governments. Kings began to consolidate power, lessening the power of nobles. This led to the rise of nation states.</p> <p>As monarchs of the other European nation states consolidated power, the lesser nobles of England limited the authority of their king by forcing him to sign the Magna Carta. Consequently, the power of English monarchs was not as absolute as their European counterparts.</p> <p>The Magna Carta led to the development of democratic principles that would eventually influence the Declaration of Independence and American Revolution.</p> <p>Expectations for Learning</p> <p>Explain how the decline of feudalism in Western Europe and consolidation of power resulted in the emergence of nation states.</p>
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<p>Economics</p>	<p>7. Economic Decision Making and Skills:</p> <p>Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.</p>	<p>Content Statement</p> <p>Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.</p> <p>Content Elaboration</p> <p>Economic decisions, whether they are made by individuals, governments or businesses, are generally made by weighing the costs against the benefits. This decision-making process is referred to as cost-benefit analysis. This standard should be incorporated throughout the year.</p> <p>Historical examples can be found in decisions of early civilizations and countries to establish trade routes, engage in slave trade, explore and colonize new lands.</p> <p>Expectations for Learning</p> <p>Explain why individuals, governments, and businesses must analyze costs and benefits when making economic decisions.</p> <p>Describe how cost-benefit analysis of an action consists of short- and long-term consequences.</p>
	<p>Scarcity:</p> <p>The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.</p>	<p>Content Statement</p> <p>The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and interdependence.</p> <p>Content elaboration</p> <p>Productive resources are not distributed equally around the world. Productive resources are the resources used to make goods and services. The abundance or lack of resources in a region contributes to specialization and trade with other regions. Specialization is the concentration of production on fewer kinds of goods and services than are consumed. When regions and/or countries specialize, they trade to obtain goods and services they want but do not or</p>

		<p>cannot produce. As societies grew and trade expanded, interdependence increased. This standard should be incorporated throughout the year.</p> <p>Possible examples: The availability of productive resources such as tea and spices in Asia, tobacco, cotton, coffee, gold and silver in the Americas, and ivory, salt and gold in Africa, led these regions to specialize. They traded for goods they did not have and wanted. This exchange promoted global interdependence.</p> <p>Expectations for Learning</p> <p>Explain how trade leads to specialization and interdependence. Analyze how distribution of resources leads to specialization and trade.</p>
	<p>Markets: The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.</p>	<p>Content Statement</p> <p>The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.</p> <p>Content elaboration</p> <p>Markets grew with the development of cities and empires. The increased demand of goods and services by larger populations led to the growth of markets.</p> <p>Consequently, growth of markets encouraged specialization and advanced a more efficient system for the exchanges of goods and services. The barter system limited market exchanges, so standardized money-based systems were created.</p> <p>Expectations for Learning</p> <p>Explain how the growth of cities and empires fostered the growth of markets.</p> <p>Describe how market exchanges encouraged specialization and the transition from barter to monetary economies.</p>

Classical Academy - College and Career Ready Standards Alignment: World Languages - Latin

Communication (C1)
Interpretive Communication — Listening

Standard C1.1

Performance Level

Demonstrate understanding, interpret, and analyze what is heard on a variety of topics.

Novice Low (NL)

Novice Low Learners recognize memorized words and some phrases to

- a) identify the sound of a letter.
- b) determine isolated words, particularly when accompanied by gestures or pictures.

Novice Mid (NM)

Novice Mid Learners recognize memorized words and phrases to

- a) identify simple greetings and a few courtesy phrases. (e.g., greetings and basic commands/directions).
- b) isolate words and phrases learned for specific purposes.

Novice High (NH)

Novice High Learners begin to recognize simple sentences to

- a) comprehend simple questions or statements in the target language on familiar topics in context.
- b) understand simple information when presented with visual support.
- c) indicate the main idea of a simple conversation on familiar topics.
- d) follow the narrative of a simple story being read aloud.

Intermediate Low
(IL)

Intermediate Low Learners recognize basic sentences to

- a) determine the basic purpose of a text.
- b) follow questions and simple statements on familiar topics when participating in a conversation.
- c) distinguish texts related to familiar topics in context.

Intermediate Mid (IM)

Intermediate Mid Learners begin to recognize connected sentences to

- a) identify basic information in stories, dialogues, and other spoken or recorded messages in one's everyday life.
- b) determine the main idea of self-selected resources (e.g., music, spoken poetry, etc.) in the target language.

<p>Intermediate High (IH)</p>	<p>Intermediate High Learners recognize connected sentences to</p> <ul style="list-style-type: none"> a) comprehend straightforward information or interactions. b) determine details in stories, dialogues, and other spoken or recorded messages. c) understand situations with complicating factors. d) follow directions and instructions.
<p>Advanced Range</p>	<p>Advanced Range Learners recognize sequences of sentences.</p> <ul style="list-style-type: none"> a) comprehend and distinguish descriptions and stories of events in various time frames. b) determine the main idea and many details of a narrative in the target language from a variety of genres. c) understand detailed reports and narratives. d) distinguish various viewpoints in extended arguments. e) understand discussions and presentations on many concrete and abstract topics.

Communication (C1) Interpretive Communication - Reading

Performance Level	Standard C1.2
	Interpret, analyze, and demonstrate understanding of written materials on a variety of topics.
Novice Low (NL)	<p>Novice Low Learners recognize memorized words and some phrases to</p> <ul style="list-style-type: none"> a) identify Roman or Greek letters, including those that function differently from those of the English alphabet. b) connect some words or phrases to their meanings.
Novice Mid (NM)	<p>Novice Mid Learners recognize memorized words and phrases to</p> <ul style="list-style-type: none"> a) identify words and phrases with the help of visuals. b) use prefixes and roots of words to interpret the meaning of new words. c) distinguish the patterns in different parts of speech.
Novice High (NH)	<p>Novice High Learners begin to recognize simple sentences to</p> <ul style="list-style-type: none"> a) understand familiar words, phrases, and sentences within short and simple authentic texts related to everyday life. b) understand the main idea of written materials. c) distinguish grammatical structures to comprehend the message of simple texts. d) use word endings and grammatical functions to understand texts. e) comprehend simple written questions related to a familiar text.

Intermediate Low (IL)	<p>Intermediate Low Learners recognize basic sentences to</p> <ul style="list-style-type: none"> a) understand basic grammatical relationships (e.g., noun-adjective agreement, subject-verb agreement, prepositional phrases, or pronouns) in sentences with straightforward syntax. b) comprehend more difficult written passages with a variety of high frequency words and phrases. c) infer the meaning of unfamiliar vocabulary, based on knowledge of the target language. d) express an opinion of a passage by citing individual words or short phrases. e) produce a generally accurate summary of isolated parts of a passage.
Intermediate Mid (IM)	<p>Intermediate Mid Learners recognize basic sentences to</p> <ul style="list-style-type: none"> a) begin to recognize connected sentences. b) understand grammatical relationships (e.g., verbals, subjunctives, indirect statements) in sentences with straightforward syntax or occasionally in sentences with complex syntax. Articulate the main idea and many details when reading some un-adapted passages. Distinguish between easily confused words. c) demonstrate literal comprehension of a wide variety of vocabulary and recognize figurative meanings in context. d) identify rhetorical devices as they appear in passages. e) Support discussion of a passage by citing and analyzing phrases. f) Demonstrate some understanding of an author’s implied point of view, tone, or opinions about people or events.
Intermediate High (IH)	<p>Intermediate High Learners recognize connected sentences to</p> <ul style="list-style-type: none"> a) understand a wide variety of grammatical relationships in sentences with complex syntax. b) articulate the main idea and many details when reading un-adapted passages. c) support the analysis of a passage, including the identification of rhetorical or stylistic features. d) apply specific and generally relevant citations to support the analysis of a passage. e) support analysis of a passage with reference to the author’s implied point of view, tone, or opinions about people or events. f) identify long and short syllables in a metrical foot and accurately scan some metrical patterns, including lines where elision occurs with adjacent vowels.

Advanced	<p>Advanced Range Learners recognize sequences of sentence to</p> <ul style="list-style-type: none">a) demonstrate a balanced, nuanced understanding of an un-adapted passage.b) understand common words and several low frequency words in prepared passages as they are used in context.c) articulate the main idea and many details when reading unfamiliar passages.d) explain how a specific example of target language usage or stylistic feature is relevant to the analysis of an un-adapted passage.e) apply specific and relevant citations to support the analysis of a passage.f) identify metrical components and accurately scan some metrical patterns, including lines where there is consonantal <i>i</i> or elision with <i>m</i> or <i>h</i>.
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Communication (C1) Presentational — Speaking

Performance Level	Standard C1.3 Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
Novice Low (NL)	<p>Novice Low Learners use memorized words and some phrases to</p> <ul style="list-style-type: none"> a) recite what they have learned. b) state the names of familiar people, places, and objects with visual support. c) introduce oneself to a group.
Novice Mid (NM)	<p>Novice Mid Learners use memorized words and phrases to</p> <ul style="list-style-type: none"> a) describe familiar items in one’s immediate environment. b) describe oneself and others. c) state likes and dislikes. d) describe daily activities. e) recite parts of poems or rhymes.
Novice High (NH)	<p>Novice High Learners begin to use simple sentences to</p> <ul style="list-style-type: none"> a) present information about familiar items in one’s environment. b) discuss modern daily activities and/or the daily activities of the classical culture.
Intermediate Low (IL)	<p>Intermediate Low Learners create basic sentences to</p> <ul style="list-style-type: none"> a) describe modern people, activities, events, or experiences directly related to oneself or to the classical culture/history. b) express one’s needs, wants, or preferences on topics of interest. c) interpret and discuss instructions, directions, and maps.

<p>Advanced Range (AR)</p>	<p>Advanced Range Learners create sequences of sentences to</p> <ul style="list-style-type: none"> a) explain multiple viewpoints using supporting arguments in various time frames and moods. b) describe topics of social concern in various time frames and moods. c) present information on general topics of the classical culture using technical terminology in a variety of tenses and moods.
<p>Intermediate High (IH)</p>	<p>Intermediate High Learners create and connect sentences to</p> <ul style="list-style-type: none"> a) research and describe more sophisticated academic topics within the content areas. b) explain events and activities from the classical culture/history. c) defend a point of view using supporting evidence. d) present information on general topics of the classical culture using technical terminology with a variety of tenses.
<p>Intermediate Mid (IM)</p>	<p>Intermediate Mid Learners create and begin to connect sentences to</p> <ul style="list-style-type: none"> a) discuss one’s personal and social experiences. b) research and describe a topic (e.g., the home, daily life, religion, and history) on the classical culture/history. c) present on a classical cultural/historical issue and state one’s viewpoint.

Communication (C1) Presentational - Writing

Performance Level	Standard C1.4
	Present information on multiple topics for a variety of purposes using appropriate formats, considering the intended audience.
Novice Low (NL)	<p>Novice Low Learners use memorized and some phrases to</p> <ul style="list-style-type: none"> a) copy some letters, words, and phrases presented from a variety of texts. b) label familiar people, places, and objects in a variety of texts.
Novice Mid (NM)	<p>Novice Mid Learners use memorized words and phrases to</p> <ul style="list-style-type: none"> a) write about oneself.
Novice High (NH)	<p>Novice High Learners begin to use simple sentences to</p> <ul style="list-style-type: none"> a) describe familiar items in the immediate environment. b) discuss general topics of the classical culture and history. c) write about modern daily activities and/or the daily activities of the classical culture.
Intermediate Low (IL)	<p>Intermediate Low Learners create basic sentences to</p> <ul style="list-style-type: none"> a) discuss people, activities, events, and experiences. b) prepare materials for a presentation. c) give basic instructions on how to do something.
Intermediate Mid (IM)	<p>Intermediate Mid Learners create and begin to connect sentences to</p> <ul style="list-style-type: none"> a) write messages, announcements, and invitations. b) compose a simple paragraph about a learned or researched topic. c) create simple communications for public distribution (e.g. flyers, brochures, and posters).

Intermediate High (IH)	Intermediate High Learners create and connect sentences to <ul style="list-style-type: none">a) write about school and social experiences.b) explain historical topics of significance.c) summarize basic narrative texts.
Advanced Range (AR)	Advanced Range Learners create sequences of sentences to <ul style="list-style-type: none">a) compose a well-organized message for a variety of purposes.b) employ a variety of verb tenses, moods, and other advanced grammatical structures in one's writing.c) present and elaborate on a particular point of view.d) use a variety of idioms in one's writing.e) select precise language based on various audiences in one's writing.

Culture (C2) Relating Cultural Practices to Perspectives

Performance Level	Standard C2.1
Novice Range (NR)	<p>Investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied.</p> <p>Novice Range Learners in elementary and middle school</p> <ul style="list-style-type: none"> a) use appropriate gestures and oral expressions in social interactions. b) identify age-appropriate cultural activities (e.g., games, coming-of-age rituals, storytelling, and dramatizations). c) use words and phrases to describe what people from classical cultures are doing in texts or visual media (e.g., images, film, vase paintings, statues). d) draw conclusions about characteristics of daily life in the classical culture after looking at texts or visual media. e) list practices observed in a visual representation or text concerning a festival or holiday celebrated in classical culture. <p>In addition to the above, Novice Range Learners in high school</p> <ul style="list-style-type: none"> f) describe practices observed in a visual representation or text in a classical culture. g) describe simple interactions from daily life in the classical culture.

<p>Intermediate Range (IR)</p>	<p>Intermediate Range Learners in elementary and middle school</p> <ul style="list-style-type: none"> a) examine, analyze, and exchange information on patterns of typical behavior in classical culture. b) distinguish informal and formal ways to address peers and adults. c) simulate age-appropriate classical cultural practices from daily life. d) investigate, draw comparisons between, and explain the interaction of practices and perspectives of the cultures studied. <p>In addition to the above, Intermediate Range Learners in high school</p> <ul style="list-style-type: none"> e) identify and analyze classical cultural practices using authentic materials. f) analyze the relationship between practices, products, and perspectives.
<p>Advanced Range (AR)</p>	<p>Advanced Range Learners</p> <ul style="list-style-type: none"> a) simulate culturally-appropriate behaviors in a variety of situations from classical culture. b) connect classical practices to associated products, giving evidence-based reasons for the perspectives proposed. c) identify and analyze various patterns of behavior or interactions typical of classical culture as represented in authentic materials.

CORNERSTONE: Culture (C2)
Relating Cultural Products to Perspectives

Performance Level	Standard C2.2
	Investigate, explain, and reflect on the relationship between the products and perspectives of the culture(s) studied.
Novice Range (NR)	<p>Novice Range Learners in elementary and middle school</p> <ul style="list-style-type: none"> a) observe, discuss, and produce types of artwork, crafts, or graphic representations made within the classical culture. b) identify cultural products and their purposes in classical culture. c) demonstrate the relationship between products, practices, and perspectives.
	<p>In addition to the above, Novice Range Learners in high school</p> <ul style="list-style-type: none"> d) identify the author and place of origin of short poems, stories, and plays from the classical culture. e) provide simple reasons for the role and importance of products from the classical culture.
Intermediate Range (IR)	<p>Intermediate Range Learners in elementary and middle school</p> <ul style="list-style-type: none"> a) identify and investigate the functions of tangible products of classical culture. b) engage with tangible and intangible products of classical culture.
	<p>In addition to the above, Intermediate Range Learners in high school</p> <ul style="list-style-type: none"> c) utilize authentic resources (e.g., images or facsimiles of papyri, manuscripts, and material culture) to identify and analyze products and their use in classical culture. d) analyze the relationship between products, practices, and perspectives.

Advanced Range (AR)	<p>Advanced Range Learners</p> <ul style="list-style-type: none">a) describe how cultural products have changed or disappeared over time.b) identify, research, and analyze the role and importance of products from classical culture (e.g., products found in literature, art, and architecture).c) discuss and explore the relationships among social, economic, and political institutions (e.g. patron-client system) and the perspectives of classical culture.d) connect products to associated practices and give evidence-based cultural insights about the classical culture.
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Connections (C3) Making Connections

Standard C3.1

Performance Level

Build, reinforce, and expand knowledge of other content areas while using the target language to develop critical thinking and to solve problems creatively.

Novice Range (NR)

Novice Range Learners in elementary and middle school

- a) identify and label maps of the classical world.
- b) identify items on charts or visuals used as instructional materials in other content areas, such as math (e.g., measurements), science (e.g., animals), the arts (e.g., musical instruments), and social studies (e.g., geographical formations).
- c) recognize and use Roman numerals and the vocabulary associated with counting.
- d) read or listen to stories from classical culture and compare them to familiar stories from the same genre (e.g., folklore, myths, legends, fables).
- e) compare songs or chants with simple lyrics.
- f) identify the planets and some constellations and the inspirations for their names.

In addition to the above, Novice Range Learners in high school

- g) investigate schools in the classical world and compare them to their own school.
- h) examine house plans, sanctuaries, and mixed use spaces (e.g., the agora or forum) and compare them with modern structures.
- i) distinguish how the diets of classical culture relate to our eating habits today.
- j) identify how classical languages are used to name scientific terms (e.g. parts of the human body, animals, and plants).

<p>Intermediate Range (IR)</p>	<p>Intermediate Range Learners in elementary and middle school</p> <ul style="list-style-type: none"> a) compare maps of the classical world to the modern world. b) explain the significance of aspects of classical life (e.g., the home, a military camp, the baths) and compare to the [modern] United States. c) discuss classical influences on modern writings.
	<p>In addition to the above, Intermediate Range Learners in high school</p> <ul style="list-style-type: none"> d) describe a major figure from the classical world that influenced history, science, or the arts. e) compare political campaign material from the classical world to similar material from the [modern] United States. f) explore political sentiments and discourse from the classical world and compare them to recent and current political discourse in the United States and around the world. g) research historical or cultural events from the classical world and compare them to similar events in United States history. h) relate lines and themes in modern music to similar expressions of emotion conveyed by authors from the classical world.

Advanced Range (AR)	<p>Advanced Range Learners in high school</p> <ul style="list-style-type: none">a) determine the influence of historic events from the classical culture on current issues or events.b) compare and contrast themes from classical literature to modern day literature.c) compose a fable, narrative, drama, or speech in response to a text.d) explain the importance and historical context of a classical piece of art.e) analyze how classical literature had influenced modern English literature.f) explore the concepts of hospitality and xenophobia in classical cultures.g) assess the musical and mathematical aspects of meter found in classical poetry.h) identify and analyze characteristics of different text types and genres.i) describe how a modern film or story retells a classical story.j) analyze inscriptions to discover common attitudes in the classical world (e.g. military service, relationships with the gods, public service, or death and commemoration).
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Connections (C3)
Acquiring Information and Diverse Perspectives

Standard C3.2

Performance Level

Access and evaluate information and diverse perspectives that are available through the target language and its cultures.

Novice Range (NR)

Novice Range Learners in elementary and middle school

- a) identify classical elements of a work of art.
- b) determine words that originate from the target language.
- c) predict the nature of planets based on the characteristics of the Roman gods after which they are named.
- d) identify the properties of plants based the classical roots of their names.

In addition to the above, Novice Range Learners in high school

- e) identify the roots of words that originate from the target language and begin to explain the connections implied by those roots.
- f) examine specific family-related vocabulary that may not have equivalents in one’s native language.

Intermediate Range
(IR)

Intermediate Range Learners in elementary and middle school

- a) identify the influence of Greek and Roman elements on a work of modern art.
- b) identify appropriations of ancient mythology in modern culture, and note the differences between ancient and modern versions.

	<p>In addition to the above, Intermediate Range Learners in high school</p> <ul style="list-style-type: none"> c) identify the roots of words that originate from the target language and explain the connections and/or biases implied by those roots. d) compare an original classical text with other interpretations or versions. e) explore short passages from classical mathematical, geographical, and scientific texts (e.g. Pythagorean theorem, travel, medicine, and public health).
<p>Advanced Range (AR)</p>	<p>Advanced Range Learners in high school</p> <ul style="list-style-type: none"> a) identify appropriations of ancient mythology in modern culture, noting the differences between ancient and modern versions, and theorize reasons why modern artists may have made decisions to diverge from the traditional form. b) compare Stoic and Epicurean philosophies with modern-day philosophies and discuss perspectives on how to live life well.

CORNERSTONE: Comparisons (C4) Language Comparisons

Standard C4.1

Performance Level

Investigate, explain, and reflect on the nature of language through comparisons of the classical language and one's own.

Novice Range (NR)

Novice Range Learners in elementary and middle school

- a) cite and use examples of words from the target language that are similar to one's own language.
- b) recognize loaned words, phrases, mottoes, and abbreviations from the target language adopted by the English language.
- c) compare word order in simple sentences of the target language to one's own language.
- d) compare and contrast the sounds and writing systems of one's own language with the target language.

In addition to the above, Novice Range Learners in high school

- e) identify cognates and derivatives between the target language and one's own language and explain the patterns that connect them.
- f) recognize idiomatic expressions in both the native and target languages and talk about how idiomatic expressions work.

<p>Intermediate Range (IR)</p>	<p>Intermediate Range Learners in elementary and middle school</p> <ul style="list-style-type: none"> a) identify words in the target language that have no direct or simple translation in one's native language. b) compare word order in increasingly complex sentences in the target language to those in one's native language. c) notice how different time frames are expressed in the target language and one's own.
	<p>In addition to the above, Intermediate Range Learners in high school</p> <ul style="list-style-type: none"> d) analyze the similarities of cognates, derivatives, and affixes of the target language and one's own language. e) compare word order and syntactic systems in increasingly complex sentences in the target language to those in one's native language. f) compare how different time frames and aspects are expressed in the target and native languages and describe how those differences affect the meaning of the text. g) compare and analyze idiomatic expressions in the target language and one's native language and hypothesize about their origins.

Advanced Range (AR)	<p>Advanced Range Learners in high school</p> <ul style="list-style-type: none">a) compare the choices and uses of prepositions and inflected forms among languages.b) draw conclusions about the evolution of language based on the variance in meaning among cognates and derivatives of multiple languages.c) analyze elements of the target language (e.g., tense, voice, aspect, mood or linguistic elements) in one’s native language and describe how languages use forms to express time and tense relationships.d) compare complex syntactic functions (e.g., subordination of clauses and participial constructions) to express meaning in the target and native languages.e) observe elements of genre and style in the target language and examine the authors purpose for using the specific language.f) discuss the relationship between word order and meaning and how this may or may not reflect the ways in which cultures organize information and view the world.
------------------------	--

Comparisons (C4) Cultural Comparisons

Standard C4.2

Performance Level

Investigate, explain, and reflect on the concept of culture through comparisons of the target culture and one’s own.

Novice Range (NR)

Novice Range Learners in elementary and middle school

- a) contrast tangible and intangible products of classical cultures to one’s own.
- b) compare simple patterns of behavior of classical cultures to one’s own.
- c) explore celebrations and holidays from one’s own culture and those in the classical cultures.

In addition to the above, Novice Range Learners in high school

- d) identify and contrast creative works (e.g., literature, artwork, and architecture) from the classical cultures to one’s own.

Intermediate Range (IR)

Intermediate Range Learners in elementary and middle school

- a) examine daily routines of one’s own culture in contrast with those in the classical culture.
- b) compare characteristics and attributes of Greek and Roman gods, and contrast them with religious figures and values in one’s own culture.

	<p>In addition to the above, Intermediate Range Learners in middle school and high school</p> <ul style="list-style-type: none"> c) draw conclusions as to why certain tangible and intangible products originate in and/or are important to particular cultures by analyzing products from the classical culture and one's own. d) analyze the effect of physical spaces (e.g. the Coliseum) upon the classical culture and explain their influence on today's spaces. e) compare the role and importance of family and friends in the classical culture with one's own. f) juxtapose educational practices, subject matter, and attitudes toward school in the classical culture with one's own. g) compare the role of social networking and patronage in the classical culture with one's own. h) explore entertainment and leisure options from the classical culture, and describe the similarities and differences to today's world.
<p>Advanced Range (AR)</p>	<p>Advanced Range Learners in high school</p> <ul style="list-style-type: none"> a) differentiate sources of political power (e.g., oligarchic structures, populism) in the classical cultures to one's own. b) explain similarities in the value placed on work and leisure time in the classical culture with one's own. c) compare the value of common practices (e.g., ancestral worship, funerary practices) throughout time in the classical culture and one's own. d) explain the importance placed on individual needs versus community needs in the classical culture with one's own. e) compare the construction of gender roles in the classical culture with one's own.

Communities (C5) School and Global Communities	
Performance Level	Standard C5.1
Novice Range (NR)	<p>Novice Range Learners in elementary and middle school</p> <ul style="list-style-type: none"> a) identify places where the target language is used (e.g., finding Latin words found on inscriptions, modern signs, or advertisements). b) research opportunities for participation in school, community, or language competitions. c) explore words from the Classical world that are present in the English and Romance languages. d) identify professions in which knowledge the Classical world is beneficial. e) explore the classical world’s presence in the community (e.g., museum exhibitions, documentaries).
	<p>In addition to the above, Novice Range Learners in high school</p> <ul style="list-style-type: none"> f) communicate with other target language learners in person or through use of technology. g) simulate interactions that might have taken place in the Classical world.
Intermediate Range (IR)	<p>Intermediate Range Learners in elementary and middle school</p> <ul style="list-style-type: none"> a) research the use of the target language or knowledge of the Classical world in various fields of work in today’s world. b) explore the classical world’s presence in the community and explain its impact on its community members.

	In addition to the above, Intermediate Range Learners in high school c) discuss career opportunities available to people with knowledge of the Classical world.
Advanced Range (AR)	Advanced Range Learners in high school a) discuss career opportunities available to people with knowledge of the Classical world, and explore the steps one might take to become a professional in that field.

Communities (C5) Lifelong Learning	
Performance Level	Standard C5.2
	Use the target language for enrichment and advancement.
Novice Range (NR)	Novice Range Learners in elementary school a) interpret materials and/or use media from the target language and culture. b) exchange information about topics of personal interest. c) identify music or songs in the target language.
	In addition to the above, Novice Range Learners in middle school and high school d) set learning goals for language acquisition.

Intermediate Range (IR)	<p>Intermediate Range Learners in elementary and middle school</p> <p>a) consult various sources in the target language to obtain information on topics of personal interest.</p>
	<p>In addition, Intermediate Range Learners in high school</p> <p>b) reflect and collect evidence on language acquisition goals to plan one's next steps in the language learning process.</p>
Advanced Range (AR)	<p>Advanced Range Learners in high school</p> <p>a) regularly consult Classical resources above one's ability in order to increase language proficiency.</p>

World Language - Classical Latin

Units of Study

Grade 6 Latin I

Unit I	Lingua Latina, Chapter 1: "The Roman Empire," Section I Wheelock's, Chapter 1 To Be a Roman, Chapter 1: "Roman Society" Lingua Latina, Chapter 1: "The Roman Empire," Sections II and III
Unit II	Wheelock's, Chapter 2 To Be a Roman, Chapter 2: "The Family" Lingua Latina, Chapter 2 "The Roman Family," Sections I-III
Unit III	Wheelock's, Chapter 3 Thirty-Eight Latin Stories To Be a Roman, Chapter 3: "The Religious Rituals of the Family" Lingua Latina, Chapter 3: "The Rude Boy," Section I
Unit IV	Wheelock's, Chapter 4 Thirty-Eight Latin Stories: "The Tragic Story of Phaethon" To Be a Roman, Chapter 4: "Roman Housing" Lingua Latina, Chapter 3: "The Rude Boy," review Section I, read Section II
Unit V	Wheelock's, Chapter 5 Thirty-Eight Latin Stories: "The Adventures of Io" To Be a Roman, Chapter 5: "Domestic Life" Lingua Latina, Chapter 3: "The Rude Boy," review Sections I-II, read Section III
Unit VI	Wheelock's, Chapter 7 Thirty-Eight Latin Stories To Be a roman, Chapter 6: "Education" Lingua Latina, Chapter 4: "The Master and the Slave", Section I
Unit VII	Wheelock's, Chapter 7 Thirty-Eight Latin stories: "Cleobis and Biton" To Be a Roman, Chapter 7: "Slavery" Lingua Latina, Chapter 4: "The Master and the Slave," review Section I, read Section II
Unit VIII	Wheelock's, Chapter 8 Thirty-Eight Latin Stories: "Laocoon and the Trojan Horse"

	To Be a Roman, Chapter 8: “Freedmen and Freedwomen” Lingua Latina, Chapter 5: “The Villa and the Garden,” Sections I-II
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Grade 7 Latin II

Unit IX	Wheelock’s, Chapter 9 Thirty-Eight Latin Stories: “Nisus and Euryalus” Lingua Latina, Chapter 6: “The Latin Road,” Sections I-II
Unit X	Wheelock’s, Chapter 10 Thirty-Eight Latin Stories: “Aurora and Tithonus” To Be a Roman, Chapter 10: “Law and Order” Lingua Latina, Chapter 7: “The Girl and the Rose,” Section I
Unit XI	Wheelock’s, Chapter 11 Thirty-Eight Latin Stories: “Ulysses and the Cyclops” Lingua Latina, Chapter 7: “The Girl and the Rose,” review Section I, read Sections II-III
Unit XII	Wheelock’s, Chapter 12 Thirty-Eight Latin Stories: “A Gift Bearing Greeks” To Be a Roman, Chapter 11: “Farming” Lingua Latina, Chapter 8: “A Roman Shop,” Section I
Unit XIII	Wheelock’s, Chapter 13 Thirty-Eight Latin Stories: “Echo and Handsome Narcissus” Lingua Latina, Chapter 8: “A Roman Shop,” review Section I, read Section II
Unit XIV	Wheelock’s, Chapter 14 Thirty-Eight Latin Stories: “Europa and the Bull” To Be a Roman, Chapter 12: “Occupations” Lingua Latina, Chapter 8: “A Roman Shop,” reviews Sections I-II, read Section III
Unit XV	Wheelock’s, Chapter 15 Thirty-Eight Latin Stories: “How the Aegean Got Its Name” Lingua Latina, Chapter 9: “The Shepherd and the Sheep,” Section I
Unit XVI	Wheelock’s, Chapter 16 Thirty-Eight Latin Stories: “The Wrath of Achilles” To Be a Roman, Chapter 13: “Travel and Trade” Lingua Latina, Chapter 9: “The Shepherd and the Sheep,” review Section I, read Section II
Unit XVII	Wheelock’s, Chapter 17

	<p>Thirty-Eight Latin Stories: “The Myrmidons (Ant People)” Lingua Latina, Chapter 10: “Beasts and Humans,” Sections I-III</p>
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Grade 8 Latin III

Unit XVIII	<p>Wheelock’s, Chapter 18 Thirty-Eight Latin Stories Ritchie’s Fabulae Faciles: Section 1</p>
Unit XIX	<p>Wheelock’s, Chapter 19 Thirty-Eight Latin Stories: “The Judgment of Paris” To Be a Roman, Chapter 15: “Leisure Activities” Ritchie’s Fabulae Faciles: Section 2</p>
Unit XX	<p>Wheelock’s, Chapter 20 Thirty-Eight Latin Stories: “The Labors of Hercules” To Be a Roman, Chapter 16: “Public Entertainment” Ritchie’s Fabulae Faciles: Section 3</p>
Unit XXI	<p>Wheelock’s, Chapter 21 Thirty-Eight Latin Stories: “The Golden Age Returns” Ritchie’s Fabulae Faciles: Section 4</p>
Unit XXII	<p>Wheelock’s, Chapter 22 Thirty-Eight Latin Stories: “Cicero Reports His Victory over Catiline” To Be a Roman, Chapter 17: “Religion” Ritchie’s Fabulae Faciles: Section 5</p>
Unit XXIII	<p>Wheelock’s, Chapter 23 Thirty-Eight Latin Stories: “Watching the Orator at Work” Ritchie’s Fabulae Faciles: Section 6</p>
Unit XXIV	<p>Wheelock’s, Chapter 24 Thirty-Eight Latin Stories: “Caesar’s Camp Is Attacked by Belgians” To Be a Roman, Chapter 18: “Stages in the Lives of Boys and Men” Ritchie’s Fabulae Faciles: Section 7</p>
Unit XXV	<p>Wheelock’s, Chapter 25 Thirty-Eight Latin Stories: “The Character of Catiline’s Followers” Ritchie’s Fabulae Faciles: Section 8</p>
Unit XXVI	<p>Wheelock’s, Chapter 26 Thirty-Eight Latin Stories: “The Virtues of the Orator Cato”</p>

	To Be a Roman, Chapter 19: “Stages in the Lives of Girls and Women” Ritchie’s Fabulae Faciles: Section 9
Unit XXVII	Wheelock’s, Chapter 27 Thirty-Eight Latin Stories: “Old Age is Not a Time for Despair” Ritchie’s Fabulae Faciles: Sections 10-11

Grade 9 Latin IV

Unit XXVIII	Wheelock’s, Chapter 28 Thirty-Eight Latin Stories: “Two Love Poems by Catullus” Ritchie’s Fabulae Faciles: Section 12
Unit XXIX	Wheelock’s, Chapter 29 Thirty-Eight Latin Stories: “Quintilian Praises the Oratory of Cicero” Ritchie’s Fabulae Faciles: Section 13
Unit XXX	Wheelock’s, Chapter 30 Thirty-Eight Latin Stories: “Pliny Writes to His Friends” Ritchie’s Fabulae Faciles: Section 14
Unit XXXI	Wheelock’s, Chapter 31 Thirty-Eight Latin Stories: “Lucretia: Paragon of Virtue” Begin Reading Ritch’s Fabulae Faciles: Sections 15-100.
Unit XXXII	Wheelock’s, Chapter 33
Unit XXXIII	Wheelock’s, Chapter 37
Unit XXXIV	Wheelock’s, Chapter 39
Eclectic Concepts	Concepts that should be taught but treated only briefly, reserving most instruction for where they appear in actual Latin texts.

Grade 10-12 Latin V (Elective)

This is a course designed for the teacher and school to take great ownership of content, pacing, and in the case of students taking the AP Latin exam, of preparation. (See BCSI program guide for further instructions)



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Division of Education Analytics and Resources
Office of Nonpublic Schools
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-2831

August 2022
State Board of Education Meeting
Commissioner’s Nonpublic School Approval Designation Report
Executive Summary
New Grade Level Offered Approval

A. Action Needed

A vote is needed to accept and approve the recommended designations for a New Hampshire non-public school. The Harkness House seeks approval to add grade 6 to its approved grade 7 – 9 offerings.

B. Rationale for Action

Pursuant to The Code of Administrative Rules, Ed 403.01 and 403.02, a school may change the programs offered provided they demonstrate compliance to the rules, as outlined below, and receive approval by the State Board of Education.

Ed 403.01 (a), (1) An applicant... [shall] be recommended approved status... if the applicant complies with the following requirements: (2) [Submitting] the letter of intent [to] include [the] Program of studies or other document(s) that explain academic content, assessment processes, and promotion requirements for each grade level and high school diploma requirements if applicable.

Ed 403.02 [An] approved nonpublic school seeking continuation of its approval status... shall submit written documentation of the following information: (1) Any substantive change(s) in the school’s educational purposes and objectives that has occurred since the date of initial operation or the submittal of the last report;

C. Effects of this Action

Approval of this Report allows The Harkness House to expand grade levels to include grade 6.

D. Possible Motion

I move that the State Board accept and approve The Harkness House’s request to add grade 6 for the remaining term of their existing approval.

OR:

I move that the State Board of Education _____
(indicate some other action)

NONPUBLIC SCHOOLS- REQUEST FOR EXPANSION OF GRADE LEVELS OFFERED

Reviewed By: Timothy Carney

School Name: The Harkness House **Current Approval Type:** AA

About the School: The Harkness House (THH) is an independent middle school, currently serving grades 7 – 9, without a formal affiliation with any elementary or high school. Studio classes are capped at 12 students and theater classes are capped at 24 students. THH students engage in an advanced curriculum beginning in the 7th grade that culminates in the opportunity to take Advanced Placement (AP) assessments in English, Science, and Social Studies in 9th grade. All studio lessons at THH are recorded and produced for on-demand learning, creating instructional efficiencies that meet the needs of students while providing total transparency to families.

Principal Address: 410 Amherst Street, Suite 150, Nashua, NH 03063

Head of School: Nathan Fellman

Email: n.fellman@theharknesshouse.org

Authorized to Represent School: Nathan Fellman

Date Application Received: 7.8.22

Website: www.theharknesshouse.org

Requested Effective Dates: 8.11.22

Current Grade Levels Offered: 7 - 9

Requested New Grade: 6

Anticipated Total Enrollment Cap: 108

Anticipated Enrollment in New Grade(s): 24

Approved	Required Documents	Date Received	Comments
<input checked="" type="checkbox"/>	Academic content	7.8.22	The core curriculum at THH for all grades (including the proposed 6 th grade) includes a minimum of 75 minutes of direct instruction each day in English Language Arts, Mathematics, Social Studies, and Science. Additions to the curriculum specific to the proposed 6 th grade are shown in blue text on page 5 of the attached document entitled “The Harkness House Family Handbook - 2022-2023”.
<input checked="" type="checkbox"/>	Assessment processes and promotion requirements	7.8.22	<p>THH reports grades through a Community Portal on an ongoing basis, and those grades are intended to communicate an individual student’s progress towards reaching mastery of the academic competencies for each course. Because the culminating goals of the English, Social Studies, and Science courses are success on Advanced Placement (AP) assessments, THH reports grades on a 5-point scale that reflects that goal by mirroring the AP assessment scale.</p> <p>In addition to the AP assessments that students take in the 9th grade, the 6th, 7th, and 8th grade students are given the opportunity to take the New Hampshire State Assessment (SAS) each spring. SAS testing is optional, but THH encourages all students to participate.</p> <p>Students who achieve a grade of 3 or better in all classes will be automatically promoted to the next grade level at the end of the school year. If at the start of the 3rd trimester it appears likely that a student will fail to meet this criteria, the Head of School will schedule a meeting with the parent/guardian to discuss academic options, including the option of retention. This meeting will take place whenever possible during the month of March, leaving adequate time for academic recovery prior to the end of the school year.</p>
<input checked="" type="checkbox"/>	Application Complete and Reviewed by NHED	7.8.22	The Office of Nonpublic Schools (ONPS) determines that The Harkness House complies with the minimum

			<p>requirements as set forth in Ed 400 relative to obtaining approval to expand grade levels offered from 7 - 9 to 6 - 9.</p> <p>The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p>
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Nonpublic School Guidance on Requesting Change

Introduction

Please be advised that pursuant to the [Code of Administrative Rules, Ed 403.02](#), a school is required to notify the Office of Nonpublic Schools (ONPS) of any change(s) or updates to the information on which approval was based. Examples include, but are not limited to, a change in facility location, renaming the school, and adding or dropping grade levels. Changes requested can only be advertised and/or implemented upon approval by the ONPS. Please review [Ed 400](#) in its entirety.

The request for adding grade levels to the curriculum of a school will need to be presented to the State Board of Education for approval, and in those cases schools must submit relevant documentation to the ONPS three weeks prior to the scheduled Board meeting. For more information, please contact the office at (603) 271-2831 or Shireen.Meskoob@doe.nh.gov.

School Information

Name of school: _____
Address of school: _____
Website: _____
Current Grade Levels Offered: _____
If applicable, accredited by: _____
Current approval Type: Attendance Approval (AA)
 Attendance and Program Approval (AP)

Head of School

Name: _____
Title: _____
E-mail: _____
Phone number: _____

Primary Contact Authorized to Represent School

Name: _____
Title: _____
E-mail: _____
Phone number: _____

Changes Requested

Please complete the applicable section(s) and be sure to attach required documentation.

New Facility(ies)

Required Documentation

- Zoning verification form
- Occupancy permit
- Fire report
- Health inspection

(Site visit by the Department shall follow)

Description:

New Grade Levels Offered

Required Documentation

- Program of Studies for new grade levels
- Student handbook for new grade levels

Description

Requested Effective Date: _____

Current Grade Levels Offered: _____

Requested New Grade(s): _____

Anticipated Total Enrollment: _____

Anticipated Enrollment in New Grade(s): _____

Academic Content:

Assessment types:

Promotion requirements:

New Name of School

Required Documentation

Secretary of State Certificate

Description

Old School Name: _____

New School Name: _____

Other Change(s)

Relevant Documentation:

Description:

Certification

Please send this form to Shireen.Meskoob@doe.nh.gov with required initials and signatures.

17 I certify that our school will not advertise, promote, or offer programs/courses to students until we are issued an approval from the NH State Board of Education.

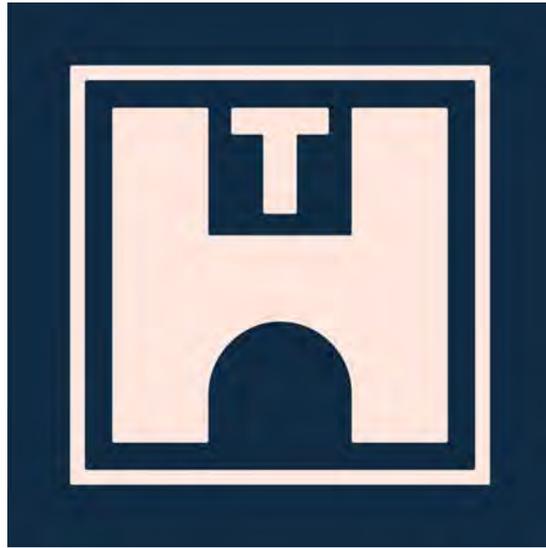
17 I certify that if there are any changes to items outlined in the Administrative Rules, Ed 400, our school must notify the Office Nonpublic Schools prior to advertising, promoting, or implementing these changes.

17 I certify that all information provided is true and correct in content and policy and that I have read the entirety and understand the applicability of the Administrative Rules, Ed 400 and relevant statutes.

Mark Z...
Signature of Head of School

Print Name

Date



The Harkness House
Family Handbook
2022-2023

Find your seat at the table

410 Amherst Street, Suite 150
Nashua, NH 03063
603-316-6444

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INTRODUCTION

The Harkness House Mission

The mission of The Harkness House is to give every student a seat at the table where we inspire intrinsic curiosity, foster individual creativity, and promote intellectual rigor.

The Harkness House Vision

At The Harkness House we know that the middle matters, and we have a vision of middle level education that understands the adolescent years as essential for future success. Our vision of a strong middle school education is at the core of everything that we do at The Harkness House. It is why we:

1. Focus 100% of our efforts and resources on grades 7 through 9.
2. Commit to small class sizes
3. Challenge our students to engage in advanced curricula
4. Create an open partnership with families

The Harkness House Beliefs

We believe that education is a creative task, and successful education respects students as essential creators.

We believe that every student who engages in the creative process of education can succeed in engaging the rigorous standards of our advanced curriculum.

We believe that learning requires collaborative effort and is also an individual process that varies in time and pace among all learners.

We believe that failure is an often necessary and always temporary part of success and that, as such, it represents opportunity.

We believe that the success of our students is only achieved through open partnership with families.

We believe that learning is a lifelong process that occurs both within and beyond our school.

The Harkness House Strategic Model

The Harkness House is an independent middle school without any formal affiliation with any elementary or high school. Our school serves students in grades 7 through 9 because we know that the middle matters, and these years are essential to the foundation of lifelong learning.

Our strategic approach to middle level education is built upon three core commitments:

1. **Small class sizes:** Students at The Harkness House split their instructional time between studio classes and theater classes. Our studio classes are capped at 12 students, and our theater classes are capped at 24 students. These guaranteed class sizes ensure that every student receives the time and attention necessary to move their learning forward every day.
2. **Advanced curriculum:** Students at The Harkness House engage in an advanced curriculum beginning in the 7th grade that culminates in the opportunity to take Advanced Placement assessments in English, Science, and Social Studies in 9th grade. Our Mathematics curriculum follows an advanced progression from Pre-algebra (7th grade) through Algebra (8th grade) and Geometry (9th grade).
3. **Unparalleled access:** All studio lessons at The Harkness House are recorded and produced for on-demand learning, creating instructional efficiencies that meet the needs of our students while providing total transparency to our families. No student needs to ever miss a lesson for any reason. Every student has unlimited opportunities for content review. Parents and families have authentic access to the curriculum.

The Harkness House Policy and Practices

This handbook is intended to provide a clear and concise description of our practices and procedures for parents and students of The Harkness House. Many of these practices are built from formal policies set forth by The Harkness House Board of Trustees. When these policies are specifically referenced, they have been included in the Appendix to this handbook.

By completing the school application and registration processes you acknowledge that you have received, read, and understood the contents of this handbook, including any relevant Board policies, and that you and your student agree to abide by the policies, practices, and procedures contained in these documents.

We hope that you find The Harkness House Family Handbook to be a useful resource in understanding our approach to education.

ACADEMICS

Curriculum

The core curriculum at The Harkness House includes a minimum of 75 minutes of direct instruction each day in English Language Arts, Mathematics, Social Studies, and Science. By providing this extended time in each of these areas, we are able to pursue an advanced curriculum in each of these subjects as follows:

English Language Arts

The language arts curriculum culminates in the Advanced Placement assessment in English Literature and Composition in May of the 9th grade year. During each academic year in preparation for that exam, students engage in a course of study including short fiction, poetry, and longer fiction with a focus on identifying and analyzing Character, Setting, Structure, Narration, Figurative Language, and Literary Argumentation. When appropriate, anchor texts for ELA will provide opportunities for cross-curricular analysis with social studies content.

Mathematics

Because of the discrete and progressive nature of mathematics courses, there is no Advanced Placement mathematics curriculum that is appropriate for the grade span at The Harkness House. Rather, our mathematics progression is designed to prepare our students to be on track to complete Calculus prior to high school graduation. [In 6th grade, students complete preparatory work for pre-Algebra including the following focus areas: ratios and proportional relationships; numbers operations using fractions, decimals and rational numbers; concepts of geometry including area, surface area, and volume; and, statistics and probability.](#)

Social Studies

The social studies curriculum culminates in the Advanced Placement assessment in United States Politics and Government in May of the 9th grade year. During each academic year in preparation for that exam, students engage in a course of study that analyzes United States and New Hampshire history through the lens of Western political and philosophical development. Major topics include: Roots of Western Civilization, European Imperialism & American Colonies, Founding Philosophy and Principles of the American Republic, American Civil War, Industrialization and the American Economy, World War I, World War II, and America as a Superpower.

Science

The science curriculum culminates in the Advanced Placement assessment in Environmental Science in May of the 9th grade year. During each academic year in preparation for that exam, students engage in a course of study that includes topics in [the Scientific Method \(6th\)](#), Life Science (7th grade), Earth Science (8th grade) and Environmental Science (9th grade).

Grading

At The Harkness House, we believe that all students can achieve the academic goals that our community sets for itself, and we understand that all students do not reach those goals at the same pace. We report grades through our Community Portal on an ongoing basis, and those grades are intended to communicate an individual student's progress towards reaching mastery of the academic competencies for each course.

Because the culminating goals of our English, Social Studies, and Science courses are success on Advanced Placement assessments, we report grades on a 5-point scale that reflects that goal by mirroring the Advanced Placement assessment scale. We report half-point increments on our 5-point grade scale that is marked by the following whole-point cutoffs:

The Harkness House Grade	Description	Traditional Equivalent
5	Exceeding expectations for anticipated success on the Advanced Placement exam	A+ / A
4	Clearly meeting expectations for anticipated success on the Advanced Placement exam	A - / B+ / B
3	Likely meeting expectations for anticipated success on the Advanced Placement exam	B- / C+ / C
2	Approaching expectations for anticipated success on the Advanced Placement exam	-
1	Not meeting expectation / Insufficient evidence	-

Online report cards are available for on-demand viewing and printing at any time through our Community Portal. If you require an official academic report for your student at any time, please contact the main office of The Harkness House.

Grade Level Promotion

Students who achieve a grade of 3 or better in all classes will be automatically promoted to the next grade level at the end of the school year. If at the start of the 3rd trimester it appears likely that a student will fail to meet this criteria, the Head of School will schedule a meeting with the parent/guardian to discuss academic options, including the option of retention. This meeting will take place whenever possible during the month of March, leaving adequate time for academic recovery prior to the end of the school year.

Standardized Assessments

In addition to the Advanced Placement assessments that students take in the 9th grade, our 6th, 7th, and 8th grade students are given the opportunity to take the New Hampshire State

Assessment (SAS) each spring. SAS testing is optional, but we encourage all students to participate in order to inform our instruction and measure our progress toward the ultimate goal of advanced preparation for high school.

Academic Workload Expectations

Students are expected to be prepared and to engage as active participants in their learning each day. Teachers assign academic tasks that require time and engagement beyond the assigned class times. The purpose of these academic tasks is to help students practice and prepare for their classes, and to enrich their education beyond the classroom. All assignments are intended to expand the learning environment and to help students acquire the skills necessary to manage their responsibilities and develop into independent, lifelong learners.

If any parent or student finds that the academic workload becomes unmanageable over a significant period of time, please reach out to the teachers to help with managing the workload.

Harkness Drive Time

The core curriculum of English, Mathematics, Social Studies, and Science at The Harkness House is delivered each morning prior to the students' lunch break at 1:15PM. This schedule is designed to leverage the most productive period of the day towards the core required academics.

While our first focus is on the core academics, we believe that our students' academic experiences are expanded and enhanced by elective inquiry into areas that engage their personal interests. As such, afternoon academic periods at The Harkness House are dedicated to providing students with the autonomy to motivate them to pursue the interests that truly drive them. Our students utilize this time in a variety of ways as outlined below.

Independent In-house Learning

We support our students in independent study in any subject that interests them. We have access to a variety of online partners at no additional cost to families. These programs are fully supported by our staff who provide our students with the structure and focus they need in order to pursue their passions.

Off-site Engagement

Students may have interests that take them off campus to pursue learning opportunities that we are unable to provide within the school. This includes students who participate in outside activities like dance, theater, music or other passions. Students may also choose to dual-enroll in their local public school in order to stay connected to that community and participate in courses that we do not offer at The Harkness House. We fully support these decisions and will work to partner with outside organizations and institutions to ensure that our students' schedules can accommodate a need to be off-site in the afternoon hours.

World Languages

World Languages are an important part of many middle school students' academic studies. Students who choose to engage in the study of a World Language do so during the Harkness Drive Time. We provide students with two options: 1) enroll in Virtual Learning Academy (VLACS); or 2) participate in online curricula provided by Rosetta Stone. Both options represent no additional cost to families. These options allow students to pick from a wider variety of world languages than they would otherwise be offered.

It must be noted that not engaging in a study of world language at The Harkness House in 7th and 8th grades will not prevent our students from fully exploring all opportunities in their chosen high schools and beyond. Our 9th grade students and families will want to discuss their high school and college expectations when determining whether studying a World Language is the right choice in 9th grade. We will provide guidance and support in these decisions.

Core Reinforcement

Some students may need additional time with the core academic classes that take place during the morning. Our teachers provide this time and support in off-camera academic classes during the Harkness Drive Time. Our teachers may recommend this additional time when students are not demonstrating that they are meeting expectations in one or more core classes, but these additional classes are not assigned nor required. Participation in them is recommended on an as-needed basis, and it does not preclude future opportunities for independent study.

Students with Disabilities

The Harkness House does not provide a specific special education program for students. However, we find that students who may require more formal academic interventions in traditional school settings are often well-supported in our small-class structure. If your child has a 504 or Individualized Education Plan (IEP) from a previous school, please contact the Head of School to discuss how The Harkness House may meet their educational needs. If your child requires special education referral services, we will work with your home district to facilitate the referral and testing process.

High School Transition

The staff at The Harkness House is committed to a smooth transition to high school for all our students. We anticipate that families and students will choose a variety of options for high school, from returning to their home public school districts to seeking enrollment at private or charter high schools. We will work closely with all families in developing strong relationships with potential high schools to ensure the academic work that students have engaged in at The Harkness House leads to successful placement in any high school. If you have questions about the transition process, please contact the Head of School.

COMMUNICATION

Philosophy of Communication

We are committed to giving all students and families a seat at the educational table, and we strive for open and honest communication. We hold our teachers and our students to a standard of engaged, civil, and productive dialogue in our classrooms, and that standard extends to all our community members in all areas of our shared experiences. We are a deliberately small school, and that allows us to invite conversations at all levels and among all community members. As with any dialogue, it's best to open it with the people most connected to the circumstance of discussion. For example, if there is a question about a situation in a specific class, it's best to approach the teacher first. That said, if you're ever unsure to whom to bring a question, concern, or idea, you should feel free to ask any of our staff members, and we will be happy to help you.

Community Senate

The Harkness House is committed to giving everyone a seat at the educational table. One way in which we work towards that goal is through our Community Senate. This advisory group is made up of students, parents, and faculty who come together to develop recommendations for school practices and procedures that are aligned with our mission and vision. If you are interested in becoming a member of the Community Senate, please contact the Head of School.

Emergency Communications

In case of an emergency, The Harkness House will use the messaging feature of our school information system to contact you at the phone numbers and/or email addresses you provide upon enrollment. These messages will be sent as emails, recorded voice messages, and/or text messages. For the purposes of emergency communications, it is essential that we have accurate cell phone and email information for all parents and guardians.

Parent-Teacher Conferences

Our teachers are always available to discuss your child's academic progress via parent-teacher conferences that can take place either in school or virtually by appointment. Additionally, we find it helpful to provide dedicated conference times at the end of the first trimester just prior to the Thanksgiving break. These conferences may be particularly helpful for our seventh grade families and for those who are new to The Harkness House. They are also an important part of the high school transition process for our ninth grade families.

Student Records

The Harkness House keeps academic records for all enrolled students at The Harkness House during the entire period of their active enrollment. These records are housed in the main office of the school, and they are maintained and secured by the Head of School. Parents and guardians always have access to their child's records, and requests to review records can be directed to the Head of School.

Upon withdrawal, graduation, or any other end to a student's active enrollment, The Harkness House will forward all student records to an authorized requesting school or to the parent or guardian of a student who will be homeschooled. If we do not receive an authorized request for a student's records, we will maintain and secure the student's records in an unenrolled student file for a period of five years or until the student reaches the age of 18, whichever is later. Upon the expiration of this maintenance period, we will purge the students' records by means of a document destruction service provider that has been authorized by the Board of Trustees.

Please see the Board of Trustees Policy on Annual Destruction of Records in the Appendix.

SCHOOL SCHEDULE AND ATTENDANCE

School Day

- 7:15AM: School opens / School arrival begins
- 7:55AM: Attendance taken
- 8:00AM: Core academic classes begin
- 1:15PM: Lunch
- 2:00PM: Harkness Drive classes begin
- 3:30PM: Student dismissal

The academic day at The Harkness House begins with attendance at 7:55 AM. It is important that all students are in their classrooms at this time in order to be prepared for lesson recording in our instructional studios. Students who arrive after 7:55 AM must stop by the Main Office before entering class.

Early Dismissal

The core academics at The Harkness House are recorded each day until 1:15 PM. During this time, students are participating in on-camera educational activities that require minimal disruption. Please make every effort to ensure that students do not disrupt core classes by being dismissed prior to 1:15 PM. We understand that from time to time there will be circumstances that require a student to be dismissed from school during core instruction. In these cases, the student must have a parent, guardian or other adult specified by the parent or guardian sign them out with a staff member.

Beginning at 2:00 PM students are engaged in important academic activities in classes during Harkness Drive Time. These classes are self-directed, and some students will choose to engage in learning opportunities outside of The Harkness House (e.g. at other educational institutions or suitable locations for extended learning). Dismissals for these outside opportunities are a regular and expected part of the academic day.

Attendance and School Activities

Students at The Harkness House who are absent during the school day are not permitted to participate in after-school activities. Exceptions will be made in the event of a doctor's appointment, school visitation or other extenuating circumstances.

Delayed Openings and School Closings

If weather or other circumstances cause a delay in school opening, The Harkness House will operate on a two-hour delayed opening schedule that provides minimal disruption to our core

lessons. If we cannot open school for safety reasons, we will operate virtual lessons on the same two-hour delayed opening schedule.

- 9:15AM: School opens / School arrival begins
- 9:55AM: Attendance taken
- 10:00AM: Core academic classes begin
- 12:30PM: Lunch
- 1:00PM: Core academic classes continue
- 3:30PM: Student dismissal

In cases of delayed opening or school closing, we will notify parents/guardians using the messaging feature of our School Information System (SIS). These messages will be sent as emails, recorded voice messages, and/or text messages, and will be delivered whenever possible by 9:00 PM on the night prior to the modified schedule and no later than 6:00 AM on the morning of a modified schedule.

Community Portal

Parents and students can access grade, attendance, billing and other essential information through the Community Portal of our SIS, which can be accessed from our website at: <https://theharknesshouse.myschoolapp.com/app/#login>. When you complete the enrollment process, you will receive login information for parents, and students will be given their own access via single-sign on (SSO) with their school Google accounts. If you or your student is having difficulty logging in to the Community Portal, please contact the Main Office of The Harkness House.

TRANSPORTATION

Driving to School

The Harkness House is located on the first floor of the West building at the Birch Pond office complex at 410 Amherst Street in Nashua. We do not provide transportation at this time, and all students will arrive to school in private vehicles.

Arrival (Drop-off) Procedure

When arriving on campus from 101A (Amherst Street) eastbound, please follow the blue arrows on the map below for student drop-off. When arriving from 101A westbound, you will enter the campus via Cotton Road after turning at the Amherst Street and Cotton Road traffic light. Please follow the green arrows below for drop off. Drop off is at the yellow line, and the red arrows are the exit for all traffic.



Dismissal (Pick-up) Procedure

All students will be dismissed from school at 3:30PM. Please park in an available space while waiting for your student to exit the building.

SCHOOL SERVICES & RESOURCES

Food Services

Students at The Harkness House will bring their own lunches to school each day. We provide refrigeration and reheating for students who require it for lunches or snacks. We keep a limited stock of lunch options on site for students who may forget to pack a lunch. These incidental meals can be purchased at The Harkness House cost and will be billed on a weekly basis.

Guidance Services

Social and emotional support for all our students is built into the very structure of The Harkness House. Our small community built around our small classes naturally lends itself to fostering strong and positive relationships among peers and staff. Because all of our staff works with all of our students over the course of multiple years, we develop an authentic understanding of each of our students, and we work collaboratively to support all students in their social-emotional development.

For social and emotional situations or concerns requiring greater intervention, we will work with our students' outside support and counselors to develop a plan for success in school. If you have specific questions about mental health support for your child, please reach out to the Head of School.

Health Services

The health and safety of all students is a prerequisite to all our academic endeavors at The Harkness House. Our staff is trained and certified in CPR and first aid annually, and we are fully prepared to address the common minor medical needs of our students. In order to best provide for your child's health needs while at school, it is essential that you provide the requested medical forms upon enrollment. Most importantly, we need to have a current physical and immunization records on file for all students.

In the event of a more serious medical need, The Harkness House is located less than 1.5 miles from Dartmouth-Hitchcock Urgent Care (2300 Southwood Drive) and less than 5 miles from St. Joseph's Hospital (172 Kinsley Street).

Medications

All over-the-counter or prescription medication that a student may need to take during the school day must be administered by the main office staff in order to ensure proper security of all medications. Inhalers for asthma, epipens for severe allergies, and insulin for diabetes are exceptions to this requirement. These items can be kept with each student as medically necessary.

Media and Information Center (MIC)

Our open concept Media and Information Center encompasses all common areas within the school. Bookshelves throughout the space contain all required texts as well as general circulation library items. We also keep a reserve of charged Chromebooks in case students forget their devices or chargers at home.

All of our staff are excellent resources for both research materials and recommendations for pleasure reading. We've made great progress this year in stacking our bookshelves with the titles our students want to read. We are always looking for opportunities to support our students' literary interests, and we take ongoing feedback about what texts students want available to them.

MIC Hours: 7:15AM and 4:00PM.

MIC Loan Period: Three (3) weeks. Extended loans available on an as needed basis.

We do not charge late fees for overdue materials; however, families will be billed for the replacement cost of any unreturned items at the end of each school year.

COMMUNITY STANDARDS OF CONDUCT

Safety Protocols

The safety of every student is always our first concern at The Harkness House. Students feeling safe and secure in the learning environment is a prerequisite for everything else that we do as a school. This principle extends to all aspects of our school operations, from the hiring of our staff to the expectations we hold for all community members.

General Safety Guidelines

For the safety of everyone involved, it is best practice for all of our adult community members to interact with students in public settings both inside and outside the school. It is important to never be alone in private with a student. Even when a staff member must speak confidentially with a student about an educational matter, we always strive to ensure appropriate privacy within a public setting (e.g. open-door classroom, conference room, or main office).

Student Privacy and Confidentiality Expectations

All of our community members need to be aware of the confidentiality standards that we bear when working with students. Because of the nature of the work of education, adult community members, including staff and volunteers, are often aware of confidential matters in the lives of our students. Protecting student privacy is a priority for all members of the The Harkness House community.

All matters of students' academic performance and other school conduct are strictly confidential. This includes students' grades, ungraded work, and behavior (including misconduct). Confidentiality applies to all potential venues for discussion, including in-person, social media, email, and telephone.

Background Checks - Staff and Volunteers

The Harkness House requires that all staff complete a criminal history record check through both the State Police and the Federal Bureau of Investigations. Additionally, any volunteers who will be working with students and who will not be directly supervised by staff must also complete the same criminal records check.

Visitors

Visitors are always welcome at The Harkness House. When coming to school during the academic day, visitors must sign in with the Main Office staff upon arrival. When leaving the school during the academic day, visitors must also sign out.

Child Abuse and Neglect

New Hampshire law (RSA 169-C:29) mandates that any person who has reason to suspect that a child is being abused or neglected must report it to New Hampshire Division of Children, Youth and Families (DCYF). If you suspect any student is being abused or neglected, please make that

report immediately to the DCYF intake line at: 1-800-894-5533. If you have a question about reporting abuse or neglect, please contact the Head of School.

General Standards of Conduct

We believe in setting clear standards of conduct for our community members in order to ensure two fundamental rights for all students:

1. Every student has the right to be safe and secure in their person and property.
2. Every student has the right to freely access their education.

By extension of these rights, no community member may physically or verbally violate the safety and security of any student. No community member can intentionally and/or persistently disrupt the educational process of any student. Our staff develops and communicates all expectations for student behavior with these two guidelines in mind.

Appearance and Dress

As part of the general culture of respect for the two fundamental rights that govern all school conduct, we expect our community members to maintain an appearance that is suitable for the teaching and learning environment. We do not maintain or enforce a specific “dress code” beyond the protection of these rights, which includes the following requirements:

1. All clothing must comply with the health code of the State of New Hampshire and must not create a safety issue.
2. Any clothing with images of or references to alcohol, tobacco, illegal drugs, obscenities, violence, sex, gang identification, or which advocate prejudice or harassment of any race, religion, national/ethnic group, age, sex, sexual orientation, or disability are prohibited.
3. Items of dress that in the judgment of the school staff pose a potential danger or may cause a substantial disruption to the learning environment are prohibited.

Students who do not meet expected standards will be asked to change their clothing and may be provided with school apparel for the day.

Conduct Standards and Student Discipline

General Principle of Discipline as Instruction

Middle school education goes beyond the academic core that is the focus of the school day. It includes a myriad of social and emotional developmental factors that are essential to student growth. The Harkness House school community has clear and concise standards of conduct. We also acknowledge that our students may not always meet those standards. It is the nature of adolescents to challenge established standards, and it is our role as educators to redirect and guide students when they challenge us. Discipline is not a power struggle; it is the educational dynamic between challenge and guidance. When students fail to meet standards of conduct, we believe that effective discipline is first and foremost instructive and restorative.

Furthermore, by providing a series of progressive interventions, we offer our students the

opportunity to learn from their mistakes and address their behavior. To that end, we provide the following examples of behavior misconduct, the community right that the behavior infringes, and the logical interventions that can be expected.

Tier	Behavior	Infringes Right	Intervention
1	Isolated classroom disruption	Access to education	1:1 discussion Peer reconciliation Lunch restriction
	Isolated/mild inappropriate language	Safety and security	
2	Repeated classroom disruption	Access to education	Parent notification After-school detention
	Repeated/significant inappropriate language	Safety and security	
	Pushing/shoving	Safety and security	
3	Physical violence, bullying, and/or harassment	Safety and security	Head of School referral In-school suspension Out-of-school suspension Expulsion
	Theft/vandalism	Safety and security	
	Drug, alcohol, or tobacco violations	Safety and security	
	Sexual contact	Safety and security	

Please see the following Board of Trustees Policies in the Appendix:

Bullying Policy

Complaint Policy

Employee Professional Conduct Policy

Student Seclusion and Restraint Policy

TECHNOLOGY

Responsible Use of Technology and the Internet

We provide each student at The Harkness House with a Chromebook and internet access for educational purposes that support our mission of giving every student a seat at the table and inspiring intrinsic curiosity, fostering individual creativity, and promoting intellectual rigor.

Students are expected to use their Chromebooks to access classwork and assignments both at school and at home. Our primary learning management system (LMS) is the Google Workspace for Education, and every student is provided a Google Workspace login upon enrollment. We use Workspace to create assignments and collect student work. We also utilize a student information system (SIS) through which we communicate student grades and academic progress. Students will be able to access this SIS via a single sign-on (SSO) with Google login credentials. Parents will set up separate access to the SIS during the registration and enrollment process.

All students and parents must sign off on the Technology Responsible Use Agreement for The Harkness House as part of the registration and enrollment process.

Personal Electronic Devices

While we recognize the necessity of technology in our classrooms, and we leverage technology to improve educational experiences and outcomes for our students, we also know that we all can become overly dependent on constant access. For adolescents in particular, academic, social, and emotional growth is often better fostered by being “unplugged” from their devices and “plugged in” to their surroundings. Therefore, the use of personal electronic devices for non-academic purposes are only permitted outside of the academic classroom, except as allowed by individual teachers for specific purposes.

APPENDIX
Board of Trustee Policies
(Alphabetized)

This Appendix contains The Harkness House Board of Trustees Policies. It is important to read and understand this information so that you have full knowledge of how our school operates. By completing the online registration process you have acknowledged that you have received, read, and understood this entire manual including this Appendix, and you agree that you and your student will abide by the policies, practices, and procedures of The Harkness House.

Annual Destruction of Records

The Board of Trustees requires an annual review of the status of all former students' educational records. The Board authorizes The Head of School to contract with a document destruction service to eliminate educational records of former students five (5) years after the end of the student's enrollment or when the student reaches the age of 18, whichever is later.

Bullying Policy

The Harkness House defines bullying as intentional, repeated hurtful acts including written, verbal, electronic, and/or physical acts committed against a student by one or more other students that result in physical harm, emotional distress, or otherwise disrupt the educational environment. Bullying of any kind represents a significant infringement upon both of the fundamental rights guaranteed under The Harkness House Community Standards of Conduct, and all forms of bullying are strictly prohibited.

Every member of The Harkness House school community who has witnessed or has reliable information that a student has been subjected to bullying should promptly report the behavior to a teacher and/or the Head of School.

Complaint Policy

The Board of Trustees has adopted the following policy to govern the procedure for all complaints by community members related to grievances involving bullying, discrimination, harassment, restraint, seclusion, employee misconduct and all other major complaints of any nature. The purpose of this policy is to provide a method for prompt and equitable resolution of all complaints and to facilitate such resolution at the lowest possible level in all cases.

The Board of Trustees designates the Head of School as the final arbiter of any complaints regarding alleged infractions of the Board of Trustee policies, federal and/or state laws and/or regulations according to the following process:

1. The complaint has been brought to the attention of all parties involved;
2. If not resolved through mutual dialogue of the involved parties, the complaint is brought to the teacher or other staff member most closely related to the matter of complaint;
3. If not resolved through consultation with an impartial intermediary, the complaint is brought to the Head of School, who will provide a resolution within ten (10) days of the complaint being brought.

If the complaining party is unsatisfied with the resolution offered by the Head of School, a formal complaint can be filed in writing to the Chair of the Board of Trustees. The Chair will schedule a hearing within thirty (30) days of receipt of such a complaint in order to review the Head of School's decision. The Board of Trustees will provide a written decision within ten (10) days of that hearing.

No person will be subjected to reprisal of any nature for filing or participating in any part of this complaint procedure.

At all times throughout this complaint procedure, complaining parties retain their legal right, including if applicable, the right to file a claim before the appropriate administrative agency or applicable court.

Employee Professional Conduct Policy

All employees of The Harkness House, whether certified by the State of New Hampshire or not, are expected to abide by the spirit of professionalism described in [New Hampshire Code of Ethics and the New Hampshire Conduct for Educational Professionals](#).

Complaints or accusations of employee misconduct should be directed to the Head of School per the Complaint Policy of the Board of Trustees.

Freedom of Assembly and Religion Policy

The Harkness House values all cultural, religions, and faith traditions. All students who want to exercise their right to freedom of assembly and participate voluntarily in the free exercise of religion will be provided access to appropriate private space in which to do so prior to the start of the academic day and throughout the academic day as required by their faith traditions.

Nondiscrimination Policy

The Harkness House does not discriminate on the basis of race, religion, national/ethnic origin, age, sex, sexual orientation, marital status, family responsibilities, or disability in any of its organizational practices, including enrollment and employment.

Complaints or accusations regarding a violation of this nondiscrimination policy should be directed to the Head of School per the Complaint Policy of the Board of Trustees.

Sexual Discrimination and Harassment Policy

The Board of Trustees is committed to an educational environment in which everyone enjoys the right to work and learn in an atmosphere of respect and dignity for all. Sexual discrimination and harassment of any community member by any other community member, or by any other person within the educational environment is a violation of state and federal law and of this policy. Sexual discrimination and harassment in any and all forms will not be tolerated.

The Head of School will investigate all complaints of sexual discrimination and harassment whether formal or informal, verbal or written. Any community member who discriminates against or otherwise sexually harasses another will face immediate and significant disciplinary action.

Student Seclusion and Restraint Policy

This policy pertains to all aspects of seclusion and restraint addressed in [New Hampshire RSA 126:U](#). It is the policy of the Board of Trustees that the staff of The Harkness House do not engage in the use of such restraint or seclusion for the purposes of either implicit or explicit punishment for student behavior, and they are directed by the Board of Trustees to abide by all requirements of action and reporting dictated by [New Hampshire RSA 126:U](#).

The use of restraint is as defined under [New Hampshire RSA 126:U](#) is only permissible to ensure the immediate physical safety of persons when there is a substantial and imminent risk of serious bodily harm to the student or others. The determination of whether the use of restraint is justified under this policy must be made with consideration of all relevant circumstances, including whether continued acts of violence by a student will create a substantial risk of serious bodily harm to that student or others.

The use of seclusion as defined under [New Hampshire RSA 126:U](#) is only permissible to ensure the immediate physical safety of persons when there is a substantial and imminent risk of serious bodily harm to the student or others. Seclusion will be used for the shortest duration necessary to allow for a parent, guardian, or law enforcement to safely remove the student from the school.

Complaints or accusations of improper use of seclusion or restraint should be directed to the Head of School per the Complaint Policy of the Board of Trustees.

Tuition Refund Policy

Once a student's parent or legal guardian has signed the Tuition Agreement, the student is enrolled at The Harkness House. The enrollment commitment is for the full academic year at the full tuition as outlined in the Tuition Agreement. This agreement is unconditional and no portion of the year's tuition or fees so paid or outstanding will be refunded or canceled in the event of absence, withdrawal, or dismissal of the student from The Harkness House. No tuition or fees paid for the Student for the school year will be transferred to another student's enrollment for any reason. Parent agrees to assume unconditional responsibility for the full annual tuition and fees and the costs of collection thereof, including reasonable attorney fees unless this contract is canceled as set forth in this policy.

The Tuition Agreement may be canceled in writing, without penalty provided that written cancellation notification is received by the Head of School at least ninety (90) days prior to the start of the school year (September). In cases where the Tuition Agreement is signed within ninety (90) days of the start of the school year, there is a refund period of five (5) business days.

Any disputes tuition and/or refunds of tuition should be directed to the Head of School per the Complaint Policy of the Board of Trustees.



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Division of Education Analytics and Resources
Office of Nonpublic Schools
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-2831

August 2022
State Board of Education Meeting
Commissioner's Nonpublic School Approval Designation Report
Executive Summary
New School Approvals

A. Action Needed

A vote is needed to accept and approve the recommended designations for New Hampshire non-public schools. Four new schools seek an approval status for attendance purposes only (AA Status).

B. Rationale for Action

The Code of Administrative Rules Ed 401.02 provide for the following school approval categories, one of which shall be recommended for each school in the Designation Report to the State Board:

Approved (3 years for AA status) – a school seeking approval meets all of the applicable requirements of Ed 403.

Preliminary Approved (1 year) – a school which has not been previously approved when the following conditions have been met:

- (1) The department has received documentation of health and safety inspections conducted by the local authorities having jurisdiction and all health and safety violations have been corrected;
- (2) All licenses and permits required by state and local authorities have been received;
- (3) There are some standards, other than those in (1) and (2) above, which the school is unable to meet prior to opening and which do not prevent the school from adequately meeting the needs of its students; and
- (4) A site visit has been conducted by representatives of the department.

Conditionally Approved (1 year) – a school seeking approval does not meet some of the standards of Ed 403 and has identified deficiencies and a timetable for corrections.

Denied Approval – a school has failed to meet the requirements of Ed 403 and has failed to be approved after 3 years of being conditionally approved.

Delay in Full Compliance – a school recommended for denied approval shall have 10 days to make a request for a grievance hearing before the Nonpublic School Advisory Council Committee in accordance with Ed 406.

C. Effects of this Action

Approval of this Report allows four new schools to operate for a period of time specified by the State Board of Education and in accordance with Ed 401.02.

D. Possible Motions

Seton Academy

Seton Academy meets all applicable requirements of Ed 403. I move that the State Board accept and approve the school for an Attendance Approval Status for the period of August 11, 2022 through June 30, 2025.

Crossing LIFE Academy

Crossing LIFE Academy meets all applicable requirements of Ed 403. I move that the State Board accept and approve the school for an Attendance Approval Status for the period of August 11, 2022 through June 30, 2025.

Kroka Expeditions

Kroka Expeditions meets all applicable requirements of Ed 403. I move that the State Board accept and approve the school for an Attendance Approval Status for the period of August 11, 2022 through June 30, 2025.

Heritage Baptist Academy

Heritage Baptist Academy meets all applicable requirements of Ed 403. I move that the State Board accept and approve the school for an Attendance Approval Status for the period of August 11, 2022 through June 30, 2025.

Seton Academy

NHED Application Checklist

NONPUBLIC SCHOOLS CHECKLIST FOR INITIAL APPLICATIONS

Reviewed By: Timothy Carney

School Name: Seton Academy	Phone Number: 603.765.9101	Application Type*: AA
About the School: Seton Academy is a Pre-K to 8 th grade that strives to cultivate the whole child supporting them emotionally, academically and spiritually. Seton Academy guides students to become creative problem solvers and independent thinkers with a solid moral compass and encourages wonder and inquiry through logic and reason. Seton Academy faculty and staff are expected to know, support and model the teachings of the Catholic Church.		
Principal Address: 189 North Main Street, Rochester, NH 03867		
Mailing Address: 189 North Main Street, Rochester, NH 03867		
Head of School: Michael Pelletier	Email: Phone Number:	
	mike.pelletier@seton.academy 603.833.1952	
Authorized to Represent School: W. Packy Campbell	Email: Phone Number:	
	packy.campbell@seton.academy 603.765.9101	
Date Application Received: 6.15.22	Expiration Date: 6.30.25	
Grade Levels: Pre-K - 8	Enrollment Cap: 90	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
<input checked="" type="checkbox"/>	Completed and signed application	6.15.22	
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	N/A	Not applicable
<input checked="" type="checkbox"/>	Good standing with Secretary of State	7.11.22	In good standing.
<input checked="" type="checkbox"/>	Administrative organization		Seton Academy is governed by the Seton Foundation Board that oversees the Head of School.
<input checked="" type="checkbox"/>	School calendar	7.11.22	First day of school – 9.6.22, last day of school – 6.9.23, provides for an additional six snow days.
<input checked="" type="checkbox"/>	School hours survey	6.15.22	Provides for a total of 983.25 hours for grades K – 6 and 1026 hours for grades 7 – 8. These hours exceed the requirements of Ed 401.03 for all grade levels. Provides for a minimum of 30 hours to cover potential lost education time.
<input checked="" type="checkbox"/>	Philosophy and objectives	7.11.22	Page 1 of a document entitled “Parent & Student Handbook”. Seton Academy strives to cultivate the whole child supporting them emotionally, academically, and spiritually. They desire to create a safe, open and loving environment that is authentically Catholic while being sensitive to students of other faiths where each student can grow intellectually and in their personal faith life.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	6.15.22	Compliance statement initialed. Included in curriculum in multiple grades.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	6.15.22	Compliance statement initialed, confirmed during NHED 7.7.22 site visit.
<input checked="" type="checkbox"/>	Program of studies	6.15.22	Curriculum is presented in a document entitled “Curriculum and Overview”.
	<input checked="" type="checkbox"/> Academic content	6.15.22	Detailed curriculum is provided for each grade level. Comprehensive curriculum including math, science, social studies, religion, English, music, art and physical education.

	<input checked="" type="checkbox"/> Assessment	7.11.22	Page 5 of the Parent & Student Handbook. Discusses both grading and progress reports.
	<input checked="" type="checkbox"/> Promotion requirements	7.11.22	Page 5 of the Parent & Student Handbook. Discusses criteria for both promotion and retention.
	<input checked="" type="checkbox"/> Graduation requirements	N/A	Not applicable.
<input checked="" type="checkbox"/>	Student handbook	7.11.22	The Parent & Student Handbook includes sections on mission and philosophy, admissions, academic policies, communication and discipline among others.
<input checked="" type="checkbox"/>	Grievance policy		Page 6 of the Parent & Student Handbook in section titled "Communication".
	<input checked="" type="checkbox"/> Bullying	7.11.22	Page 8 of the Parent & Student Handbook. Defines bullying, provides a statement on prohibition. Also, outlines reporting, response, disciplinary and notification procedures.
	<input checked="" type="checkbox"/> Teacher misconduct	7.21.22	Page 17 of the Parent & Student Handbook. References Ed 510 and provides a detailed outline of teacher obligations, reporting, and investigation procedures.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	7.11.22	Page 18 of the Parent & Teacher Handbook. Amount of tuition refund upon withdrawal is dependent on the time of withdrawal. Application and registration fees are fully non-refundable.
	<input checked="" type="checkbox"/> Restraint and seclusion	7.21.22	Page 20 of the Parent & Student Handbook. Referenced New Hampshire RSA 126-U:1 and defines both restraint and seclusion. Also, describes when and how restraint may be used. Seton Academy does not use seclusion techniques.
<input checked="" type="checkbox"/>	Supporting services (e.g. health, guidance)	7.11.22	Students supply their own lunch. Transportation is not provided by Seton Academy. Medication policy allows or school to dispense medication with parental permission only. Formal guidance services are not provided.
<input checked="" type="checkbox"/>	Anticipated budget		
	<input checked="" type="checkbox"/> Expenses (e.g. facility, salaries)	7.11.22	Anticipated 2022 – 2023 expenses – \$290,000
	<input checked="" type="checkbox"/> Revenue	7.11.22	Anticipated 2022 – 2023 revenue – \$277,900
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	New facility report		
	<input checked="" type="checkbox"/> Zoning verification	7.21.22	The Nonpublic School Zoning Verification Form was completed and approved by Shanna Saunders of the City of Rochester on 7.20.22.
	<input checked="" type="checkbox"/> Certificate of Occupancy	7.21.22	A school specific certificate of occupancy was not required as the Holy Rosary Church is an ongoing concern. Seton Academy did receive a conditional use and site plan approval from the City of Rochester Planning Board on 7.11.22.
	<input checked="" type="checkbox"/> Fire and Life Safety Report	7.21.22	The Fire and Life Safety inspection was completed on 6.15.22 by Adam Hughes of the Rochester Fire Department. Passed inspection with no follow-up required. Another Fire and Life Safety inspection will be completed within 30 days of school opening as required by law.
	<input checked="" type="checkbox"/> Health Inspection	6.9.22	Health inspection completed by Robert Veno on 6.9.22. Passed inspection.
	<input checked="" type="checkbox"/> NHED visit	7.7.22	Site visited completed by Timothy Carney on 7.7.22, no issues of concern were noted.
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General Fall Report – due Oct 15 each year	N/A	Compliance statement initialed.

<input checked="" type="checkbox"/>	A3N General Statistics Report– due June 29 each year	N/A	Compliance statement initialed.
<input checked="" type="checkbox"/>	Restraint/Seclusion Report – due June 30 each year	N/A	Compliance statement initialed.
<input checked="" type="checkbox"/>	Emergency Operations Plans – due Sept 1 each year	N/A	Compliance statement initialed. (Plan has been created.)
DETERMINATION			
<input checked="" type="checkbox"/>	Application Complete and Reviewed by NHED***	7.22.22	<p>The Office of Nonpublic Schools determines that Seton Academy complies with the minimum requirements set forth in Ed 400 for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2025.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p> <p>The school further understands its obligation to communicate the aforementioned approval type to its community, including prospective and actual parents.</p> <p><i>The information above is communicated with existing and prospective schools in both the confirmation letter from the office indicating receipt of a completed application packet and in the approval letter from the State Board of Education.</i></p>

*The Office of Nonpublic Schools (ONPS) provides each school with an explicit description of the type of approval granted upon the successful completion of the application. The ONPS website also publishes a list of each school with their approval type.

**There are two types of approvals that the ONPS may grant to nonpublic schools. Additionally, the Bureau of Student Support (BSS) may grant a separate, unrelated approval. Collaboration between the two offices on overlapping matters supports the collection of this information on this application. Specifically these approvals are:

1. The approval by the ONPS to operate a nonpublic school for attendance purposes;
2. The approval by the ONPS to operate a nonpublic school for program purposes; and
3. The approval by the BSS to become an approved private provider of special education programs.

***All of the information outlined under Determination is included in the approval letter provided to the school, pending approval by the State Board of Education.

Seton Academy

Request Letter

Application



Seton Foundation

July 22nd, 2022

New Hampshire Department of Education
Office of Nonpublic Schools
101 Pleasant Street
Concord, NH 03301

Please accept this application for Seton Academy that will be located in the classrooms at Our Lady of the Holy Rosary Church at 189N Main St, Rochester, NH 03835. With the closing of St. Elizabeth Seton School, the Seton Foundation, a private non-profit entity, was formed by a concerned group of parents and supporters dedicated to the singular mission of maintaining Catholic Education in Rochester for its residents and students from nearby towns.

This new, private Catholic school will offer a robust curriculum. We have structured an organizational chart to meet the needs of the academy and we are very thankful for the school's leadership, faculty, staff, and families who have worked diligently to bring the new vision to life.

The attached application and supporting materials present Seton Academy for attendance purposes only.

Please let me know if you need any further supporting documentation or have any questions regarding our application for renewal.

Sincerely,

Michael Pelletier
mike.pelletier@seton.academy
President of the Seton Foundation



Nonpublic School Application for Initial Approval Status

INTRODUCTION

This Initial Application is hereby made to the Department of Education (Department), Office of Nonpublic Schools (ONPS) for nonpublic schools who seek **initial approval status** as set forth in the [Code of Administrative Rules, Ed 400](#). In order to receive approval, the school must file this application with the Department and receive approval from the State Board of Education (Board). Therefore, applications must be submitted prior to the Board meeting that precedes the school in collecting tuition and delivering programs to students. Board meeting dates are listed at: www.education.nh.gov/state_board/meetings/index.htm.

In order to ensure that a complete application be presented to the Board for approval, the Department *strongly advises* that schools submit their applications by January 1 for a September 1 opening. This will allow school administrators and the ONPS to address any concerns that may surface before applications are presented to the Board.

Reference materials can be found at the end of this document.

Applications will be accepted only as an **electronic document(s)**. Please send materials to: Shireen.Meskoob@doe.nh.gov. For questions about submittal, please contact us at (603) 271-2831.

DATA COLLECTIONS

Data collections must be completed each year, as outlined in [Ed 403.03](#). These include the *General Statistics of Nonpublic Schools* (due June 29th of each year), the *Nonpublic Restraint & Seclusion Collection Data* (due June 30th of each year), and the *General Fall Report of Nonpublic Schools* (due October 15th of each year). You can access these collections via <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>.

SCHOOL EMERGENCY OPERATION PLAN

As outlined in [RSA 189:64](#), a School Emergency Operations Plan is due by September 1st or prior to student occupancy, whichever comes first. Please contact the School Readiness Program at Homeland Security and Emergency Management to connect with a school readiness coordinator who will assist you in this process. Phone: (603) 271-2231. Email: schoolreadiness@dos.nh.gov.

SECRETARY OF STATE

The school is required to submit a report indicating that it has registered with the Secretary of State. The name of the school as listed with the Secretary of State needs to match the exact name of the school as advertised. If you need assistance, please contact the Corporate Division at corporate@sos.nh.gov or 603-271-3246.

SECTION A: APPLICATION TYPE

Please call the ONPS in advance of selecting one of the following boxes. Schools that are approved for attendance purposes (AA) shall comply with [Ed 403](#) and shall receive an approval term of 3 years. By contrast, schools that are approved for attendance and program purposes (AP) shall comply with [Ed 404](#) and operate within the purview of an accrediting agency recognized by the ONPS. These schools shall receive an approval term of 5 years. A description of each type of approval can be found in [Ed 400](#).

- Attendance Purposes Only (AA) Attendance and Program Purposes (AP)

SECTION B: SCHOOL INFORMATION

Name of school:	Seton Academy	
Primary street address of school:	189 N Main St, Rochester, NH 03867	
Primary mailing address of school:	189 N Main St, Rochester, NH 03867	
Name and address of each additional site:	_____	

Name of each building on campus:	_____	

If applicable, a member of an association:	_____	
Upcoming academic year:	2022-2023	
Anticipated grade levels to be offered:	Pre K to 8th	
Enrollment cap:	90	
Anticipated enrollment for upcoming year:	50	
Boarding school:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Co-Educational:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Nonprofit:	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
Tax exempt:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Approved to offer Special Ed programs:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
		Date of recent approval: _____



SECTION C: HEAD OF SCHOOL

Name: Michael Pelletier
 Title: President
 E-mail: mike.pelletier@seton.academy
 Phone number: 603-833-1952

SECTION D: PRIMARY CONTACT AUTHORIZED TO REPRESENT SCHOOL

Name: W Packy Campbell
 Title: Vice President
 E-mail: packy.campbell@seton.academy
 Phone number: 603-765-9101

SECTION E: REQUIRED DOCUMENTS

Please check off each of the following required items. Then attach supporting documentation at the end of this application.

Items	Attached?	Administrator Comments
1. Secretary of State Certificate.	<input checked="" type="checkbox"/> Yes	
2. Fire and Life Safety Inspection report. <i>(Contact your local fire marshal and be sure the inspection includes all buildings occupied by students.)</i>	<input checked="" type="checkbox"/> Yes	
3. Health Inspection. <i>(Contact your local health inspector and be sure the inspection includes all buildings occupied by students.)</i>	<input checked="" type="checkbox"/> Yes	
4. Certificate of Occupancy. <i>(Be sure to include one for each of the buildings occupied by students).</i>	<input type="checkbox"/> Yes	<i>Existing church building - CO in 2002 when built.</i>
5. Zoning Verification Form. <i>(Be sure the form includes all buildings occupied by students).</i>	<input checked="" type="checkbox"/> Yes	
6. School calendar for upcoming year. <i>(Include first and last day of school,</i>	<input checked="" type="checkbox"/> Yes	

SECTION F: SCHOOL SCHEDULE SURVEY

Please use [Ed 401.03](#) and the guidance below for ensuring compliance with state mandated instructional hours for each grade level.

School Schedule Survey Guidance

Each non-public school shall maintain a school year consisting of the following number of instructional hours:

- (1) In kindergarten at least 450 hours;
- (2) In grades one through 6, at least 945 hours; and
- (3) In grades 7 through 12 at least 990 hours.

Each school shall have in its school year an additional 30 hours in duration to provide for instructional time lost due to inclement weather or unexpected circumstances.

Lunch time, home room periods, passing time, and breaks shall not be counted toward the required amount of instructional time.

Elementary schools may count up to 30 minutes of recess per day as instructional time for pupils in kindergarten through grade 6. Advisory periods in middle and high schools shall be counted as instructional time.

The school year for high school seniors may be reduced by no more than 5 days or 30 hours of instruction, whichever is less, from the number of days or hours of instruction for other high school students.

School Schedule Survey

Upcoming Academic Year:	2022 through 2023
First scheduled day of classes:	September 6th, 2022
Last scheduled day of classes:	June 09, 2023
Last day of grade 12 classes, if applicable:	N/A

Please complete the following chart for the upcoming calendar year.

	A	B	C	D	E	F	G
Grade Level	# of Instructional Hours in a Partial Day	# of Partial Days	Total # of Instructional Hours for Partial Days (A*B)	# of Instructional Hours in a Full Day	# of Full Days	Total # of Instructional Hours for Full Days (D*E)	Total # of Instructional Hours in a Calendar Year (C+F)
Kindergarten	5.75	0	3	5.75	171	983.25	983.25
Grades 1 - 6	5.75	0	3	5.75	171	983.25	983.25
Grades 7 - 8	6	0	3	6	171	1026	1026
Grades 9 - 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SECTION G: STUDENT RECORDS

Please describe the policy for content, storage, security, and disposition of student records during and after school is active.

See Handbook

SECTION H: STATUTORY COMPLIANCE

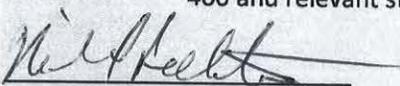
Please initial in the appropriate spaces below.

- MP Our school offers regular courses of instruction in the history, government and constitutions of the United States and New Hampshire no later than the beginning of the eighth grade as outlined in, [RSA 189:11](#).
- MP Our school displays the United States and the New Hampshire state flag, not less than 5 feet in length, as outlined in [RSA 189:17](#).
- MP Our school understands that the English language shall be used exclusively in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music, and drawing. Educational programs in the field of bilingual education shall be permitted with the approval of the state board of education and the local school district, as outlined in [RSA 189:19](#).
- MP Our school understands that the exclusive use of English for purposes of instruction and administration shall not prohibit the conduct of devotional exercises in private schools in a language other than English, as outlined in [RSA 189:21](#).
- MP Our school understands that a foreign language may be taught in elementary schools provided that the course of study is outlined by the state board and taught in compliance with state law, as outlined in [RSA 189:20](#).
- MP Our school understands that full-time attendance requirements for students may be met by attendance at more than one school provided the total time spent in the schools is equivalent to full-time attendance, as outlined in [RSA 193:1-a](#).
- MP Our school understands the policies relative to limiting the use of child restraint practices in schools, as outlined in [RSA 126-U](#).
- MP Our school understands that no students shall be admitted or enrolled in any school unless students are immunized against certain diseases, as outlined in, [RSA 141-C:20-a](#).
- MP Our school tests for the presence of lead in drinking water at the facility that is available for consumption by students in accordance with guidance from the department of environmental services and as outlined in [RSA 485:17-a](#).

- MP Our school certifies that the building(s) to be used for educational purposes complies with the State Building Code and all other applicable state, local and federal fire, health and zoning laws, as outlined in [RSA 155-A](#).
- MP Our school certifies that within the first month of approved opening, a fire inspection will be completed by the local fire chief. Any violations shall be addressed by the nonpublic school on a timeline determined by the local fire chief and/or state fire marshal, as outlined in [Ed 403.01\(c\)](#).
- MP Our school understands that in accordance with [RSA 189:64](#), a site-specific school emergency operations plan shall be submitted to Homeland Security and Emergency Management by September 1 or prior to student occupancy, whichever comes first. We furthermore understand that current law requires that the school's emergency operation plan be submitted each year thereafter.

SECTION I: CERTIFICATION

Please initial and sign in the appropriate spaces below. Then send materials to: Shireen.Meskoob@doe.nh.gov.

<u>MP</u>	I certify that I understand that my application will not be fully processed for approval until the application is complete.
<u>MP</u>	I certify that our school will not collect tuition or deliver programs to students until we are issued an approval from the NH State Board of Education.
<u>MP</u>	I certify that if there are any changes to items outlined in the Administrative Rules, Ed 400, our school must notify the Office of Nonpublic Schools prior to implementing these changes.
<u>MP</u>	I certify that all information provided is true and correct in content and policy and that I have read the entirety and understand the applicability of the Administrative Rules, Ed 400 and relevant statutes.
 Signature of Head of School	Michael Pelletier Print Name
	07/21/2022 Date

REFERENCE MATERIALS

- Administrative Rules Ed 400: http://www.gencourt.state.nh.us/rules/state_agencies/ed400.html
- Statutory Authority: <http://www.gencourt.state.nh.us/ras/html/NHTOC/NHTOC-XV.htm>
- Secretary of State: <https://quickstart.sos.nh.gov/online/Account/LandingPage>
- Fire Inspection: <https://www.nh.gov/safety/divisions/firesafety/building/SchoolInspectionProgram.html>
- Health Inspection: https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline_documents/health-inspection.pdf
- Health Inspector Directory: <https://www.dhhs.nh.gov/dphs/holu/documents/officers.pdf>



Zoning Verification: <https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/zoningform2012.pdf>

Emergency Operation Plan: <https://www.nh.gov/safety/divisions/hsem/school-readiness.html>

Thank You.



Seton Academy

Certificate of Good Standing

State of New Hampshire

Department of State

CERTIFICATE

I, David M. Scanlan, Secretary of State of the State of New Hampshire, do hereby certify that SETON ACADEMY is a New Hampshire Trade Name registered to transact business in New Hampshire on June 22, 2022. I further certify that all fees and documents required by the Secretary of State's office have been received and is in good standing as far as this office is concerned.

Business ID: **901917**

Certificate Number : **0005800687**



IN TESTIMONY WHEREOF,

I hereto set my hand and cause to be affixed
the Seal of the State of New Hampshire,
this **22nd** day of **June** A.D. **2022**.

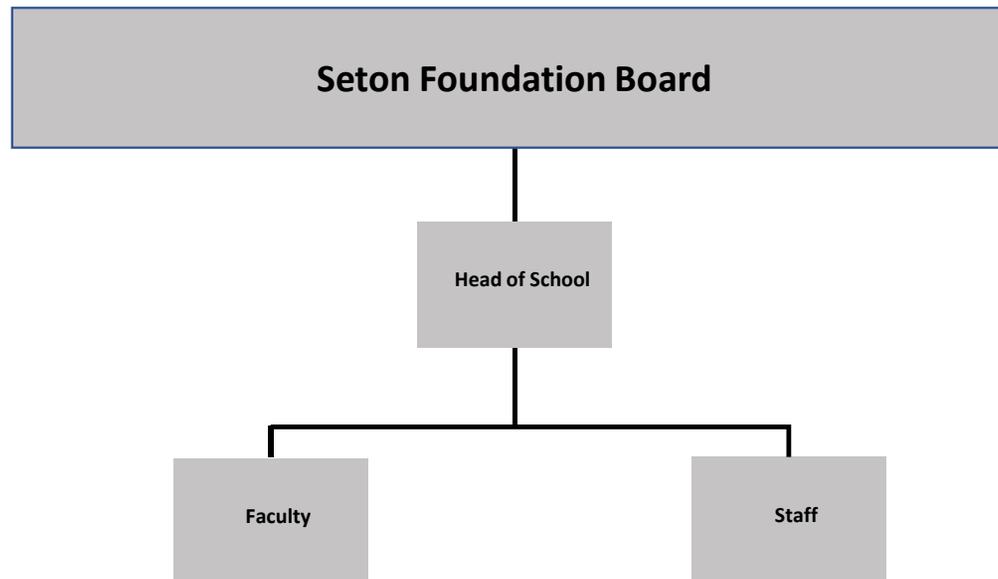
A handwritten signature in black ink, appearing to read "David M. Scanlan".

David M. Scanlan
Secretary of State

Seton Academy

Administrative Organization

Our Structure



Key Responsibilities

- Hire, advise and review the Head of School
- Approve the annual budget
- Establish longer-term strategic plan

Seton Academy

School Calendar

Seton Academy

2022- 2023 School Year Calendar

	Mo	Tu	We	Th	Fr		Mo	Tu	We	Th	Fr
September (19 days)				X	X	February (18 days)			1	2	3
	X	6	7	8	9		6	7	8	9	10
	12	13	14	15	16		13	14	15	16	17
	19	20	21	22	23		20	21	22	23	24
	26	27	28	29	30		X	X			
October (19 days)	3	4	5	6	TW	March (19 days)			X	X	X
	X	11	12	13	14		6	7	8	9	10
	17	18	19	20	21		13	14	15	16	17
	24	25	26	27	28		20	21	22	23	TW
	31						27	28	29	30	31
November (18 days)		1	2	3	4	April (13 days)	3	4	5	6	X
	7	8	9	10	X		X	11	12	13	14
	14	15	16	17	18		17	18	19	20	21
	21	22	X	X	X		X	X	X	X	X
	28	29	30								
December (16 days)				1	2	May (22 days)	1	2	3	4	5
	5	6	7	8	9		8	9	10	11	12
	12	13	14	15	16		15	16	17	18	19
	19	20	21	22	X		22	23	24	25	26
	X	X	X	X	X		X	30	31		
January (20 days)	X	3	4	5	6	June (7 days)				1	2
	9	10	11	12	13		5	6	7	8	9
	X	17	18	19	20		SD	SD	SD	SD	SD
	23	24	25	26	27						
	30	31									

TW= Teacher's Workshop

ER= Early Release Day

5-Sep	Labor Day	2-Jan	New Year
6-Sep	First Day of School	16-Jan	Civil Rights Day
7-Oct	Teacher Workshop	Feb 27- Mar 3	Winter Break
10-Oct	Columbus Day	24-Mar	Teachers Workshop
11-Nov	Veterans Day	7-Apr	Good Friday
23-25- Nov	Thanksgiving Break	10-Apr	Easter Monday
23-30- Dec	Christmas Break	April 24 - 28	Spring Break

Seton Academy

Curriculum and Overview



Seton Academy

2022-2023

***Curriculum and
Overview***

Academics

A Seton Academy education reflects both academic excellence and a Catholic identity. Seton Academy is committed to the whole child, including academic preparation, self-discipline, moral values, and spiritual growth. Our teachers blend creativity, discipline, experience and innovation to help children grow into happy and productive individuals.

Our emphasis is on education utilizing structured, proven methods supported by the latest in educational techniques and technology. On a typical day, our students might practice their math tables with a timed test or participate in a spelling bee, then later take a virtual field trip to ancient Greece or play an online learning game. Our curriculum challenges students in reading, writing, oral expression, mathematics, social studies and science.

Curriculum

Seton Academy does not follow the Common Core. While the curriculum outlined in this Viewbook will give parents a good idea of the areas covered for each grade, this is not an exhaustive list. Teachers are free to choose to augment and or expand these or other areas of the curriculum throughout the year for the academic benefit of the students.

Prekindergarten and Kindergarten Programs

Because they are early learners, Prekindergarten and Kindergarten students require a special blend of educational and social experiences. Our early childhood teachers and aides encourage students to participate, share, listen, and learn about themselves and others while taking the first steps towards introductory academics.

A Seton Academy early childhood education is enhanced by:

- dynamic, experienced teachers and aides, with a maximum 10-1 student-to-teacher ratio in Pre-Kindergarten and 12-1 student-to-teacher ratio in Kindergarten
- assessment of academic and developmental skills
- regularly scheduled classes in physical education, music, and library
- a buddy program in which each Pre-Kindergarten and Kindergarten student builds an ongoing mentor relationship with an older student in grades 1-6
- easy transition into the grades 1-6 program, with no change in schools
- school uniforms to help students focus on their work.

Pre-Kindergarten Center-Based Instruction

Our PreKindergarten classrooms combine traditional group learning with center-based instruction. Centers allow students learn to work independently and in small groups, develop social interaction and collaboration skills, and build self-confidence and esteem. Centers often include:

Dramatic Play

When children put on dress-up clothes, they use their small muscle skills (self-help and writing); when they pretend to be grown-ups, they are understanding their experiences better (abstract thinking, social skills); when they separate cups and plates or set a table, they are learning to group objects in categories (math).

Science Center and Sensory Table

Children learn by exploring the world around them. When children make boats sink, they are recognizing cause and effect (science & logical thinking); when they pour without spilling, they are using their small muscle skills (physical coordination); and when they are making predictions and finding results, they are using their problem solving and thinking skills (science).

Blocks

In the block area, children learn to understand size, weight, and number concepts (math & science); recreate the world around them (geography & social skills); and

control and coordinate their muscles (physical development). Children also refine their spatial relations as well as their creativity in building (engineering).

Art

When children make playdough, they recognize how materials change (science) when they gather paper, scissors, and glue for a project, they are planning and carrying out a task (executive functioning skills, (independence)); when drawing a picture of a person, they use symbols (reading and writing readiness).

Reading Corner/Library/Writing Center

When children turn pages of a book from beginning to end, they are learning to read a book from left to right (reading and writing readiness); when they scribble on paper, they are using writing as a means of communication (reading and writing readiness); when they listen to a story and talk about what happened, they are learning to love books, remember details and express ideas (language development).

PreKindergarten

Religion

Expressing how God made each person special

Exploring simple Bible stories

Understanding family

Recognizing Jesus-and the Holy Family

Learning to pray as a means of listening and talking to God

Learning to develop friendships and share with others

Recognizing the need to say "I'm sorry"

Demonstrating positive character and moral development through, service and outreach

Learning to attend mass and other liturgical services

Language Arts

Listening and retelling stories

Recognizing letters of the alphabet

Developing oral language

Following, oral directions

Social Studies

Advancing awareness of cultural differences

Recognizing and participating in seasonal & holiday traditions

Demonstrating knowledge of important personal information, such as name, address, and telephone number

Understanding the roles of community workers and their careers

Exploring use of a calendar

Learning to act as a citizen in both the classroom and the world

Science

Using the five senses

Understanding plants are living things.

Exploring weather.

Advancing understanding of importance of good health and hygiene

Math

Recognizing numbers 1-20
Sorting & Classifying
Graphing
Using patterns
Problem solving
Recognizing basic shapes
Understanding concepts 0-10

Physical Education

Exploring movement skills
Developing spatial awareness
Learning ball skills: kicking, dribbling, throwing, catching, striking
Experiencing rolling, bouncing and other movement
Understanding cooperative play
Awareness of safety and sportsmanship

Library

Caring for and handling library materials properly
Listening to stories
Returning books to proper location on the shelf
Returning books in good condition

Music

Experiencing pitch, echo songs, call-and-response songs
Learning folk and traditional songs and rhymes
Practicing accurate singing skills, rhythmic skills, and expression
Using movement and dance to introduce form, beat, and expression

Art

Developing basic process and motor skills (fine and gross)
Integrating of art to enhance curriculum
Experiencing open ended art center

Kindergarden

Religion

Understanding the use of prayer

Recognizing the basic Bible stories, people and concepts such as Jesus, Creation and the Holy Family

Practicing the knowledge of the Catholic liturgical services, holidays and baptism

Demonstrating positive character and moral development especially through service and outreach

Practicing personal appreciation of priests and religious

Language Arts

Listening and speaking

Following directions

Developing auditory discrimination of sounds, words, patterns and word family

Isolating initial sounds in words

Identifying main idea, sequence of events, simple cause and effect

Improving skills in oral language through conversation, discussion, and creative dramatic

Identifying words that rhyme

Reading and Literature

Developing reading comprehensive skills; predicting, retelling, recalling details

Recognizing letters and simple phonics

Following directionality; left to right, top to bottom

Identifying upper and lower case letters in isolation and being able to say each letter sound

Understanding beginning, middle and end

Sequencing chronologically

Recognizing some high frequency words

Understanding basic literary elements such as title, author, ect.

Written Expression

Printing own name in correct order and using capital letter only at the beginning

Proceeding from left to right

Forming upper- and lower-case letters correctly

Using invented spelling

Recognizing period, question mark, and exclamation point

Using general writing as a means of expression

Social Studies

Recognizing current events

Appreciating cultural differences

Participating in seasonal and holiday traditions

Understanding family needs and how a family meets its needs

Understanding all children and adults have responsibilities

Understanding community workers as people who provide us with goods and services

Understanding maps as pictures of places and globes as representations of the earth

Understanding rules involve consideration of others and provide for the health and safety of all

Identifying North, South, East and West

Science

Practicing introductory knowledge of the scientific process through exploring and examining, observing and collecting, and recognizing and communicating

Understanding how animals move, eat, breath, grow and protect themselves

Understanding plants are living things

Using the five senses

Observing changes in the weather and the four seasons

Math

Sorting and classifying by type, color, and shape

Counting and identifying numbers 1-50

Patterning

Creating graphs

Identifying and creating shapes (Circle, square, rectangle, triangle, diamond)

Introduction of simple addition and subtraction

Introduction of concepts 1-30

Introduction of counting by fives, tens to 100

Physical Education

Understanding body movement; fast, slow, forward, backwards, around, through, inside, and outside

Practicing spatial awareness

Understanding throwing, catching, kicking, and dribbling balls

Understanding all movement- rolling and bouncing

Understanding locomotive movements; running, galloping, chasing

Understanding safety and good sportsmanship skills

Library

Listening to a story attentively

Demonstrating library etiquette

Practicing proper care of library materials

Practicing simple public speaking

Music

Singing songs and games

Moving to music

Playing unpitched instruments

Understanding speaking and singing voice

Matching pitch

Practicing rhythmic accuracy and expression

Practicing beat, tempo, dynamics, and pitch

Recognizing sound patterns and songs
Introduction to hand chimes
Reading and writing rhythm notation
Recognizing contrast, high and low, AB form
Making appropriate movement to the beat of music
Understanding music as a part of life and history

Art

Developing basic processes and fine and gross motor skills (fine and gross)
Developing an awareness of the “whole page”
Understanding use of art through story telling

First Grade

Religion

Understanding God's love

Exploring Church beliefs in the Trinity and the Holy Spirit

Understanding the sacraments of Baptism, Reconciliation, and the Eucharist

Refining knowledge of Jesus, his life, the holy Family and the disciples

Exploring Church liturgical practices such as the liturgical year, Holy Days, Holy Week, Advent, Lent and Pentecost

Reading of Bible stories

Language Arts/phonics

Listening and Speaking

Listening and retelling simple stories

Speaking, presenting orally in front of the class (show-n-tell & book reports)

Recognizing beginning, middle, and final consonant and vowel sounds

Listening attentively in large and small groups

Reading and Literature

Reading comprehension, drawing conclusions

Explaining cause and effect, predicting outcomes, and distinguishing between reality and fantasy

Developing continually expanding sight word vocabulary

Using phonics skills to decode (sound out) words

Demonstrating and awareness of words with plural endings, simple contractions, compound words, rhyming words and root words

Using a plan for applied reading strategies

Appreciating literature through poems and stories

Understanding literary genre

Demonstrating sequencing

Identifying main idea of a story

Written Expression

Studying long and short vowels

Understanding consonant blends, digraphs (sh, th, ch,wh) kn, wr,le

Using invented spelling to write complex words

Social Studies

Understanding that environment influences the kinds of food, clothing, and shelter families, may have

Discussing the differences between wants and needs

Developing an awareness of one's feelings towards others and of one's individuality as well as one's role in the community

Developing an appreciation for and pride in our country

Developing an understanding and awareness of rules in the classroom, why rules are needed, and rules and

rights.in school and home

Practicing map skills

Exploring the United States, it's land and states

Science

Observing and expanding awareness of matter

Exploring similarities and differences between living and nonliving things

Discovering most organisms have basic needs such as food water air space and shelter as well as their habitats and live cycles.

Expanding Students awareness of animal groups and behaviors

Math

Reading writing and counting numerals 1-100

Counting by 2's, 5's, and 10's

Adding and subtracting to 20

Understanding more, less, equal to, bigger than, greater than, smaller than, fewer than

Grouping by 10

Telling time on a clock hour, half hours

Counting money: pennies, nickels, dimes, quarters to one dollar

Recognizing parts of a whole (fractions), halves, thirds, fourth

Using bar and picture graphs

Using problem solving techniques

Measuring

Fractions and parts of a set

Word problems and key words to solve them

Physical Education

Refining movement skills and spatial awareness

Understanding change of direction in running in low organized games

Understanding cooperative play when using the parachute

Practicing cardiorespiratory fitness endurance and flexibility

Refining skill of kicking, dribbling, throwing, catching, rolling, and sticking

Identifying basic body muscles

Understanding safety and good sportsmanship in game situations

Library

Choosing Books that are of interest and appropriate to grade and reading level

Understanding books are located in the library by author and subject areas.

Demonstrating ability to locate books of interest.

Showing responsibility by demonstrating the care and return of library materials

Music

Practicing solo and group performance

Understanding and performing rounds

Performing simple ostinato

Introduction to melodic instrument

Refining understanding of melodic direction duration and complex rhythm.

Art

Identifying free and basic shapes and building 2D designs, patterns or pictures with them

Developing skills of identifying visual elements line, shape, color, texture and use them in their artwork

Developing art vocabulary with words such as collage, print, symmetry

Identifying pattern and symbols and how they have meaning in their artwork.

Acquiring basic skill in drawing, painting techniques, and working with clay

Creating artwork that is imaginary function or realistic as well as seasonal or holiday artwork

Using visual arts to explore and express understanding of the natural world.

Second Grade

Religion

Reading of Bible stories

Refining student knowledge of Church, community, and his/her place in it

Practicing knowledge of Catholic beliefs including the Ten Commandments, the Sacraments, the Mass, and Saints

Exploring the heritage of the Catholic church

Using prayer as a means for listening and talking to God

Participating in Catholic Masses

Using service and outreach to positively affect the lives of others

Practicing personal appreciation of priests and religious

Language Arts

Listening and Speaking

Listening and responding to three and four step directions

Listening and retelling stories

Using conversation, oral reading, creative dramatics, and choral speaking to expand language development

Speaking/ presenting oral in front of class

Reading and Literature

Determining unknown words; making sense, picture clues, blank strategies, read on, re reading, sounding/chunking

Reading, identifying and enjoying a variety of literary forms: fiction/ non-fiction, poetry, plays, biographies, folk tales, fairytales

Expanding elements of a story: setting, character, problem, events, solution

Reading comprehension; drawing conclusion, expanding cause and effect, predicting outcomes, interpreting and evaluating, distinguishing between reality and fantasy (non-fiction/fiction)

Identifying character traits

Reading aloud fluently with good expression and intonation

Introducing reference material

Written Expression

Handwriting: letter formation, spacing (between lines and words of print)

Reviewing the 5 steps to the writing process; prewriting, drafting, revising, editing, and publishing/sharing

Introducing editing marks

Writing sentences: parts of sentences (naming/action), writing complete sentences, questions, exclamations, expanding and combining sentence, using sentence variety

Writing paragraphs: moving from general to specific, topic sentence, main idea, details, concluding sentence, indenting, using time order words to sequence the paragraph

Writing using different forms: journal, narrative, story, instructions, friendly letter, poetry, reports, answering questions, responding to literature, book reports

Learning writing mechanics, including grammar, spelling, punctuation and capitalization

Practicing test taking skills

Introducing cursive writing (upper and lower case letters)

Phonics/ Spelling

Distinguishing between hard and soft C & G

Studying contractions, compound words, plurals (s, es, ies), base words with suffixes (er, ing, est, less, ness) and prefixes (re, un, dis)

Social Studies

Learning about groups, neighborhoods, community, urban, suburban, rural

Studying the earth, continent, country, state, landforms, natural resources

Understanding government, US, symbols, rules, laws

Discovering our past, US History, explorers, colonists, Revolutionary war

Studying people ,places ,holidays, customs, celebrations

Science

Learning scientific process skills of hypothesizing, collecting data, analyzing results and drawing conclusions

Studying life sciences

Studying physical science: energy, sound and light: earth and our universe; ecology and conservation

Exploring weather and the seasons

Exploring nutrition and its effects on the body

Math

Studying addition and subtraction fact strategies to 20 and beginning geometry

Learning place value and counting numbers to 1000

Collecting, recording and analyzing data using tables and graphs

Telling time to hour, half, quarter, five minutes on analog clock

Recognizing counting money, penny, nickel, dime, quarter, half dollar, dollars

identifying and diagraming fractional parts of a whole, measuring and solving problems

Estimating and rounding to 10's

Understanding greater than, less than and equal to

Adding and subtraction 2 and 3 digit numbers

Introducing multiplication and division

Physical Education

Refining ball skill: tossing, catching, and kicking

Understanding the game strategy in large group low organizational games

Understanding the use of physical fitness activities to build strength and endurance, flexibility, and cardiorespiratory fitness

Refining basic locomotor skills, changing direction and spatial awareness

Library

Selecting appropriate materials to read or information or for recreation

Recognizing the organization of the library

Understanding the basic parts of a book
Understanding the difference between fiction and non fiction
Beginning to identify literary genres

Music

Performing solo or as part of a group
Practicing rounds
Practicing simple ostinato with a familiar song
Playing a melodic instrument
Understanding melodic direction, duration, complex rhythms
Recognizing phrases, pitches, tempos, meters, and major and minor modes
Understanding Families of the orchestra
Understanding simple forms
Appreciating music as personal expression
Identifying composers from different periods of time

Art

Continuing proper use of art materials, tools, and the use of the visual elements of line, space, shape, color, texture in artwork to communicate feeling.
Continuing to develop basic skills in drawing, painting and 3_D paper construction
Continuing to create a feeling of space through size, placement, and overlapping
Developing sense of observations and beginning to create animals, people, and objects as realistically as possible
Obtaining exposure to works of art from other cultures and historical times

Third Grade

Religion

Understanding the Catholic sacraments of initiation

Understanding the Catholic church as one Holy, catholic and apostolic church

Practicing knowledge of Catholic beliefs including reconciliation and healing and feast and seasons

Practicing how Catholics pray live and worship

Practice in Catholic masses

Using Service and outreach to positively affect the lives of others.

Practicing personal appreciation of priests and religious

Language Arts

Listening and speaking

Listening and understanding directions

Listening and speaking in group situations with appropriate volume

Reading and Literature

Continuing to learn word skills

Using strategies to improve reading comprehension

Building vocabulary through literature

Developing study skills

Appreciating grade appropriate literature

Increasing independent reading and reading for a purpose

Understanding of basic dictionary skills

Identifying parts of speech

Analyzing writing through prediction and inference and compare and contrast

Advance use of phonics

Written Expression

Refining cursive writing

Spelling frequently used words correctly

Learning and using the writing process (prewriting, drafting, revising, proofreading,)

Using correct punctuation

Writing a personal narrative, fictional story, instruction, descriptive essay, persuasive essay, friendly letter and other creative writing.

Identifying parts of a sentence

Social Studies

Understanding map skills including identifying oceans, continents, compass rose, symbols, and recognizing geography terms

Learning about communities (rural, urban, and suburban) and the geography of rivers, deserts and mountains

Understanding rules in a community

Developing and understanding of the government in communities and nations.

Learning about our nation's history, current events and America culture

Learning about economics

Science

Learning process skills of hypothesizing, experimentation, collecting data, analyzing results and drawing conclusions

Studying life science: life cycles of animals and plants and the roles of living things

Studying physical science: water cycles, forms of energy, matter, forces and machines, rocks and minerals, and the solar system.

Learning about muscles and bones

Math

Identifying coins and place values

Telling time to the minute and calculating elapsed time

Organizing and analyzing data using picture, line, and bar graphs and using probability to predict outcomes

Determining weight, length, capacity, and temperature using metric and customary systems

Learning multiple and division facts through 12

Identifying fractions and decimals, plane and solid geometric figures

Understanding 2-digit multiplication

Physical Education

Understanding and achieving health and physical fitness.

Building on foundations of movement including spatial and body awareness as well as gross motor skills

Building on foundations of manipulation skills and apply to age-appropriate sports activities

Learning about sport in our society including rules, skill accusation and competition through low organized group games.

Developing social skills through play and competition.

Library

Using Library organization to distinguish between literary genre in library terms.

Distinguishing between biography and autobiography

Music

Identifying varieties of music

Listing, creating, performing, and moving to music

Singing accurately and independently

Recognizing brass, percussion, string and wood wind instruments.

Understanding simple melodies

Art

Exploring abstract design and composition

Continuing to use geometric and free shapes, the visual elements, pattern and observation to create 2-D and 3-D artwork

Identify major works of art and artist

Fourth Grade

Religion

Understanding the parts of the Catholic Mass

Understanding and living the Ten Commandments, the Beatitudes, and the Golden Rules

Practicing works of Mercy

Continuing study of the Bible

Practicing basic Catholic prayers

Participating in Catholic Masses

Using service and outreach to positively affect the lives of others

Practicing personal appreciation of priests and religious

Language Arts/phonics

Listening and Speaking

Making oral presentations

Participating in classroom discussions

Following oral directions

Asking questions and conducting interviews

Reading and Literature

Learning reading strategies including making inferences, predicting outcomes, sequencing, summarizing, drafting conclusions, cause and effect, compare and contrast, main idea and topic, and character analysis

Using reference materials effectively

Expanding vocabulary, decoding, and phonics skills

Obtaining exposure to various genre of literature, including fantasy, historical fiction, poetry and biographies

Written Expression

Selecting and focusing topics for writing

Writing compositions including: good sentence and paragraph structure, appropriate details and expressing meaning clearly

Increasing proficiency in cursive writing

Developing skill in the writing process

Applying grammatical skills: punctuation, capitalization, and parts of speech

Understanding topic writing including: descriptive writing, business and friendly letters, persuasive essays, research reports, book reports, comparing and contrasting, and fiction pieces

Social Studies

Studying the history of New Hampshire

Studying map and globe skills with an emphasis on states, capitals, mountain ranges, rivers and natural resources

Studying Native Americans

Learning about important historical figures

Science

Studying process skills of observing, classifying, collecting data, experimenting and drawing conclusions
Studying Life Science; analyzing necessity for adaptations, predators/ prey relationships, and balance of nature
Classifying living things into the kingdoms and phylums
Studying Physical Science : electricity, magnetism, energy changes, static electricity and electromagnetism
Investigating in cooperative pairs
Learning to draw with scientific accuracy: parts of a flower, eclipse, solar systems and water cycles
Identifying minerals with hardness scale and understanding three kinds of rocks and formations
Introducing tectonic plates and their role in earthquakes and volcanos
Investigating properties of sound and light by discussions and demonstrations
Grasping the sun's and earth's role in the solar system

Math

Knowing place value through hundred million
Adding and subtracting up to six place numbers, including dollars and cents
Dividing by 2 digits
Mastering multiplication, addition and subtraction
Understanding concepts and basic computation of fractions, mixed numbers, decimals
Interpreting data from various graphs and using calculators and manipulatives to solve problems
Refining mental math skills
Exploring word problem techniques
Learning rounding and estimation

Physical Education

Refining spatial awareness and gross motor skills
Introduction to fitness activities
Practicing hand eye coordination
Refining ball skills: striking, throwing , catching
Focusing on teamwork, safety, sportsmanship and strategy through group games
Practicing cardiovascular fitness, endurance, flexibility

Library

Using a broader range of research materials
Continuing practice in finding library materials independently
Introduction to the Dewey Decimal System

Music

Identifying varieties of music
Listening, creating, performing and moving to music
Singing accurately and independently
Recognizing instruments
Understanding simple melodies

Art

Creating more complex works based on techniques for representational drawing and painting and observational

drawing

Exploring methods for creating the illusion of three dimensions on two dimensional surface

Improving ability to draw realistic drawings

Fifth Grade

Religion

Understanding the Catholic sacraments
Understanding and living the Beatitudes
Advancing study of the lives of the Catholic saints
Participating in Catholic masses
Using service and outreach to positively affect the lives of others
Practicing personal appreciation of priests and religious

Language Arts/phonics

Listening and speaking

Listening in order to appreciate and evaluate stories, plays, reports
Listening in order to follow oral directions
Using acceptable pronunciation and spoken communication skills
Practicing public speaking
Collaborating on group projects and presentations

Reading and Literature

Identifying main ideas, sequence of events and cause/ effect
Reading a variety of literature for pleasure and information
Applying knowledge of comprehension skills to all subject area
Understanding a selection's story elements
Decoding, phonics , vocabulary skills
Learning study skills including note taking and use of various references
Identifying fact verses opinion
Advancing dictionary and reference skills

Written Expression

Recognizing sentence parts and using different types of sentences
Using appropriate language, grammar and mechanics to express ideas in complete sentences and paragraphs
Using various types of writing (creative, journal, letter, report, persuasive, etc)
Using the writing process
Using major principles and patterns of English spelling and strategies
Using creative writing techniques
Identifying and using the eight parts of speech
Advancing vocabulary knowledge and usage
Proofreading and editing written work

Social Studies

Understanding major geographical features of the United States using map and globe skills
Studying American history from discovery, exploration, colonization and expansion to the present
Developing an appreciation for being a US citizen in a world community

Understanding current events

Recognizing the Presidents of the US and historical significance of American holidays

Understanding the election process

Science

Learning critical thinking process skills of hypothesis, collecting data, analyzing results and drawing conclusions

Studying Life sciences through the introduction to classifying organisms, cells and the human body, health, plants, biomes, and energy resources

Completing lab and field experiments as well as collaborative projects

Math

Addition, subtraction, multiplication and division of whole numbers, decimals, fractions and integers

Place value

Roman numerals

Rounding

Customary and metric measures

Converting measures

Prime factorization, divisibility rules, factoring, greatest common factors and least common multiple

Algebraic equations

Temperature and time zones

Graphs

Mean, median, mode, and range

The coordinate plane

Geometry

Scale drawings

Perimeter, area, volume , circumference

Physical Education

Understanding personal health related and physical fitness

Understanding , assessing, achieving and developing personal fitness plans

Practicing participation, rules review, strategy for success, and skill development in instructional units

Developing social skills, teamwork and cooperation through games

Library

Continuing to explore the depth of research materials available including online resources

Understanding the Dewey Decimal System as the basis for library organization around the world

Achieving independence in finding library materials by subject, author and title

Music

Exploring larger musical forms

Using music as a form of expression

Exploring improvisation

Using notational symbols

Understanding musical elements and structure

Art

Exploring color wheels, color theory and tints

Creating more complex works of art through analyzing and crafting landscapes and compositions

Sixth Grade

Religion

Exploring steps for making moral decisions
Learning how the Bible is organized
Understanding the Old and New Testaments
Participating in Catholic Masses
Using service and outreach to positively affect the lives of others

English and Language Arts

Reading and understanding of folk literature , novels, short stories, plays, poems and non fiction
Writing activities include: responding to literature, writing reports, letters, poetry and fiction writing for a specific purpose
Studying vocabulary, parts of speech, spelling, sentence structure, punctuation and capitalization
Identifying plot, setting, character, theme, conflict, literary techniques
Refining proofreading and editing skills
Refining speaking and cooperative learning techniques

Social Studies

Studying Europe, North Africa, and the Middle East
Studying current events
Understanding the interdependence of all nations including their economic and political systems
Learning the history, geography and economics of world regions
Linking the history, culture and societies of Ancient Rome, Greece, the Middle East and North America to modern civilizations of Europe, North Africa and North America
Organizing and interpreting information using journal writing, reading , visual learning, study and research skills, collaborative learning, technology, primary sources, guest speakers and written and oral projects
Studying the election process

Science

Studying Physical science: the Earth, sun and moon and their relation to oceans, weather and forecasting, the solar system, and simple machines
Exploring scientific concepts through cooperative learning and projects
Understanding scientific method/ lab safety and procedures
Applying technology to science

Math

Number concepts: adding, subtracting, multiplying and dividing of whole numbers, fractions, decimals and integers
Statistics and probability: studying mean, median, mode, interpreting and creating graphs
Ratio, proportion and percent: studying scale drawings, percent of a number, equivalents
Algebra: graphing integers and transformations; solving equations
Geometry and measurement: studying perimeter, area, and volume of quadrilaterals, triangles, circles, prisms
Exploring place values, rounding and order of operations
Understanding simple interest, commission, discount, tax and budget

Understanding customary and metric measures, temperature, and time zones, as well as adding , subtracting and multiplying measures

Understanding the coordinate plane

Physical Education

Developing necessary skills to establish and maintain physical fitness, flexibility and agility

Demonstrating responsible personal and social behavior

Library

Locating and interpreting information

Continuing to expand usage of research materials available

Achieving independence in finding library materials by subject, author and title

Music

Exploring larger musical forms

Using music as a form of expression

Understanding treble and bass clef

Using notational symbols

Understanding musical elements and structure

Art

Refining observational drawings

Refining design and pattern skills

Exploration of ethics in art

Seventh & Eighth Grades

Theology

Our curriculum adheres to the Diocese of Manchester's guidelines and curriculum framework for Theology. Our curriculum is deeply rooted in the four basic components of the Catholic tradition: faith, worship (sacraments), moral life, and prayer. Theology classes meet every day and are a recognized discipline within the school's curricula.

Grade 7 Theology

Students in grade seven explore the historical Jesus and the four New Testament Gospels. Learners will grow in understanding of the message and mission of Jesus Christ. The liturgy and the seven sacraments are examined closely, and students search the meaning of the mystery of Christ within contemporary Christian life. Students will explore the dignity of every stage of human life; and be introduced to Saint John Paul II's Theology of the Body. They will investigate the lives of the saints and discuss how to incorporate what they learn into their own everyday lives.

In addition to the formal curriculum, students will unpack scripture readings for the upcoming Sunday liturgy and analyze them from a historical, cultural, social justice, and spiritual context. A social justice unit regarding poverty in the United States and throughout the world is studied and students will explore the seven themes of Catholic social justice. Lastly, students explore various types of prayer in Chapel exercises and during Eucharistic adoration.

Grade 8 Theology

The students in grade eight do an extensive study of the Ten Commandments. Students will discuss and examine what it means to be called to holiness, and how to examine today's morals and values in light of the Gospels. The Theological and Cardinal virtues, the Beatitudes, the Corporal and Spiritual Works of Mercy, and the Seven Themes of Catholic Social Teaching are explored alongside the Commandments, equipping students to find true happiness and be a living presence of God in our world today.

The mission and meaning of the mystery of the Church will be examined throughout the various centuries and in the modern world. Theology of the Body is an additional subject that the eighth-grade will study in more depth. The students will come to realize that God, who is love, created them out of love and calls them to love.

In addition to the formal curriculum, students will look closely at the scripture readings for the upcoming Sunday liturgy and analyze them from an historical, cultural, social justice, and spiritual context. Lastly, students explore various types of prayer in chapel exercises and during Eucharistic adoration.

English & Literature

This course is designed to improve students' writing through the introduction and reinforcement of grammar and punctuation skills. Students will be introduced to a variety of writing forms and basic research skills. New vocabulary will be reinforced through the use of a vocabulary text.

7th Grade English & Literature

This course is designed to improve students' writing through the introduction and reinforcement of grammar and punctuation skills. Students will be introduced to a variety of writing forms and basic research skills. New vocabulary will be reinforced through the use of a vocabulary text. The course has goals for the areas of reading, writing, speaking and listening, and language in an effort to make students able to read and write confidently in all subject areas. In the area of reading students will further develop their abilities to determine a text's main ideas and to analyze them based off of textual evidence. They will learn to analyze how an author organizes their text and the purpose of the chosen point of view. The students will develop the skills to compare and contrast the written and multimedia versions of a text, and how different writers approach the same topic. In terms of writing, the students will continue to develop their skills in writing argumentative, informative, narrative, and research texts. They will be able to produce clear writing that has appropriate organization and style for the topic at hand. The students will learn to use technology to produce and publish their writing and to link and cite sources.

The students will continue to develop their research skills by drawing evidence from different texts that support their own writing. To develop their speaking and listening skills students will learn to ask good questions that lead to group discussion and to modify their own views in accordance with new information and ideas expressed by those around them.

The students will also practice speaking in front of a group while using relevant descriptions, facts, and details to support an opinion. Throughout their writing and speaking students will continue to show their command of the English language, particularly in the uses of phrases and clauses and varied types of sentences. While writing students will continue to practice conventions, specifically the use of commas to separate coordinate adjectives.

8th Grade English & Literature

This comprehensive English course is designed for students to refine grammar and writing skills. These students will be expected to complete grade level assignments. Students completing this course will have demonstrated ability in the areas of reading, writing, and interpreting grade level literature. This course, covering several genres of literature.

After completing this course students should be able to read and understand various types of literature appropriate for their grade level. In the area of writing the students will become adept at writing argumentative, informative, narrative, and research essays. They will learn to use clear and easy to understand writing with style and function appropriate to their topic. The students will learn how to revise and improve their writing using guidance from peers. The students will learn to research topics using valid and varied sources to gather important information. The proper use of citations and paraphrasing will be emphasized. The students will learn to use texts they have read in order to support their opinions and arguments in a logical way. To improve their speaking and listening skills students will learn to effectively engage in collaborative discussions and analyze information presented in various media and formats. They will learn to evaluate the soundness of reasoning in a

speaker's argument and claims.

Students will also learn to present their own claims and arguments in logical and coherent ways. They will be able to show a command of formal English language in order to support their claims. Throughout their writing and speaking students will demonstrate their command of English grammar and writing conventions.

History

History is taught with lectures, thematic applications of history to the present and to our own lives, corresponding videos to enhance the major areas of the curriculum, discussions, skits, critical thinking questions, group and individual projects, field trips, and relevant connections to scripture and Catholic learning objectives. Homework is an integral part of the learning process. Writing quality is an expectation, and writing concerns are taught and reinforced throughout the year.

By the end of the two years in U.S. History, the student is cognizant of all areas of American history to the present time. The following is a general overview of the curriculum:

Grade 7 History

Seventh Grade History begins with a unit on geography and ends after Reconstruction in the late 1800's. The course encompasses the cultures and civilizations in the Americas before Columbus, the Age of Exploration, Colonial History, the introduction of slavery in the American colonies, the American Revolution, the founding of the government with an emphasis on understanding the U.S. Constitution, the Era of Jefferson, the War of 1812, the Industrial Revolution, the Era of Jackson, Manifest Destiny, slavery and the anti-slavery movement, the sequence of events leading to the American Civil War, the War itself, and the period of Reconstruction.

Grade 8 History

The 8th grade U.S. History class is a continuation of the 7th grade curriculum, beginning in 1895, with the population expansion into the West, covering the Spanish-American War, WWI, the Roaring Twenties, the Great Depression, WWII and the Holocaust, the Korean War, the McCarthy era, the assassination of JFK, LBJ and the Vietnam War, the Watergate affair, The Iranian hostage crisis, the collapse of the Soviet Union and the end of the Cold War, the first Gulf War, Clinton's impeachment, 911 and the wars in Afghanistan and Iraq, and the book ends with the election of President Obama and the global economy. What has happened since is the recent past, and it's brought out through discussions of current events.

Mathematics

We realize that each student has been blessed with a unique set of gifts and talents. All of our students deserve to have the opportunity to grow into the best version of themselves. We recognize that students come to us with a variety of mathematical experiences and backgrounds, and at differing levels of mathematical maturity. Incoming students are assessed in the spring prior to their arrival at the upper campus and placed in a mathematics level that is consistent with their aptitude and understanding of mathematical concepts to ensure that they are challenged to the best of their abilities.

All of the math classes are at or above grade level. Algebraic concepts are introduced early in the curriculum and mathematical understanding of those concepts are developed through the scaffolding of material as students build upon what they learn.

7th Pre-Algebra

This course assumes a solid understanding of the meaning of algebraic variables and their use in equations. In this course, students will learn to analyze and solve both linear equations and systems of linear equations. They will also be introduced to the concept of functions and learn to use them to model relationships and make predictions based upon linear models. Students will learn to construct and interpret scatter plots. Students will also be introduced to concepts in geometry that will provide the foundation for high school geometry.

8th Grade Algebra

This is a high school level algebra class. Students in this class will gain a deeper understanding of linear equations and linear functions. Students will gain experience solving systems of linear equations and linear inequalities. They will be introduced to the concepts of piecewise functions, exponential functions, polynomials and factoring, quadratic equations, and statistics.

Science

Science affects just about every part of a student's life from cell phones to the food they eat. In our science class, students learn to recognize and confront preconceptions about concepts. Students are engaged through a blend of inquiry, hands-on/minds-on, and group activities. These processes provide students with the opportunities to develop deeper understanding of content as well as the application of that content. Students make observations, interpret those observations, analyze the data, formulate conclusions, and communicate their conclusions. Many tools are utilized to help students understand both content and application. Some of the tools and techniques utilized include labs, research, individual, and group activities.

Technology is infused throughout the curriculum to address student learning styles and to incorporate the latest content. Methods of incorporating technology include virtual experiments, simulations, virtual field trips, and review games. The use of virtual experiments and simulations provide students with the opportunities to conduct experiments that are unable to be done in the science classroom because they are either too dangerous and/or too expensive. Virtual field trips provide students with the opportunity to see scientists at work, often, posing questions to them.

Grade 7 LIFE SCIENCE

All seventh graders take a yearlong course in Life Science.

Our seventh-grade life science course provides students with an introduction to life science and the scientific method. Students study living things and scientific processes. The curriculum includes the study of cell structure and function, genetics, classification of living organisms, animal behavior, vertebrates, invertebrates, and human body systems. Making cookies of plant/animal cells, demonstrating osmosis in the laboratory using gummy bears, creating Punnett squares, researching human body systems and creating a PowerPoint presentation are just a few of the activities completed.

8th Grade PHYSICAL SCIENCE

All eighth-grade students take a year-long course in Physical Science.

Our eighth-grade physical science course engages students through a blend of inquiry, hands-on/minds-on and group activities that provide students a foundation in both physics and chemistry. Students study scientific processes, Newton's Laws of Motion, gravity, work, power, simple machines, matter, atoms, the periodic table, chemical bonding and reactions, as well as chemical compounds. The metric-based laboratory work begun in seventh grade is continued and expanded.

Fine Arts

Seton Academy offers a well-rounded art education by developing young artists and critical thinkers. While focusing on observational drawing, art vocabulary, critical thinking and abstraction throughout the course of the school year. Learning artistic behaviors, students explore various mediums, artistic instruments, organization and responsibility for their work area and supplies. As the year progresses, young artists keep a process notebook to track their work and create a progression timeline throughout their experience with various projects in class. Art offers students a better understanding of their environment, builds artistic confidence and tracks visual successes through creative practice.

Grade 7 Art

Seventh grade artists focus on developing creative skills, art knowledge and concepts of design. Two dimensional lessons start with abstraction, mixed media and move into three-dimensional book making and sculpture. Art history and appreciation is integrated into the lessons and framework of the curriculum, while students take creative risks through medium choice and design concepts.

Grade 8 Art

Eighth grade artists begin with self-portraiture and focus on "identity" this year. Lessons are designed to interest students through "choice-based" art. Students have more freedom in experimentation in choosing materials and interpretation of art concepts.

Students show their work during art critiques and integrative art exercises. Artists explore design and symbolism through observation, art history projects, printmaking, pencil drawing and sculpture.

Physical Education

This year-long course meets once a week and is designed to provide an opportunity for students to improve their fitness and well-being through exercise, stretching, teamwork activities, and games, as well as to gain awareness and insight about the role of fitness in lifelong health. Health classes are incorporated - including the basics of nutrition, substance abuse, and wellness.

PE class is designed to be interactive, fun, challenging, informative, and educational. The goal is to introduce total wellness to all students so that they can begin to understand that living a healthy lifestyle is the key to a long and vibrant life.

7th Grade PE Project

Goal setting is a big part of planning for future success. 7th graders will complete a project where they need to set a personal health goal for themselves, and then work towards achieving that goal throughout the year. This project will teach students to set SMART goals, which are Specific, Measurable, Attainable, Relevant, and Timely. Goals must be initially approved by the PE instructor, and students must be able to show progress towards their end goal.

8th Grade PE Project

Through our Physical Education curriculum, students should be able to identify health benefits of the various activities in which they participate. The objective of the 8th grade project is to create a PE class of their own. The class will be an activity of the student's choosing (must be approved by the instructor), and the student should plan out a schedule for the class to include an activity appropriate warm-up, stretching, detailed instruction on how to play/participate, and then a cool-down activity to end the class period.

Seton Academy

Student Handbook



Seton Academy

Educating in Faith the Heart, Mind and Soul

189 North Main Street

Rochester, NH 03867

Phone: 603-833-1952

Email: info@seton.academy

Website: <https://seton.academy>

PARENT & STUDENT HANDBOOK

Welcome to Seton Academy! We ask that families carefully read the complete parent and student handbook and refer to it throughout your time at Seton Academy. Please feel free to call the school office with any questions regarding our policies and procedures.

Mission

Seton Academy is a welcoming, caring and faithful community, fostering academic excellence through an education rooted in our Catholic traditions, inspiring students to have a strong moral character and a commitment to service.

Philosophy

At Seton Academy, we strive to cultivate the whole child supporting them emotionally, academically and spiritually. We desire to create a safe, open and loving environment that is authentically Catholic while being sensitive to students of other faiths where each student can grow intellectually and in their personal faith life. We believe in the importance of creating a partnership with parents where each child's gifts are nurtured. We aim to guide students to become creative problem solvers and independent thinkers with a solid moral compass and encourage wonder and inquiry through logic and reason. Seton Academy faculty and staff are expected to know, support and model the teachings of the Catholic Church. Catholic identity is intentionally integrated into the academic curriculum. Our faith is the foundation of the philosophy and expectations that are a part of all activities.

Goals & Objectives

At Seton Academy, our goals are:

- To provide an understanding of Catholic values and traditions which lead the student to live a moral life, consistent with the gospel values of love, peace and justice.
- To develop the skills of verbal and written communication, problem solving, decision making, creativity, and knowledge

We strive to provide spiritual, moral, intellectual, cultural, and physical well-being development for all students enrolled. Seton Academy is dedicated to:

- providing routine opportunities for faith and moral development of each student
- creating acceptance and respect for each person
- cultivating respect for authority
- encouraging self-discipline and self-control
- leading and encouraging students to pray routinely
- fostering the realization that religion is an integral part of life
- providing regular instruction in the teachings of the Catholic Church
- creating awareness of the principles and value of a moral life
- providing a witness of Christian values and principles in day-to-day life
- developing the knowledge and skills in language arts, social studies, mathematics, and sciences
- developing an appreciation of music, art, and literature
- exposing the student to situations which challenge his/her creative potential
- exposing each student to the cultural and Christian heritage
- teaching courtesy pertaining to speech and manners
- teaching the student, the importance of the value of a good work ethic
- providing information concerning good health and safety through routine classroom
- providing a basic physical education program for all students
- creating opportunity for physical and social growth for students
- providing parents and students with periodic evaluation of each student's progress instruction

ADMISSION POLICIES

Every child has a right to be considered for admission to Seton Academy, a private independent Catholic school, on a space-available basis. Admission to Seton Academy shall not be determined based upon any applicant's race, national origin, or socio-economic background. Applicants for transfer into Seton Academy School after the academic year has commenced shall be considered based on the criteria set forth herein and on the basis of availability.

Application

The following documentation is required at the time of application:

- The application form and the non-refundable application fee per student not included in the tuition.
- Copy of student's birth certificate.

Students entering from another school:

- Copy of two previous years' & current year (to date) report cards.
- Completed Student Profile form/ Student appraisal form.

Registration

The process of submitting necessary legal, educational, and medical documentation required prior to acceptance

- Seton Academy will observe the entrance requirements established by the State of New Hampshire, relative to age, inoculations, and physicals. A child MUST be five (5) years of age by September 30th to be eligible for acceptance into our kindergarten program and must be six (6) years of age by September 30th to be eligible for acceptance into our first-grade programs.

The following documentation is required at the time of registration:

- Copy of immunization records. (All shots must be up to date as required by NH) Unless exempt per below.
- Students entering Kindergarten or Grade 1 must have a physical within one year of entering that grade and provide documentation from the doctor of the date of the examination.
- If parents are separated or divorced a copy of the Court Decree must accompany this form and will be placed in the student's file to verify legal custody.
- Copy of student's baptism certificate

Exemptions from Immunizations

Immunization requirements may only be waived for medical or religious reasons.

To obtain a medical exemption from a specific vaccine, a healthcare provider must present to the school a signed and dated letter detailing the medical reasons why a immunization would be detrimental to the child's health. This medical exemption must be presented on a yearly basis or until the child's health permits the immunization.

To obtain a religious exemption from immunization, parents must present a notarized State of New Hampshire "Religious Exemption from Immunizations" form to the school before the first day of school.

No applicant shall be considered for final acceptance until all documentation required in this section is received by the Admissions Committee. Seton Academy, at its sole discretion, will be required to ask for the withdrawal of a student if the parents or guardians fail to provide the documentation required, or misrepresent any fact, or alter or modify any documents submitted.

Notice of Non-Discrimination Policy

Seton Academy admits students of any race, color, national and/or ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to the students at the school. Seton Academy does not discriminate based on race, color, national and/or ethnic origin, in administration of their educational policies, admissions policies, scholarship programs, and athletic and other school-administered programs.

ACADEMIC POLICIES

Attendance Policy

Regular, prompt attendance is essential for success in school. Unless excused for illness or another serious reason, students are expected to attend school. Also, satisfactory completion of an academic year requires that a student has no more than 20 days maximum absences and meets the minimum academic requirements in order to be considered for promotion to the next grade. Attendance will be reported on progress reports and report cards in ½ day increments.

Parents are requested to plan vacations at times when school is not in session. If a parent decides to take a student out of school for vacation, they must send a note to the Head of School stating their intention and listing the dates the student will be absent from school. They must also understand that it is not possible for teachers to give makeup work in advance. It is the responsibility of the student to complete all assignments within 5 school days of their return. Parents are also asked to request doctor's appointments at times when school is not in session whenever possible.

Absences/Tardiness

When students are absent, parents should call and notify the school by 8:30 that morning. The answering machine is on when the office is closed, so you may call before the office opens. To ensure your child's safety, the school will call you at home or at work if your child is absent and we have not heard from you. Upon returning to school, a child should provide his/her teacher with a note explaining the absence or email info@seton.academy.

A student coming into class late causes a distraction to the teacher and to the other students who have begun their day. Please see that your child(ren) arrives at school between **7:40 and 7:55** every morning. Attendance is taken upon arrival before Mass. Any student arriving after 8:00AM will be marked as "tardy".

Early Dismissal

If your child needs to be dismissed early from school, a note must be sent to the office that morning. The note must be signed by a parent, and must specify who will be picking the child up and at what time.

After School/Extra-Curricular Activities and Absences

If a child misses a school day, they are not eligible to participate in any after school or extra-curricular activities that day.

Homework

Homework is a necessary learning tool, which develops responsibility, reinforces the skills learned in school and provides an opportunity for students and parents to work together. Homework is assigned routinely. Students are expected to hand in all assignments on time. Teachers may use discretion when grading late assignments.

We ask that you do not request homework for a one-day absence. If a student is going to be out for more than one day, you may request their homework on the second day when you call them in that morning. The request must be made early in the day for the necessary arrangements to be made by the Teacher(s). Students who are missing assignments must make necessary arrangements with their teacher to complete the work as soon as possible (not to exceed 5 days).

To promote student responsibility, students and/or parents are not permitted in the building after dismissal to retrieve books or other materials needed for homework. Students should get in the habit of organizing themselves and their belongings.

Assignment Notebooks

Students may be required to use a daily assignment notebook to record their homework assignments and long-term projects. The assignment notebook also serves as a tool of communication between the teacher, the student and the parents. Parents are encouraged to review their child's assignment notebook every day. Parents are required to sign their child's assignment notebook at the end of each week. At the beginning of each week your child's teacher will check for your signature.

Grading

The guidelines for grading are indicated on your child's report card.

Progress Reports

All students receive progress reports midway through the marking period. These reports are designed to give parents a status report on their child's progress and are not meant to be another report card.

Honor Roll

The requirements for students in Middle school are:

- High Honors: All A's in academic subjects with 1's, 2's and 3's in effort and conduct
- Honors: A's and B's in academic subjects with 1's, 2's and 3's in effort and conduct
- Honorable Mention: A's, B's and one (1) C in academic subjects with 1's, 2's and 3's in effort and conduct

Promotion/Retention

A student who has successfully completed the curriculum for their grade level at the end of the school year, will be promoted to the next grade level. If a student does not meet the criteria for promotion their teacher may suggest retention. This is a very difficult decision that educators do not take lightly. If a student is recommended for retention, we do allow the parents to make the final decision but require a meeting with the teacher and Head of School to develop a plan to help the child progress to an appropriate level.

Student Records

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment requires that all educational institutions notify parents and students in attendance of their rights under FERPA. All student records required by state law are secured in the school office and are confidential.

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR

Part 99) is a federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Parents have the right to request removal of material and, if such request is denied, to add their own written statements to the records. All requests to review records should be made in writing at least forty-eight hours in advance of the review. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information. Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record.

Security and Confidentiality

Security and confidentiality of information are matters of utmost concern to the students, families, and staff of Seton Academy. Individuals who have access to school information, including class lists, addresses and phone numbers, are in positions of trust relative to this information. These individuals must recognize the responsibility to maintain the confidentiality of this information and the integrity of the school. Such information should neither be disseminated to other parties nor used for personal purposes such as business or non-SA related activities.

Non-custodial parents

This school abides by the provisions of the Buckley Amendment with respect to the rights of noncustodial parents. In the absence of a court order to the contrary, we will provide the non-custodial parent with access to the academic records (following the guidelines stated above) and to other school-related information regarding the child. If there is a court order specifying that there is to be no information given, it is the responsibility of the custodial parent to provide the school with an official copy of the court order. We will honor a non-custodial parent's request for copies of their child's progress report, report card or the weekly newsletter unless it is stated otherwise in the court order. If a non-custodial parent requests such information, we do ask that he/she send a self-addressed, stamped envelope along with their written request.

Weekly Envelopes

A weekly envelope will be sent home with each student at the end of the week. Please check these envelopes very carefully as they contain your child's work samples, as well as messages and information from school. The envelope has the student's and teacher's names printed at the top and a place for your weekly signature to assure us that you have reviewed the contents. Each student is given an envelope at the beginning of the school year and expected to keep it for the duration of the school year. If the envelope needs to be replaced for any reason, there will be a \$1.00 replacement charge.

CELL PHONE/ELECTRONIC DEVICE POLICY

Cell phones and all other electronic devices are generally not allowed on school premises. If brought to school, devices must be left in the office while school is in session and picked up at the end of the day. Any student who violates this will have the device confiscated by the teacher/Head of School and may face detention.

No image capturing is allowed, without prior permission of the Head of School, with student devices at any time on school property or during a school-sponsored event.

COMMUNICATION

Teacher Conferences

An initial parent teacher conference is held early in the school year to develop an individual plan for each child, gather insight, and create a collaboration between parents and teachers. Parents are notified of the date and will be able to sign up for conferences on-line ahead of time. All progress reports and report cards are sent home with students. During the school year, parents are invited to maintain contact with their child's teacher with individual conferences. Parents desiring a conference should contact the teacher either by note or by leaving a message with the office. It is helpful at the time of your request to suggest times when you would be available.

Process For Resolving Problems

Realizing effective communication is necessary when attempting to solve a problem, we have developed a process to facilitate effective communication. The first step in this process is for the parent to meet with the child's teacher to discuss the matter. If, after meeting with the teacher, the parent is not satisfied that the matter has been satisfactorily resolved, the parent should arrange to meet with the Head of School. If the matter remains unresolved at the Head of School's level, then the parent should contact the Seton Foundation president. If a parent chooses to skip a step in this process, they will be advised to return to the previous step to resolve their problem.

Parent/Teacher

As stated above, communication is a very important tool and can help maintain a well-run system. However, teachers cannot leave their classrooms for telephone calls during the school day. If you wish to speak with a teacher, call the school and leave your name and phone number and the teacher will return your call as soon as possible. We ask that you **not** make spontaneous visits to the classroom before school, during school or after school - all visits should be prearranged with the teacher. Also, we ask that you be respectful of our teachers' personal time and refrain from calling any teacher at home unless this is the teacher's request.

Please note:

Parents are held to the same standard as students regarding respect for teachers. Enrollment of a child in the school implies a partnership between the school and the parents/guardian. If the partnership breaks down, parents can be required to withdraw their child from the school.

DISCIPLINE CODE

At Seton Academy, we believe that all people should be treated with common courtesy and mutual respect. These Christian standards are the foundation on which we have developed our discipline policies. Our policies help us to maintain a safe environment and an atmosphere conducive to personal growth for all our students.

Most situations are handled at the teacher-student level, and although each teacher may have slightly different approaches to discipline, expectations are consistent throughout the school. The Head of School is ultimately responsible for discipline throughout the school and may become involved in certain situations when called upon by a teacher, student or parent.

Students are expected to follow all rules and regulations when on school premises and at any event related to Seton Academy, including Fieldtrips and away games.

Certain behaviors are prohibited and will be brought immediately to the Head of School's attention:

- 1) Cheating at any grade level.
- 2) Vandalism, theft or willful destruction of school or personal property.
- 3) Smoking and possession of controlled substances.
- 4) Possession of explosive devices (including Firecrackers) or weapons of any kind.
- 5) Unauthorized leaving of school grounds.
- 6) The use of inappropriate language or conduct.
- 7) Inappropriate Church conduct.
- 8) Any display of disrespect to a Staff member.
- 9) Consistent disregard for the school dress code or any school rules.

These behaviors (and any other conduct contrary to the philosophy and mission of our school) may bring about the following disciplinary actions at the Head of School's discretion based on the severity of the issue:

- 1) Warning (either verbal or written).
- 2) Parental Contact/ Meeting to create a behavior correction plan
- 3) *Out of school suspension.

4) *Parent withdrawal of student from school at Head of School's request.

*Parent will be given 24-hour notice in each situation, and will be expected to make the necessary travel arrangements.

Our procedures for discipline follow principles of fundamental fairness and include:

- 1) Notice to student of alleged misconduct.
- 2) Opportunity for student to explain his or her action.
- 3) Notice to student of disciplinary action to be taken.

Please note:

Seton Academy reserves the right to dismiss at any time a student who, in its judgment, is undesirable in attitude and general conduct or whose continuation in the school is detrimental to him/herself or to his/her fellow students.

BULLYING POLICY

As Catholics, we believe that everyone is created by God and loved by God. As followers of Jesus, we are called to value other people's dignity and to treat them with respect just as Jesus did. Bullying of any kind goes against our call to be like Jesus and it is never acceptable.

Seton Academy is committed to providing all students with a safe school environment in which all members of its community are treated with respect. The school believes that protecting against and addressing bullying is critical for creating and maintaining a safe, secure and positive school climate and culture; supporting academic achievement; increasing school engagement; respecting the rights of others; and upholding our Christian values.

The Head of School or Head of School's Designee is responsible for ensuring that the Anti-Bullying Policy is implemented.

1. Definitions

Bullying means a single, significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- Physically harms a student or damages the student's property; or
- Causes emotional distress to a student; or
- Interferes with a student's educational opportunities; or
- Creates a hostile educational environment; or
- Substantially disrupts the orderly operation of the school.

Cyberbullying means bullying conduct (as defined above) that is undertaken using electronic devices. Electronic devices include, but are not limited to, telephones, cellular phones, computers, pagers, electronic mail, instant messaging, text messaging, electronic readers, videogames, and websites.

2. Statements of Prohibition

Bullying and cyberbullying shall not be tolerated and are hereby prohibited.

Seton Academy reserves the right to address all forms of prohibited conduct and, if necessary, impose discipline for such misconduct that occurs on or is delivered to school property or a school-sponsored event on or off school property; or occurs off school property or outside of a school-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school-sponsored activity or event.

False Reporting- A student found to have knowingly made a false accusation of bullying may face disciplinary or remedial action within the discretion of the Head of School or Head of School's designee.

Retaliation- Retaliation or false accusations against a victim, witness, or anyone else who in good faith provides information about an act of suspected bullying or cyberbullying is prohibited. Any student found to have engaged in retaliation against those described above shall be subject to disciplinary action.

If an alleged victim or any witness expresses to the Head of School or other staff member that he/she is fearful of retaliation, the Head of School or Head of School's designee shall develop a plan to protect that student from possible retaliation.

3. Reporting Incidents of Bullying

Note: The identity of the reporter will be protected unless otherwise required by State or Federal law.

a. Reporting During School Hours

Reporting by Students-

Any student who believes that he/she has been the victim of bullying should report the act immediately to a teacher or to any other school employee.

Any student who has knowledge of or observes bullying of another student is encouraged to report the bullying to a teacher or to any other school employee. If a student is unsure whether an incident learned of or observed may constitute bullying, the incident should be discussed with a teacher or another school employee.

Reporting by Parents/Guardians and School Volunteers-

Any parent, guardian, or school volunteer who suspects, has witnessed, received a report of, or has information that a student may have been subjected to bullying is encouraged to promptly report such incident to a teacher, a school employee, or the Head of School.

Reporting by School Employees-

Any teacher, staff member, or school employee who suspects, has witnessed, received a report of, or has reliable information that a student has been subjected to bullying or suspected bullying as defined above shall promptly report such incident to the Head of School or Head of School's designee.

4. Response to Reports

Investigation

The Head of School or Head of School's designee shall promptly (within 2 business days) initiate an investigation into any report of bullying or suspected bullying.

Initial Notice to Parent/Guardian

The Head of School or Head of School's designee shall promptly (within 2 business days) notify the parents/guardians of the reported victim of bullying and the parents/ guardians of the reported perpetrator of bullying of the incident. Such notification may be made orally or in writing. A waiver of this notification may be granted by the Superintendent of Schools if such waiver is deemed to be in the best interest of the victim or perpetrator.

Timeline for Investigation

The investigation will be concluded within 5 business days. An extension may be granted by the Superintendent of Schools if necessary.

Notification to Parent/Guardian Upon Completion of Investigation

Upon the conclusion of the investigation, the Head of School or Head of School's designee shall promptly report the findings of the investigation to the parents/ guardians of the reported victim of bullying and the parents/ guardians of the reported perpetrator of bullying. Such notification may be made orally or in writing. The notification must comply with school policy and rules of confidentiality.

Written Record

A written record of any substantiated act of bullying shall be maintained by the school.

5. Disciplinary Action for Substantiated Bullying

If an investigation concludes that a student has engaged in bullying conduct prohibited by this policy, the Head of School or Head of School's designee shall determine the consequences on a case-by-case basis. Bullying behavior can take many forms. Accordingly, there is no single, appropriate response to substantiated acts of bullying.

When acts of bullying are identified early and/or when such acts do not reasonably require a severe disciplinary response in the judgment of the Head of School or designee, students should be counseled as to the definition of bullying, its prohibition, and their duty to avoid any conduct that could be considered bullying.

While bullying as defined above will generally warrant disciplinary action against the student responsible for the bullying, whether and to what extent disciplinary action is required is a matter for the discretion of the Head of School or designee. The goal is for the child responsible for the bullying to receive redemption, learn, and refrain from bullying others in the future.

Any disciplinary or remedial action shall be designed to correct the problem behavior, prevent future occurrences of such behavior, protect the victim, provide support and assistance to the victim and perpetrator, and prevent the likelihood of retaliation.

Nothing in this policy prevents the school from taking disciplinary action against a student for conduct that does not meet the definition of bullying or cyberbullying but nevertheless is inappropriate for the school.

6. Notification

Handbooks- *Seton Academy* will provide notice of this Policy to students, staff, parents/guardians, and volunteers via student and employee handbooks.

Training

Students shall participate in education programs which set forth expectations for student behavior and emphasize an understanding of bullying, the school's prohibition of such conduct, and the reasons why the conduct is destructive, unacceptable, and shall lead to discipline.

Parents- Periodically, the Head of School or Head of School's designee shall provide parents/guardians with information about bullying.

Staff and Volunteers- The Head of School or Head of School's designee shall develop appropriate methods of discussing with staff and volunteers the meaning, substance, and application of this Policy and the importance of promoting a positive school climate to minimize the occurrence of bullying.

School Bus Behavior

Students at Seton Academy who are Rochester residents may take advantage of the public school buses for transportation to and from school. We expect the same conduct on the bus as we do in our classrooms. Good bus behavior is important for the safety of all the children on the bus and should be taken very seriously.

Students who do not act appropriately on the bus will receive a written conduct report from the bus driver. A copy of this report is sent to the child's parent and to the Head of School. If a child receives such a report, he/she will be taken off the bus for five (5) school days. If a child receives a second conduct report, he/she will be taken off the bus for ten (10) school days. Any child who receives three conduct reports from the bus company will not be allowed to ride the bus for the remainder of the school year. Parents will be responsible for all transportation arrangements if any of the above should happen to their child.

Dress Code

The dress code is designed to provide a standard of personal care and pride in appearance. Hopefully it also helps to relieve some of the stress brought on by peer pressure.

Noncompliance is a non-productive use of everyone's time. If your child is out of dress code, he/she will be sent to the office with a form to be signed by the Head of School. The form is then sent home to be signed by the parents and must be returned to school the next day. If a student receives three or more Dress Code Violations, he/she will not be permitted to participate in any "dress down" days that occur for the remainder of the school year. For each violation after the third, the student's parents will be called and asked to bring in the appropriate clothing necessary for the student to be in-code for the day. If a student is a habitual dress code violator, disciplinary actions previously listed in this handbook may result.

PLEASE NOTE: All clothing must be purchased to fit each student properly. All shirts must have sleeves. Pants and skirts should be properly worn at the waist and to an appropriate length. Undersized (tight-fitting) or oversized clothing or clothing that is not neat (e.g., frayed, dirty, excessively worn, torn, etc.) in appearance is not allowed. Denim, flannel and stretch materials are not a part of the dress code. Students should always appear neat and well groomed.

The dress code at Seton Academy is mandatory for students and should be followed each day.

- Pants*** **Solid Blue or Tan** dress pants made of cotton, corduroy or twill material are acceptable (no cargo or carpenter pants). “Jean” style pants with external pockets are not allowed. Grade 3 and up - A belt or a pair of suspenders must be worn with all pants.
- Shorts*** **Solid** walking shorts may be worn in warmer weather. **In the Fall until October 1st and in the Spring after May 15th.** When wearing walking shorts, belts or suspenders are required. Boys do not need to wear a tie of any kind when they are wearing the appropriate walking shorts with a "polo" type jersey. If they choose to wear a dress shirt with their shorts, a tie must be worn. All shorts must be worn at a conservative length (to the top of the knee).
- Girls Skirts/Jumpers*** **Solid** colored or blue or tan plaid skirts made of cotton, corduroy or twill are acceptable. They should have the "box" pleat and should fall no higher than the top of the knee.
- Shirts*** **All students must wear shirts with a collar.** They may choose to wear any of the following depending on the weather: A dress shirt or blouse (short or long sleeve); A "polo" type jersey; A turtleneck (No mock turtlenecks).
All shirts must be fully tucked in with the waistband showing.
Girls should wear appropriate under garments.
- Sweaters*** **Solid** colored sweaters may be worn. They may be V- neck, crew neck or cardigan in style (hooded sweaters are not allowed). **Solid** colored sweater vests are also allowed. A student's shirt collar must be always showing.
- Socks*** **Socks must be always worn.**
Ankle or knee socks are acceptable.
Girls may also wear nylons or solid navy blue or white tights.
- Footwear*** **All** students are allowed to wear sneakers that are in good condition and reasonably clean.
For safety reasons the following two regulations apply:
All footwear must be flat soled.
Shoes must fully enclose the foot.
- Gym Clothing*** On their designated Gym Days, students are permitted to wear a **solid** navy-blue sweat suit. Students may wear a purchased, solid color, Seton Academy tee shirt. Shirts must be tucked in throughout the day. No tight-fitting clothing. Hooded sweatshirts are not allowed. Boys do not need to wear a tie with their gym clothing. A student may choose to wear the regular school dress code for gym class if they have sneakers.
- Jewelry*** **All** jewelry must be conservative in nature, and should not serve as a distraction.
Girls are permitted to wear earrings if they are studs or hoops shorter than 1 inch. No other body parts should be pierced.
Boys are not permitted to wear earrings or to have any other body parts pierced.

Make Up

Unless or until it becomes a distraction, **girls** are permitted to wear fingernail polish. Otherwise, **no makeup** is allowed.

Hair

All students should have their hair clean and well groomed.

All students, in the spirit of celebrating their individuality, must refrain from any unnatural coloring (dyeing) of their hair.

All students must refrain from shaved designs.

Girls should wear their hair neat and off their face.

Boys should wear their hair neat and short (above the collar and above their ears and eyebrows - no ponytails). They are permitted to wear crew cuts.

Boys' faces should be clean shaven.

Hats

Should not be worn in the school building *at any time*.

Winter Clothing

During the cold winter months, all students should wear appropriate winter clothing, which should include: a winter hat, mittens and/or gloves, a winter jacket or a winter coat and winter boots (not to be worn during the school day).

The Seton Academy Dress Code is mandatory.

Once a month a class is given the opportunity to offer all the students at Seton Academy a chance to "dress down". Each student who chooses to participate donates a set amount of money to that class. The money is put in a class fund and used to defray the cost of field trips. These "**Jean Days**" are announced in advance, and allow students an opportunity to express their individuality.

Please keep in mind that only students who pay the fee, are allowed to participate in any "Jean Day".

Even on days when the school dress code is not in effect, we expect our students to dress appropriately. ***Pants should be properly worn at the waist and to an appropriate length. Undersized (tight-fitting) or oversized clothing or clothing that is not neat (e.g., frayed, dirty, excessively worn, torn, etc.) in appearance is not allowed.*** What is written on any piece of clothing should be consistent with the philosophy and mission of our school.

DRILLS

The following drills take place on a regular basis throughout the school year:

- Fire Drills (evacuation)
- Lockdown
- Shelter in Place

Dedicated Stairway for Younger Children

PreK, Kindergarten and Grade One will use the dedicated stairway A (Stairway closest to the restrooms) exiting to the back of the building.

EXTENDED CARE PROGRAMS

All Day Care Programs offered at Seton Academy are based on a first come first serve basis and the space is limited. If you are interested in any of the following programs, you must contact the school office the previous spring to reserve a space for the upcoming school year. Price information for

these programs are available through the office. Pre-registration for all these programs is required. We do understand that life is full of surprises and that unexpected situations do arise. If an emergency should arise and you need to place your child in one (or more) of these programs for a day or so, please contact the school office.

Morning Care:

This program is offered from 7:00-7:50 every school morning. On mornings when there is a delayed opening for school, the Morning Care Program will also be delayed for the same amount of time.

Enrichment Hour:

This program provides a structured academic environment for students in to get a head start on their homework or participate in structured clubs. It runs daily from 3:00-4:00 PM. Students may bring a snack to eat during Enrichment.

Afterschool Care:

This program is open to all students and runs daily until 5:00 PM.

Payment:

Bills will be sent out for the total year's payment schedule based on the time your child has been registered for these programs. Payment must be made on a monthly basis, whether your child attends or not, as this space has been reserved. Late pickups (after 5:00 PM) will be charged an additional \$10.00 per 5-minute increments.

Please Note: If school is canceled, all programs are canceled!

EXTRA-CURRICULAR ACTIVITIES

We encourage our students to participate in all extra-curricular activities, but our primary goal is their education. If a student is not doing satisfactory work due to a lack of **effort** on their part or poor classroom **conduct**, we reserve the right to suspend that student from extra-curricular activities until satisfactory improvement is shown.

Fan Etiquette

As we try to teach our students good sportsmanship, it is our expectation that **all** Seton Academy coaches, fans and guests assist us through their good example.

FEVER POLICY

In an effort to help us keep all our students and Staff healthy, students must be FEVER-FREE for 24 hours without fever reducer (Tylenol, Motrin, etc....) before returning to school.

Communicable Diseases

A child must be kept home if he or she has a temperature of 100.4 F or more or any communicable disease, until it has been determined that the contagious phase of the disease has passed. Parents are asked to support this policy strictly, and to help us prevent other students and staff from exposure to illness. Please notify the school directly of all illnesses. A doctor's re-admittance slip may be requested at the discretion of the Head of School.

Changes in Health Status

In order to assist students in their pursuit of a healthy and fulfilling experience at SA, parents are asked to keep the school informed of all changes in their child's health status, including, but not limited to:

- New diagnoses
- Changes in diagnoses
- Changes in medications or routines
- New allergies
- New treatment plans
- Sports limitations
- Physical disabilities or limitation

MEDICATION POLICY

Due to the increase of parent/guardian requests that students be given medication during school hours, the following policy must be followed with no exceptions:

1. Parents must supply the school with a prescription written by the doctor stating what the medication is, the dosage, and that it is necessary the child take it in school. The prescription should also state the length of time the child needs to take the medication.
2. Parents must complete the medication form giving permission for the school, to observe the child taking his/her medication.
3. Parents must send the medication in a properly labeled bottle (from the drug store) containing no more than one week's (five days) dosage, unless other dosing arrangements have been made with the office.

This policy applies to ALL medications - from over the counter to prescription drugs. Cough drops are not allowed in school due to choking concerns.

PLEASE NOTE: When other arrangements can be made, medication should not be taken during school hours.

FIELD TRIP POLICIES AND FORMS

During the school year field trips, with a clear educational purpose, may be scheduled with the approval of the Head of School. It is **mandatory** that permission slips be signed and returned to the teacher before a child can participate in **any** field trip. If a child fails to hand in the appropriate form, he/she will not be allowed to participate in the field trip. Verbal permission or a written note from the parent is **not** acceptable.

Chaperones:

Teachers will notify parents (usually on the permission form) if they need chaperones and/or drivers for a field trip. Often the number of chaperones is limited on fieldtrips, so teachers may not be able to accommodate all parents. Parent chaperones must make arrangements for their other children. Chaperones are expected to drive their own child on fieldtrips and to uphold the policies set forth by the school and must actively engage in the supervision of the children in their charge. Their cooperation with the teacher responsible for the field trip is essential! Adults who drive students to school-sponsored activities must be 21 years of age and present copies of a valid driver's license and proof of insurance. Every child must use a seat belt.

Any parent who plans to chaperone must complete the school mandated training. It trains adults on how to protect children by making participants aware of signs of child sexual abuse, the methods and manner by which offenders commit abuse, the reporting procedures for suspected abuse, and five easy steps one can take to prevent child sexual abuse. Participants can print a certificate at the end of the program verifying that they have completed the workshop. The school Safe Environment Coordinator will check each volunteer with the Sex Offender Registry.

INVITATIONS

Out of courtesy and fairness for those not invited, we ask that invitations to private out-of-school functions be given to a child's homeroom teacher. The teacher will see that the invitations are placed discreetly in the Friday envelopes.

LOST AND FOUND

The Lost and Found is in the Main Office. Please check it occasionally for any items belonging to your child. Students are also invited to check the Lost and Found for any missing items. Any remaining items are forwarded to a local charity at the end of each trimester. Clothing and personal belongings of students should be marked with the owner's name.

PLEASE NOTE: We discourage students from bringing personal items to school, and we will not be responsible for these items (toys, radios etc. ...).

PETS

We love them and most of us have them, but due to health and safety issues, pets are not allowed in school at any time or at any school function (inside or out) without the Head of School's expressed prior permission. Pets should also be left in vehicles when students are being dropped off or picked up at school.

Safety

There is a written comprehensive Emergency Response Crisis Management Plan. The Administration works very closely with the Rochester Fire and Police Departments. This plan designates an independent means of egress for use by the preschool, kindergarten and first grade students (Stairway A).

SCHOOL PARKING LOT

Morning Drop-Off: Students should be dropped off between 7:40 and 7:55 AM. Parents should drive up to the staff person at the bottom of the walkway/ ramp where they will escort them inside. If you arrive after mass has started, please park and reverently bring your child into the church to your child's teacher.

Afternoon Dismissal: Parents should come in the parking lot and *park* their vehicles. At 3pm a staff member will bring children out to the parking lot where parents can drive up for pickup. Please do not pull up before children are released and block the exit way.

SCHOOL DELAY OR CANCELLATION

A delayed opening or the cancellation of school due to poor weather conditions will be announced on WMUR. The Head of School will also notify all parents on the "Emergency E-mail Contact List". If school is canceled, there will be *no* after school activities such as band, athletic practices or games.

Lunch Options

Students are responsible for bringing their own lunches.

TITLE, I PROGRAM

Seton Academy's Title I program is offered through the Rochester, Farmington and Milton School Districts. Our Title I program provides supplemental support in Reading and Math to a targeted group of Kindergarteners, First Graders and Second Graders. The Title I students are required to meet certain eligibility criteria in order to be selected for the program. Parents need to sign a permission slip for their children to receive services.

All Title I parents, Title I students, and their respective classroom teachers will be asked to sign a **Home And School Learning Compact**. This compact is an agreement that each of the parties takes responsibility for their part in promoting learning and success in school.

The Head of School and respective teachers at Seton Academy will meet with the Title I staff for Rochester, Farmington and Milton School Districts in order to work together to revise initial drafts of the Title I program and the Home and School Compact.

Teacher Misconduct Policy

All teachers and professionals at Seton Academy adhere, and are held to, the highest standards of conduct as outlined in the New Hampshire Educational Regulations (ED 510) which describe the required code of conduct. This Code of Conduct precisely describes inappropriate activities and due process when rules have not been followed.

Expectations for teachers and other professionals at School include (Reference ED 510.01-510.04), but are not limited to:

Principle 1 — Responsibility and Commitment to the Education Profession and Colleagues.

The educator is committed to a high level of professional ethics at all times. As such, the educator is expected to uphold and adhere to laws, regulations, policies, and procedures which are relevant to the educational profession regardless of personal viewpoints.

There is also a recognition that the decisions and actions that the educator makes, whether inside or outside of the school and classroom, may be reflective of ones' professional judgment. In addition to holding oneself accountable to a high level of professional ethics, the educator encourages colleagues to meet the same high standards and to engage in discussions with appropriate colleagues on ethical matters.

In fulfillment of this principle, the educator:

- Values honesty and established commitments
- Respects intellectual property and ownership rights when using or sharing materials such as lesson plans, research and assessment, curricula, syllabi, or gradebooks
- Recognizes the possible impact and ramifications upon a colleague's professional reputation when speaking about a colleague in public and private communications
- Communicates with colleagues in a clear, respectful, and culturally sensitive manner
- Considers the ramifications of accepting or offering any gratuity, gift or favor which would influence or appear to influence one's professional decisions
- Considers the ramifications of using institutional or professional privileges for personal or partisan advantage

Principle 2 — Responsibility and Commitment to the Student

An educator holds a position which is imbued with public trust. As such, one of the educator's obligations is to ensure that each student is treated with dignity and respect. An educator also establishes and maintains appropriate verbal, physical, emotional and social boundaries with every student. In fulfillment of this principle, the educator:

- Interacts with students within appropriate settings
- Communicates with students in a clear, respectful, and culturally sensitive manner
- Considers the potential implications and possible perception of accepting a gift from a student and considers the potential implications and possible perception of giving a gift to a student
- Considers the ramifications and possible perceptions of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the professional educator's career
- Recognizes and respects confidential information acquired in the course of employment regarding individual student safety, education, health, and personal information of students and their families

Principle 3—Responsibility and Commitment to the School Community

The educator models effective relationships and communicates responsibly among members of the school community, while maintaining appropriate professional boundaries. The educator acts in the best interests of all students by advocating for equitable educational opportunities and endeavoring to present facts with fidelity to the content and without distortion, bias or personal prejudice. In fulfillment of this principle, the educator:

- Communicates with parents and guardians in a respectful manner which represents students' best interests;
- Has an awareness and respect of the confidential nature of material received and communicated from a variety of audiences. Commits to equality, equity, and inclusion of colleagues, staff, students, parents or guardians and other members of the school community; Respects diversity amongst colleagues, staff, students, parents or guardians, and other members of the school community; Considers and recognizes the potential ramifications of having a personal relationship with colleagues, staff, students, parents, or guardians and other members of the school community in consideration of the role and the perception of the educator within the classroom and the community; and Recognizes that the professional educator often serves multiple roles within the school, as such must consider that the varied relationships have the potential to impair ones' objectivity.

Principle 4 - Responsible and ethical use of technology as it relates to students, schools, and other educational professionals The educator considers the impact of consuming, creating, distributing and communicating information through the use of any and all types of technology. In fulfillment of this principle, the professional educator:

- Utilizes social media responsibly, transparently and primarily for the purpose of teaching and learning
- Considers the ramifications and public perception of using social media
- Exercises prudence to establish and maintain appropriate professional boundaries of time and place in all electronic communications with students

Reporting Procedure for Suspected Violation of the Code of Conduct

Any member of the school community (staff, students, parents/guardians or any other person associated with the school in any way) must report suspected violations of the Code of Conduct immediately to the Head of School. The report shall promptly be reduced to writing.

In accordance with NH ED 510.05, any credential holder shall report any suspected violation of the code of conduct - on or off duty - following the school reporting procedures. The reporter shall ensure that the administrator in charge receives the report, so that steps can be taken to fully investigate and additional required reporting can take place. The Head of School must make further reports to the Bureau of Credentialing as follows:

- When the Head of School has knowledge that a credential holder, as defined in Ed 501.02(m), has been arrested and charged with an offense enumerated in RSA 189:13-a, V;
- When the Head of School has knowledge that a credential holder has violated the code of conduct as specified in Ed 510.01 through Ed 510.04. Additionally, if a credential holder suspects that the head administrator at the school has violated the code of conduct, as specified in Ed 510.01 through Ed 510.04, or if a credential holder has made a report and believes the local reporting procedures have not been followed, the reporting credential holder shall notify the department directly.

Credentialed holders who have reason to suspect that a student has been, or is being, abused or neglected, shall report the same to his or her immediate supervisor and the department of health and human services, pursuant to RSA 169-C:29.

Process by which Allegations are Investigated by Seton Academy

Allegations of teacher misconduct will be thoroughly investigated in a manner that is timely in the context of the unique situation. Investigations will include, but are not limited to:

- Allegations will be reduced to writing, with as much specificity as possible.
- The individual who alleges the misconduct will be confidentially interviewed; clarification will be sought including other potential witnesses, additional evidence that may help the administration understand the situation, or any other information relevant to the allegations.
- Other potential witnesses will be confidentially interviewed, and any/all relevant evidence or documentation will be reviewed.
- The educator accused of misconduct will be informed of the allegations and relevant evidence, and will be provided the opportunity to present additional evidence along with his or her account of the alleged incident.
- Upon full and careful review of all available information, the administration will make a

determination regarding the allegations and the appropriate course of action.

- The administration of School will take any and all steps to ensure the health and safety of all members of the school community during and after the reporting process, the course of the investigation and the decision making process.
- All matters of employee discipline will remain confidential.

Child Restraint and Seclusion Practices

As defined in NH RSA 126-U:1: "Restraint" means bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs.

Restraint shall not include:

- Brief touching or holding to calm, comfort, encourage, or guide a child, so long as limitation of freedom of movement of the child does not occur.
- The temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a child to stand, if necessary, and then walk to a safe location, so long as the child is in an upright position and moving toward a safe location.
- Physical devices or other physical holding when used to permit a child to participate in activities without the risk of physical harm.
- The use of seat belts, safety belts, or similar passenger restraints during the transportation of a child in a motor vehicle.
- The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a child, when the actor uses a degree of such force which he or she reasonably believes to be necessary for such purpose and the actor does not immobilize a child or restrict the freedom of movement of the torso, head, arms, or legs of any child.

Restraint as defined NH RSA 126-U:1 shall only be used at Seton Academy to ensure the immediate physical safety of persons when there is a substantial and imminent risk of serious bodily harm to the child or others. The determination of whether the use of restraint is justified may be made with consideration of all relevant circumstances including, but not limited to, whether continued acts of violence by a child to inflict damage to property will create a substantial risk of serious bodily harm to the child or others and/or the proximity or likelihood of imminent danger. Restraint shall never be used explicitly or implicitly as punishment for the behavior of a child.

As defined in NH RSA 126-U:1: "Seclusion" means the involuntary placement of a child alone in a place where no other person is present and from which the particular child is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier.

Seclusion shall not include:

- The voluntary separation of a child from a stressful environment for the purpose of allowing the child to regain self-control, when such separation is to an area which a child is able to leave.
- Circumstances in which there is no physical barrier between the child and any other person or the child is physically able to leave the place.

Seclusion as defined in NH RSA 126-U:1 shall not be used at School.

On an annual basis, all direct service employees or staff at School will receive training regarding the definitions of restraint and seclusion under the law, the prohibition of seclusion at the school, and the limited emergency circumstances under which restraint can be used at School. Such training will include strategies to intervene using safe restraint techniques to be used only to avoid imminent danger or prevent serious bodily harm.

Parents/guardians will be notified in writing of the restraint and seclusion policy at School annually in this Student Handbook. Any member of the School educational community who has a question, concern or complaint about restraint and seclusion practices at Seton Academy should contact the Head of School to discuss/resolve the matter.

The intent of the above Policies section is to provide information and the means to resolve important grievances promptly and at the lowest possible level. Nothing in the Policies section of this handbook is intended to prevent stakeholders from exercising their rights to lodge complaints or pursue resolution through any other processes.

ASBESTOS MANAGEMENT

On October 22, 1986, President Reagan signed into law the ASBESTOS HAZARD EMERGENCY ACT (AGERA, PUBLIC LAW 99-519.) The law required EPA to develop regulations, which provide a comprehensive framework for addressing asbestos problems in public and private elementary and secondary schools. On October 30, 1987, EPA published the Asbestos Containing Materials in Schools Rules (40 CFR Part 763 Subpart E). This new rule requires all public and private schools to inspect the friable and non-friable asbestos, develop asbestos management plans that address asbestos hazards in school buildings, and implement response actions in a timely fashion.

In accordance with their rule, the inspection of Seton Academy by an accredited inspector will take place every six months, and an accredited Management Inspector will develop a management plan for this facility. The plan will be available for public inspection during school hours in the school office.

The school is complying fully with the requirement of the above-cited rule. Thus, you may be assured that we are taking all the necessary steps to ensure that the school remains a completely safe environment for all students and personnel. Should you have any questions, please do not hesitate to contact the Head of School.

Security and Confidentiality

Security and confidentiality of information are matters of utmost concern to the students, families, and staff of Seton Academy. Individuals who have access to school information, including class lists, addresses and phone numbers, are in positions of trust relative to this information. These individuals must recognize the responsibility to maintain the confidentiality of this information and the integrity of the school. Such information should neither be disseminated to other parties nor used for personal purposes such as business or non-SA related activities.

TUITION

Tuition is set each year as part of the school's budget process. These rates are generally set in the spring for the upcoming school year. The tuition rate for 2022-2023 school year is \$6,000.

There is a Fundraising Obligation of \$200 per student or \$300 per family, which may be added to monthly tuition payments, paid in full or worked off by participating in various fundraising events. This is an important part of our annual budget. There will be multiple events throughout the year to help offset this balance. If you choose to not participate you can pay the fee upfront.

Tuition Payment Options:

1. Tuition to be paid in full by July 15, 2022. Due to the pending license this will be extended to Aug 15, 2022.
2. Tuition to be paid at the rate of 50% due July 15 and the remaining 50% by January 15th.
3. Installment Tuition Payments may be paid on monthly (10 payments) or Quarterly (4 payments in line with Grant disbursement) basis. Monthly payments begin July 15.

Parents signing an enrollment/tuition contract are agreeing to the following policy:

- My/our obligation to pay the fees and tuition for the full academic year is unconditional. If I withdraw a child from School, I/we am/are responsible for remaining tuition costs outlined.
 - Before August 1: **Application and Registration fees are non-refundable**
 - August 1 – September 30: 25% of annual tuition and applicable fees are non-refundable
 - October 1 – December 31: 50% of annual tuition and applicable fees are non-refundable
 - January 1 – February 28: 75% of annual tuition and applicable fees are non-refundable
 - After March 1: No Refund
 - **All** refunds must be requested in writing.
- Fees and tuition outstanding from the prior academic year must be resolved before reenrollment. Student grades will be marked as “Incomplete” until the account has been paid in full.
- I/we agree to fulfill all financial obligations by the required due dates.
- Completed tuition assistance applications are due by July 15th in order to allow time for processing and review.
- I/we will pay any bank fee incurred by School for any check I/we write to School.

- Seton Academy believes that a positive and constructive working partnership between School and student's parents (or guardian) is essential to the fulfillment of the school's mission.
- If an outstanding balance is unpaid, School may terminate enrollment of the student and/or initiate collection proceedings.

VOLUNTEERS/VISITORS IN THE SCHOOL

We are very fortunate to have so many parents willing to volunteer in the school and on field trips. We appreciate your willingness to share your time and energy with us. Any parent who is interested in volunteering, should send a note to the teacher involved. Each teacher is responsible for their schedule and knows what is needed in the way of parent involvement. The teacher will contact the parent to let them know their needs.

Any parent who plans to volunteer must complete the school mandated on-line child safety program. It trains adults on how to protect children by making participants aware of signs of child sexual abuse, the methods and manner by which offenders commit abuse, the reporting procedures for suspected abuse, and five easy steps one can take to prevent child sexual abuse. Participants can print a certificate at the end of the program verifying that they have completed the workshop. A copy of your certificate must be placed on file at the school office. The school Safe Environment Coordinator will check each volunteer with the Sex Offender Registry.

Parents who volunteer or are visiting during school hours must sign in at the office before proceeding to the classroom. They will be given a name tag to wear as an indication to other staff members that they have signed in at the office. They must return their name tag before leaving the building and sign out. It is important that we know exactly who is in the building at all times for the safety of all the children or in the event of any safety drill.

When a parent volunteers to help in a classroom or anywhere in the school, we ask that they make arrangements for their other children. Another child added to the group can serve as a distraction to the students and the parent.

Please note: All visitors must report to the office immediately upon arrival.

HANDBOOK ACKNOWLEDGEMENT FORM

Dear Parents,

Please read through this handbook very carefully, complete the form below, and return this entire page to the school office. A copy of this signed page will be placed in your child's cumulative folder.

Your signature indicates that you have read the handbook, understand the policies of Seton Academy and agree to abide by these policies.

Please note that the sole interpreter of this Handbook is the School Administration.

Thank You,
Head of School

PARENTS' NAMES: _____

STUDENTS' NAMES
AND GRADES:

(Parent Signature)

(Date)

(Parent Signature)

(Date)

If you have any questions regarding this handbook, please contact info@seton.academy. Many blessings!

Seton Academy

Anticipated Budget

Seton Foundation 2022-2023 Budget Overview

Seton Academy Budget											TOTAL
											2022-2023
Ordinary Income/Expense											
			Income								
			4340 · Fundraising Income								
			4341 · Rockathon Income								10,000.00
			4344 · Golf Tournament Income								10,000.00
			4345 · Individ, Business Contributions								25,000.00
			4340 · Fundraising Income - Other								0.00
			Total 4340 · Fundraising Income								45,000.00
			4720 · Tuition/ Income								
			4723 · Parent/ Guardian Tuition								200,000.00
			4724 · Scholarship Income								40,000.00
			4725 · Registration Income								0.00
			4726 · Afterschool Care Income								5,000.00
			4727 · Cafeteria Income								0.00
			4720 · Tuition/ Income - Other								0.00
			Total 4720 · Tuition/ Income								245,000.00
			Total Income								290,000.00
			Expense								
			6210 · Professional Services								
			6211 · Accounting Fees								500.00
			6214 · Legal Fees								0.00
			6215 · Outside Contract Services								5,000.00
			6210 · Professional Services - Other								0.00
			Total 6210 · Professional Services								5,500.00
			6280 · Facilities & Equipment Expense								
			6284 · Cleaning/ Maintenance Expenses								12,000.00
			6289 · Utilities								24,000.00
			6280 · Facilities & Equipment Expense - Other								0.00
			Total 6280 · Facilities & Equipment Expense								36,000.00
			6500 · Operations								
			6501 · Books, Subscriptions, Reference								10,000.00
			6502 · Postage, Mailing Service								500.00

Seton Foundation 2022-2023 Budget Overview

Seton Academy Budget							TOTAL
							2022-2023
							500.00
			6503 · Printing and Copying				500.00
			6504 · Office Supplies				5,000.00
			6505 · Telephone, Telecommunications				0.00
			6506 · Advertising				500.00
			6507 · Cafeteria Expenses				0.00
			6508 · Fundraising expenses				500.00
			6509 · Processing fees				500.00
			6500 · Operations - Other				0.00
			Total 6500 · Operations				17,500.00
			6510 · Insurance Expenses				
			6511 · Workers Compensation				900.00
			6512 · Insurance - Liability				0.00
			6513 · Medical Insurance				8,000.00
			6516 · Other Insurance				0.00
			6510 · Insurance Expenses - Other				0.00
			Total 6510 · Insurance Expenses				8,900.00
			6600 · Payroll Expenses				
			6601 · Teachers Salary				150,000.00
			6602 · Support Staff				60,000.00
			6600 · Payroll Expenses - Other				0.00
			Total 6600 · Payroll Expenses				210,000.00
			6830 · Travel and Meetings				
			6831 · Conference, Convention, Meeting				0.00
			6832 · Travel				0.00
			6830 · Travel and Meetings - Other				0.00
			Total 6830 · Travel and Meetings				0.00
			Total Expense				277,900.00
			Net Ordinary Income				0.00
			Other Income/Expense				

Seton Academy

Zoning Verification

Fire and Life Safety Report

Health Inspection

NHED Site Visit Report

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
101 PLEASANT STREET
CONCORD, NEW HAMPSHIRE 03301-3860

NONPUBLIC SCHOOL ZONING VERIFICATION FORM

(Please Print)

Name of Nonpublic School: SETON ACADEMY
School's Physical Address: 189 NORTH MAIN ST ROCHESTER 03867
Applicant's Name: SETON FOUNDATION Tel Number: 603-833-1952

Instructions: If zoning action is **not** required, complete Section 1. If zoning action is needed, complete Section 2. Indicate any zoning restrictions placed on this nonpublic school on this form or attach signed copies of the zoning board's decision.

Section 1:

The Nonpublic School named above **DOES CONFORM** to the zoning requirements of

(City/Town) Rochester

Comments: Conditional use Permit & Site Plan approved at 7/11/22 Planning Board

Name of Official: (please print) Shanna B. Saunders Signature: Shanna B. Saunders
Date: 7/20/22 Telephone: 603-335-1338 Email: shanna.saunders@rochesternh.gov

Section 2:

The Nonpublic School named above has been granted approval by the Zoning Board of

(City/Town) _____

Check one.

No restrictions were specified by the zoning authority.

Restrictions specified by the zoning authority are noted below or attached.

Comments:

Name of Official: (please print) _____ Signature: _____

Date: _____ Telephone: _____ Email: _____



Robert L. Quinn
Commissioner

State of New Hampshire

DEPARTMENT OF SAFETY

Division of Fire Safety
Office of the State Fire Marshal

Office: 110 Smokey Bear Boulevard, Concord, NH 03301

Mailing Address: 33 Hazen Drive, Concord, NH 03305

Telephone: 603-223-4289 • Fax: 603-223-4294

www.nh.gov/firesafety



Paul J. Parisi
State Fire Marshal

SCHOOL FIRE AND LIFE SAFETY INSPECTION CHECKLIST

School Name: Holy Rosary

School Address: 189 North Main St.

School Phone Number: (603) 866-1952

Inspected By (Please Print): Hughes

Inspection Organization Name: Rochester Fire

Inspector Contact Number: (603) 335-7545 Option 2

Date of Inspection: 07/25/2022

Building Name: Holy Rosary

1. This checklist is intended for use by local authorities in conducting required inspections of educational facilities. Specific chapter and section references are from **NFPA 101, 2015 edition**, **NFPA 1, 2015 edition** and other current applicable codes.

2. The educational facility fire and life safety inspection is part of the NH Department of Education school approval process. An inspection is required to show that a public school is in compliance with NH Administrative Rule Ed 306.07 and that a nonpublic school is in compliance with NH Administrative Rule Ed 403.01(c). The annual inspection of schools is also required and regulated by RSA 153:14, II (b).

3. Each local fire chief shall furnish a copy of this report to each school district superintendent and all school board members upon completion.

4. Each local fire chief shall submit this report each year, after the completion of the inspection, to the NH Department of Safety, Division of Fire Safety, Office of the State Fire Marshal no later than December 15th.

5. NFPA defines an Educational Occupancy as an occupancy used for educational purposes through the twelfth grade by six or more persons for 4 or more hours per day or more than 12 hours per week. (NFPA 101 Ch. 3.3.190.6)

6. NFPA defines an Assembly Occupancy as an occupancy (1) used for a gathering of 50 or more persons for deliberation, worship, entertainment, eating, drinking, amusement, awaiting transportation, or similar uses; or (2) used as a special amusement building, regardless of occupant load. (NFPA 101 Ch. 3.3.190.2)

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Assembly Occupancies				
1. All assembly occupancies meet the general requirements of Chapter 13 of NFPA 101	x			
2. Occupant loads for assembly spaces have been calculated and are posted by the authority having jurisdiction. NFPA 101 Ch. 13.7.9.3.1	x			
3. Egress/relocation announcements are conducted prior to all public events in assembly occupancies. NFPA 101 Ch. 13.7.7.3	x			
4. When the occupant load of an assembly area is 250 persons or more, there are trained crowd control managers available at all public events. NFPA 101 Ch. 13.7.6.1	x			
Means of Egress				
1. Pre-School, Kindergarten, and Grade 1 students are restricted to the level of exit discharge. NFPA 101 Ch. 15.2.1.2	x			Complies with provisions set forth in NFPA 101 Chapt 14 Sect 14.2.1.4
2. Grade 2 students are restricted from occupying any floor level more than one level above exit discharge. NFPA 101 Ch. 15.2.1.3			x	
3. All doors serving 100 or more persons are equipped with approved panic hardware or fire exit hardware if equipped with a latch or lock. NFPA 101 Ch. 15.2.2.2.2	x			
4. Means of egress shall be continuously maintained free of all obstructions or impediments to full instant use in case of fire or other emergency NFPA 101 Ch. 7.1.10.1	x			
5. Exit doors open in the direction of egress travel. NFPA 101 Ch. 7.2.1.4.2	x			Marked appropriate means of egress by moving exit signs.
6. All exit access corridors are at least 6 feet wide. NFPA 101 Ch. 15.2.3.2	x			
7. There are not any non-compliant Dead-end corridors. NFPA 101 Ch. 7.5.1.5, 13.2.5.1.3, 15.2.5.2	x			
8. There are not any non-compliant Common Paths of Travel. NFPA 101 Ch. 7.5.1.1.4, 13.2.5.1.2, 15.2.5.3	x			
9. All rooms larger than 1000 square feet have at least two exits doors that lead to separate exits. NFPA 101 Ch. 15.2.5.4	x			

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
10. There are not any doors that swing into exit access corridors and interfere with travel. NFPA 101 Ch. 15.2.5.6	x			
11. All doors which could be mistaken as exit doors are clearly marked as "NOT AN EXIT". NFPA 101 Ch. 7.10.8.3.1	x			
12. All aisles are not less than 30 inches wide. NFPA 101 Ch. 15.2.5.7	x			
13. No travel distances in education occupancies shall exceed 150 feet in a non-sprinklered building or 200 feet in a sprinklered building. NFPA 101 Ch. 15.2.6.2 No travel distances in assembly occupancies shall exceed 200 feet in a non-sprinklered building or 250 feet in a sprinklered building. NFPA 101 Ch. 13.2.6.2	x			
14. All means of egress are properly marked and illuminated. NFPA 101 Ch. 7.10.1.2.1	x			
15. Emergency lighting is properly installed, tested and functional. NFPA 101 Ch. 7.9.1.1	x			
16. There is at least one acceptable rescue window in each classroom below fourth floor, (unless the building has a sprinkler system or room has direct exit to outside). NFPA 101 Ch. 15.2.11.1.1			x	
17. Lockup or time-out rooms meet the requirements. NFPA 101 Ch. 15.2.11.2			x	
18. There is not any storage under the stairwells. NFPA 101 Ch. 7.2.2.5.3	x			
19. There are no less than two separate exits on every story that are accessible from every part of every story and mezzanine. NFPA 101 Ch. 7.4.1.1	x			
Protection				
1. All vertical openings are enclosed or protected, unless they meet the criteria for exception. NFPA 101 Ch. 8.6.2	x			
2. All storage, janitor, and mechanical rooms are properly separated from the rest of the building. NFPA 101 Ch. 13.3.2.1.1 & 15.3.2.1	x			
3. All hazardous and flammable materials are stored properly. NFPA 101 Ch. 8.7.3.1	x			
4. Commercial kitchen facilities have the required hood suppression system. NFPA 101 Ch. 15.3.2.2			x	Kitchen will not be used for school,eed to address use during school hours.
5. The hood suppression system been cleaned and inspected within the last 6 months. NFPA 96 Ch. 11.2.1			x	No hood supression on installed commercial hood

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
6. There is a vertical clearance of at least 18 inches between sprinkler heads and any objects below. NFPA 13 Ch. 8.5.6	x			
7. The required manual fire alarm pull stations are unobstructed. NFPA 101 Ch. 9.6.2.7	x			
8. Pull stations are installed in the natural exit access path near each required exit or within 5 feet of exit doorways. NFPA 101 Ch. 9.6.2.3	x			
9. The fire alarm system provides audible signals in all occupied spaces. NFPA 101 Ch. 9.6.3.7	x			
10. The fire alarm system provides visual signals in all occupied spaces. NFPA 101 Ch. 9.6.3.5	x			
11. All student occupied areas below the exit level of discharge are properly protected by an approved automatic sprinkler system unless approved by the AHJ and provided with windows for rescue and ventilation. NFPA 101 Ch. 15.3.5.1 & 15.3.5.3	x			
12. Fire walls, fire barriers and other fire resistance rated assemblies shall have approved firestop systems for any penetrations. NFPA 101 Ch. 8.3.5	x			
13. All fire doors operate properly and are free from obstructions. NFPA 101 Ch. 4.6.12.1	x			
14. All fire extinguishers are properly charged, marked, and accessible. NFPA 1 Ch. 13.6.3	x			Aug/2021 last inspection and maintenance
Operating Features				
1. There an approved emergency plan available. NFPA 101 Ch. 15.7.1	x			
2. Fire/emergency drills are being conducted and documented as required per NFPA 101 Ch. 15.7.2.1 and Saf-FMO 300.			x	School is not in operation at this location at this time. Plan is in place.
3. Documentation is available that routes of egress and exits are inspected daily. NFPA 101 Ch. 15.7.3.1	x			
4. There is not any clothing and/or personal effects stored in corridors. (Exception: Fire Sprinklers, Smoke Detection, or Metal Lockers) NFPA 101 Ch. 15.7.4.2	x			
5. The artwork and teaching materials on the walls does not exceed the requirements for a sprinklered building (>50%) or a non-sprinklered building (>20%). NFPA 101 Ch. 15.7.4.3	x			

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Portable Classrooms				
1. Modular classrooms are labeled with the required certification. Saf-C 3300			x	
2. If the modular classroom has been moved from a different town/location it has been recertified to meet the requirements in the current town. Saf-C 3300			x	
Required Building Inspection Documentation				
1. Fire extinguisher monthly visual inspection and annual inspection.	x			Aug/2021 last inspection and maintenance
2. Emergency lighting testing monthly and annually	x			
3. Commercial kitchen hood cleaning and inspection within 6 months			x	No inspection on installed hood, not used as part of school
4. Daily egress check by school staff	x			
5. Annual fire alarm test report any with deficiencies noted.	x			
6. All deficiencies noted in the annual report have been addressed.	x			
7. Annual sprinkler test report with any deficiencies noted.	x			
8. All deficiencies noted in the annual report have been addressed.	x			
School Security and Emergency Planning				
<i>This new section was developed as a result of the work completed by the Governor's School Safety Preparedness Taskforce and consists as a list of best practices.</i>				
1. All classroom door locking devices are compliant with the provisions of the 2018 Life Safety Code, Educational Occupancies Chapter	x			
2. If provided, the positive alarm sequence for the fire alarm system complies with NFPA 72. <i>(Positive fire alarm sequence was included in the NFPA 72, National Fire Alarm and Signaling Code, in the 1980s. It provides an alarm delay of up to 180 seconds if trained personnel acknowledge the alarm at the control panel within 15 seconds. This action provides the responding personnel time to investigate an alarm before evacuating a building.)</i>			x	
3. The school conducts All-Hazard drills in compliance with the latest edition of the NH State Fire Code [NH Code of Administrative Rules Saf-FMO 300]			x	School not at this location at this time.
4. The school has developed an emergency response plan as required by RSA 189:64, Emergency Response Plans	x			
END OF CHECKLIST				

Comments/Notations:

Seven horizontal lines for handwritten comments or notations.

FOLLOW-UP:

- 1. Based upon the information collected on this form, a corrective action (check one) IS OR IS NOT required. If corrective action is required, when do you anticipate it will be completed? Date: _____
- 2. An approved plan of correction will (check one) OR will not be submitted to the local fire department.
- 3. A re-inspection of this facility (check one) IS OR IS NOT required. If a re-inspection is required, it will occur on or before? Date: _____

Adam Hughes
Signature of Inspector or Fire Chief

07/25/2022
Date

I acknowledge receipt of this report.

Brenda Campbell
Signature of School Contact

7/25/22
Date



NH Department of Education
**Bureau of
School Safety
& Facilities**

25 Hall Street, Concord, NH 03301-3852
Telephone (603) 271-0955

School Health Inspection Form

Last revised: March 18, 2022

SCHOOL INFORMATION		
Proposed School Name: <i>Seton Academy</i>	Address: <i>189 NO. MAIN</i>	SAU #: <i>N/A</i>
Town/City: <i>Rochester</i>	State: <i>NH</i>	Zip: <i>03867</i>
School Contact: <i>PACKY CAMBELL</i>	Title: <i>VP BOARD</i>	
Name of each building used by students: <i>Holy Rosary</i>		Enrollment: <i>90</i>
Year each building was built: <i>2001</i>		
Water supply (municipal, well, etc.): <i>(municipal)</i>	Wastewater system (municipal, septic, etc.): <i>(municipal)</i>	
INSPECTION INFORMATION		
Inspector's name: <i>ROBERT VENO</i>	Organization: <i>SETON FOUNDATION</i>	Inspector's phone: <i>603 403-2131</i>
Inspector's email: <i>BOB.VENO@ROCHESTERNH.NET</i>	Were all buildings used by students inspected (Y/N)? <i>(Y)</i>	Date of Inspection: <i>6/9/22</i>
INFORMATION/INSTRUCTION		

A Health Inspection is part of the NH Department of Education's school approval review to ensure school facilities are meeting minimum standards, Ed 306.07 and Ed 403.01(c). The form shall be completed the school year in which the school is up for a school approval review; preferably prior to December 15th.

The health inspection must be performed by a health official, not a school employee. Visit <https://www.dhhs.nh.gov/dphs/holu/documents/officers.pdf> for a list of local health officers.

Kitchen inspections are not acceptable substitutes for the health inspection.

It is helpful to provide the inspector with a map of the school showing room numbers and special areas such as the gym, cafeteria, offices, and library.

Attach the following to the health inspection form, if applicable:

- o Most recent septic tank pumping service
- o Asbestos inspection reports for buildings built before 1990
- o Animal vaccination certificates, if applicable
- o Swimming pool testing records, if applicable

Please submit the completed form to the NH Department of Education as follows:

- o Public schools - email the form to Carrie Gorman at: carrie.a.gorman@doe.nh.gov
- o Public charter schools - email the form to Carrie Gorman at: carrie.a.gorman@doe.nh.gov
- o Non-public schools - email the form to Timothy Carney at: timothy.c.carney@doe.nh.gov

SANITARY INVESTIGATION	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
1. Is the school free of garbage, insects, rodents, or other unsanitary conditions?	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
	Notes:			
RESTROOMS	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
2. Are all restrooms clean and in working order?	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
	Notes:			
3. Do all restrooms have hot water (85 to 110 degrees F), dispensed soap, toilet paper & dispensed paper towels or heated air dryers?	<input type="radio"/> YES	<input checked="" type="radio"/> NO	<i>Mix DOWN</i>	<i>Before opening</i>
	Notes: <i>116</i>			
4. Is there at least one toilet fixture for every 50 people? (IPC 2009)	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
	Notes:			

FOOD PREPARATION, DINING AREAS, SINKS, & WATER FOUNTAINS	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
5. If food is prepared on-site, is a current license from the municipality or state licensing authority posted?	<input checked="" type="radio"/> YES	<input type="radio"/> NO	<input type="radio"/> NA		
	Notes:				
6. Are toxic materials clearly labeled and properly stored away from food?	<input checked="" type="radio"/> YES	<input type="radio"/> NO			
	Notes:				
7. Is hot water (110 to 130 degrees F) available for culinary purposes, cleansing, laundry and building maintenance? (IPC 2009)	<input checked="" type="radio"/> YES	<input type="radio"/> NO			
	Notes: 116				
8. Are water fountains clean with sufficient water pressure?	<input checked="" type="radio"/> YES	<input type="radio"/> NO			
	Notes:				
SEPTIC SYSTEMS & WATER SUPPLY SYSTEMS	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
9. Is there a pump schedule for the septic system?	<input type="radio"/> YES	<input type="radio"/> NO	<input checked="" type="radio"/> NA		
	Notes:				
10. Is there a reason to suspect the wastewater system has a system failure (backup, etc.)? If so, please describe the condition.	<input type="radio"/> YES	<input checked="" type="radio"/> NO			
	Notes:				
11. If the school's drinking water is supplied from an onsite well and the student and staff population is 25 or more, is the well registered and tested as required by NH Dept. of Environmental Services (DES) administrative rule Env-Dw 700?	<input type="radio"/> YES	<input type="radio"/> NO	<input checked="" type="radio"/> NA		
	Notes:				
12. In the past 2 years, has the school performed any voluntary water testing for radon or PFCs? If so, please attach findings.	<input type="radio"/> YES	<input checked="" type="radio"/> NO	<input type="radio"/> NA		
	Notes:				
ENVIRONMENTAL HAZARDS (mold, asbestos, lead paint, & radon)	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE

13. Is there a presence of water leaks in the ceiling, walls, or internal plumbing? If so, please describe the condition and location.	YES	<input checked="" type="radio"/> NO	Notes:		
14. Is there any mildew or mold present? If so, please describe the condition and location.	YES	<input checked="" type="radio"/> NO		Notes:	
15. If the building was built before 1990, has the school provided an asbestos inspection report showing its buildings are free of asbestos containing building material (ACBM), or an inspection within the last three years showing that areas with ACBM have been properly maintained? (ASHERA, 40 CFR 763, Subpart E and RSA 141-E)	YES	NO	<input checked="" type="radio"/> NA		Notes:
16. If the building was built before 1978, are you aware of the presence of flaking paint?	YES	NO	<input checked="" type="radio"/> NA	Notes:	
17. If the building was built before 1978, is there worn or damaged paint on windows, doors, or door jambs?	YES	NO	<input checked="" type="radio"/> NA		Notes:
18. If the building was built before 1978, has any follow up testing been performed by a licensed lead inspector/risk assessor?	YES	NO	<input checked="" type="radio"/> NA	Notes:	
19. Has the school performed any voluntary air testing for radon?	YES	<input checked="" type="radio"/> NO	Notes:		
SMOKING	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
20. Are signs posted noting the prohibition	<input checked="" type="radio"/> YES	NO			

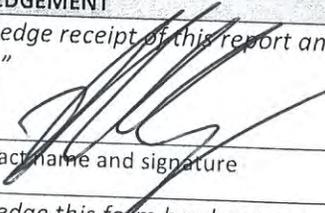
of smoking on the school's grounds? RSA 126-K:7 prohibits the use of tobacco products, e-cigarettes, or liquid nicotine on public school grounds.	Notes:				
ANIMALS ON SHOOOL PROPERTY (if applicable)	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
21. Are all animals enclosed by appropriate and lockable cages/stalls?	YES	NO	<input checked="" type="radio"/> NA		
	Notes:				
22. Do all animals have a current certificate of good health from a licensed veterinarian?	YES	NO	<input checked="" type="radio"/> NA		
	Notes:				
23. Does it appear that animal fecal material is adequately cleaned from the cage/stall?	YES	NO	<input checked="" type="radio"/> NA		
	Notes:				
24. Is a hand washing station available nearby with hot water and soap for those students or staff handling the animals or cleaning their cages?	YES	NO	<input checked="" type="radio"/> NA		
	Notes:				
ADDITIONAL REMARKS					

[Large empty rectangular area for notes or comments]

ACKNOWLEDGEMENT

"I acknowledge receipt of this report and understand a complete copy must be forwarded to the Department of Education."

School contact name and signature



6/9/2022
Date

"I acknowledge this form has been completed to the best of my knowledge."

Inspector name and signature

Robert Verno



6/9/22
Date



New Hampshire

Department of Education

Office of Non-Public Schools

101 Pleasant Street, Concord, NH 03301-3852

Telephone: (603) 271-2634

PROPOSED NON-PUBLIC SCHOOL FACILITY INSPECTION FORM

SECTION A - SCHOOL INFORMATION

Date of inspection: 7.7.22	Time: 10:00 am – 11:00 am	Name of NHED inspector: Timothy Carney
School name: Seton Academy		Address: 189 N. Main Street, Rochester, NH 03867
Head of school: Michael Pelletier	<input checked="" type="checkbox"/> in attendance	Phone number: 603.833.1952
List name and title of those attendance at the time of the inspection not listed above: Brenda Campbell - Treasurer Emile Beauliea – Facility Manager		
If multiple building(s) inspected list: N/A		
Number of proposed students: 90	Grades: Pre-K - 8	Number of portables: None

SECTION B – DOCUMENT REVIEW – PRIOR TO SITE VISIT

	Yes/No/NA	DATE	COMMENTS
Fire inspection complete?	No	6.15.22	Passed inspection. Second inspection to be completed within 30 days of student occupancy.
Health inspection complete?	Yes	6.9.22	Need to recheck water temperature (too hot) before opening.

SECTION C – INSPECTION CHECKLIST

Exterior

Sewer/Water	YES	NO	NA	COMMENTS
Is water supplied by a municipal system?	√			
Is sewer on site?		√		
Is campus free of sewage odor?	√			
Gates/Fencing	YES	NO	NA	COMMENTS
Are gates/fences in good repair? (no holes, vegetation or sharp edges)			√	
Are locks and security hardware in good repair?			√	
Parking Lots	YES	NO	NA	COMMENTS
Are exits onto public streets free from visibility obstructions?	√			
Are parking areas identified (e.g., staff, visitors, students)?			√	
Are direction signs and poles in good repair?	√			
Are paved surfaces in good repair?	√			
Is ADA parking provided?	√			
Are all building sides accessible to emergency equipment?	√			
Bus	YES	NO	NA	COMMENTS

Are areas where students congregate while waiting for buses adequate to avoid overcrowding?			√	
Are “No idling” signs posted?			√	
Are traffic pattern clearly marked?	√			
Are parent drop-off and pick-up zones clearly designated and separated from bus traffic?			√	
Building	YES	NO	NA	COMMENTS
Are signs posted noting the prohibition of smoking inside and outside school facilities?	√			
Are exterior walls free from cracks or other damages?	√			
Are windows free from cracks/broken panes?	√			
Are stairs, landings and handrails in good repair and fastened securely?	√			
Is facility generally clean of debris?	√			The building is remarkably clean.
Are dumpsters away from intake vents?	√			
Roofs	YES	NO	NA	COMMENTS
Are roofs in good condition? Free of debris, drainage, physical damage, and structural deformation?	√			
Portables	YES	NO	NA	COMMENTS
Are portables connected to main building?			√	
Is a clear path to main building provided?			√	
Are bathrooms provided?			√	
Are portables clean?			√	
Playgrounds/Fields	YES	NO	NA	COMMENTS
Are play areas separated from vehicle traffic?			√	There re no designated play areas.
Are kindergarten play areas separated from play areas for older children?			√	
Is equipment checked for wear and tear?			√	
Is play area free of tripping hazards (e.g., roots, rocks, uneven pavement and drug paraphernalia)?			√	
Is 8”-12” of energy absorptive materials provided under/around equipment?			√	
Do platforms 30” or higher have guardrail/barriers? (20” for preschoolers)			√	
Are swings less than 18” to ground?			√	
Do equipment/guardrails have spacing less than 4” or greater than 9”?			√	
Are outside learning areas free of debris, vegetation and drug paraphernalia?			√	
Interior				
Entrances	YES	NO	NA	COMMENTS
Are floor mats provided on the inside of all entrances?	√			
Are there adequate signs, postings, or window decals to direct visitors to the main office?		√		This item will be reviewed by NHED upon opening of the school.
Is there a sign in/out sheet for visitors?		√		This item will be reviewed by NHED upon opening of the school.
Are visitor badges provided?		√		This item will be reviewed by NHED upon opening of the school.
Are windows/doors in good repair?	√			

Are exterior frames properly caulked/sealed?	√			
Is the entrance free of evidence of water intrusion?	√			
Do doors open easily?	√			
Is the threshold free of trip hazards?	√			
Do locks/handles appear to meet ADA requirements?	√			
Hallways	YES	NO	NA	COMMENTS
Are ceilings in good repair (no significant cracks, holes, water stained or missing tiles)?	√			
Are walls in good repair (no significant cracks, tears, holes or water stains)?	√			
Are floors in good conditions (no broken tiles, torn up carpet)?	√			
Are carpets vacuumed with HEPA filters?				
Are hallways well lit?	√			
Are lockers, cabinets, and display cases mounted to wall or floors?	√			
Are lockers, cabinets, and display cases clean?	√			
Are drinking fountains ADA accessible?	√			
Are drinking fountains clean and in good repair?	√			
Electrical Room	YES	NO	NA	COMMENTS
Is the room clean and free of clutter?	√			
Are all electrical panels secured?	√			
Have all electrical circuits been identified?	√			
Equipment/Boiler Room	YES	NO	NA	COMMENTS
Is room free of odor?	√			
Are doors shut and locked when not in use?	√			
Is a 3' clearance provided around all heating equipment?	√			
Is there safe storage of flammables such as gasoline, spirit fluid, etc. in the furnace/boiler room?			√	
Is the furnace boiler room free of surface water?	√			
Are units serviced regularly?	√			
Are filters changed regularly?	√			
Are vents clean?	√			
Are units in good repair?	√			
Custodian Closets	YES	NO	NA	COMMENTS
Is custodial room orderly and sanitary?	√			
Are cleaning products properly labeled and stored?	√			
Are areas around slop sinks dry?	√			
Are custodians trained in safe and health hazards?	√			
Stairwells	YES	NO	NA	COMMENTS
Is lighting in stairwells adequate?	√			
Are stair treads in good repair and have a non-skid material?	√			
Are handrails in good repair?	√			
Are handrails minimum of 36" in height?	√			
Are handrails enclosed to less than 4"?	√			

Elevators	YES	NO	NA	COMMENTS
Are elevators ADA compliant?	√			
Are elevators clean and in good working order?	√			
Restrooms	YES	NO	NA	COMMENTS
Are there adequate number of restrooms in building?	√			
Is an ADA bathroom provided?	√			
Are sink pipes wrapped for ADA compliance?	√			
Are restrooms in good working order and clean?	√			
Are restrooms well ventilated?	√			
Kitchen and Cafeteria	YES	NO	NA	COMMENTS
Is there enough seating provided and in good repair?			√	No food service will be provided.
Are staff on hand to respond to a student who is choking?			√	
Is hood suppression systems inspected/certified by an outside firm?			√	
Is hood suppression system clean?			√	
Am Is kitchen floor in good repair?			√	
Are storage shelves properly secured?			√	
Are walk in refrigerator in good repair?			√	
Are refrigerator logs posted and updated daily?			√	
Is there adequate space to provide lunch?			√	
Gymnasiums	YES	NO	NA	COMMENTS
Is the gym used for multi-purposes (i.e. lunchroom/art room/music room)? If yes, indicate what other uses it serves.			√	
Are exit doors and hardware in proper working order?			√	
Are walls properly covered (e.g., padding)?			√	
Are showers/changing rooms clean and in good repair?			√	
Are floors, walls and ceilings in good repair?			√	
Are seats/bleachers in good repair?			√	
Is there enough storage space?			√	
Is storage space orderly?			√	
Are lights protected from breakage?			√	
Auditorium	YES	NO	NA	COMMENTS
Are exit doors and hardware in proper working order?	√			
Are backstage and storage shelves bolted to the floor or wall?	√			
Are seats fixed and in good repair and fastened securely to the floor?			√	No fixed seats.
Are floors, walls and ceilings in good repair?	√			
Are stage areas in good repair?	√			
Is there adequate storage?	√			
Is the storage orderly?	√			
Health Clinic/Nurse's Office	YES	NO	NA	COMMENTS
Is medication supplies storage properly locked?			√	There is no nurse provided. Any health issues will be handled in the front office area.
Is there adequate room for student privacy?				

Other Support Spaces	YES	NO	NA	COMMENTS
Does the guidance office have adequate space?			√	
Is the teachers' room clean?			√	
General Classrooms	YES	NO	NA	COMMENTS
Are rooms clean and free of clutter?	√			
Is furniture clean and in good repair?	√			
Are classrooms well lit?	√			
Are windows and screens in good repair?	√			
Are doors in good repair and open easily?	√			
Are thresholds free of trip hazards?	√			
Are ceilings in good repair (no significant cracks, holes, water stained or missing tiles)?	√			
Are walls in good repair (no significant cracks, tears, holes or signs of mildew/mold)?	√			
Are floors in good conditions (no broken tiles, torn up carpet)?	√			
Are carpets vacuumed with HEPA filters?	√			
Are shelves, cabinets, and display cases mounted to wall or floors?	√			
Are extension cords used for temporary use only and cords not daisy chained?			√	No extension cords were observed.
Is there adequate space to move around?	√			
Is classroom temperature well controlled?	√			
Is there air circulation while room is occupied?	√			
Is the HVAC system quiet when running?	√			
Is the ventilation unit clear of objects (i.e., not blocked, top or bottom)?	√			
Is there a return diffuser?	√			
Is the room odor free (e.g., no air fresheners)?	√			
Rooms with Animals	YES	NO	NA	COMMENTS
Are animals kept in secured cages?			√	There are no animals planned.
Do all animals have a current certificate of good health from a licensed veterinarian?			√	
Is fecal material adequately cleaned from the cage on a regular basis?			√	
Is disinfectant readily available for those students or staff handling the animals or cleaning their cages?			√	
Are aquariums and stands properly secured and anchored?			√	
Media Center, Library and Technology Center	YES	NO	NA	COMMENTS
Is room clean and free of clutter?	√			Library only.
Is there appropriate storage space?	√			
Is space well lit?	√			
Are shelves, cabinets, and display cases mounted to wall or floors?	√			
Does space appear to be ADA compliant (e.g., tables and desks are 36" from each other)?	√			
Are computers away from heat/water source?			√	

Science Rooms	YES	NO	NA	COMMENTS
Is emergency eyewash and shower equipment readily available and regularly tested?			√	There is no science room.
Are the MSDS properly managed?			√	
Is the chemical room clean and well ventilated?			√	
Are all containers of chemicals properly labeled and stored?			√	
Are heavy items stored on lower shelves?			√	
Are shelves, cabinets, and display cases mounted to wall or floors?			√	
Is a first aid kit available?			√	
Is the chemical fume hood in working order?			√	
Art Room	YES	NO	NA	COMMENTS
Is room clean and free of clutter?			√	There is no art room.
Is adequate storage area available?			√	
Is storage room clean and organized?			√	
Are fire blankets and/or fire extinguisher available?			√	
Are kilns and storage room properly ventilated?			√	
Are shelves, cabinets, and display cases mounted to wall or floors?			√	
Are heavy items stored on lower shelves?			√	
Music Room	YES	NO	NA	COMMENTS
Is room clean and free of clutter?			√	There is no music room.
Is adequate storage area available?			√	
Is music room located away from quiet areas of building?			√	
Life Skills Room	YES	NO	NA	COMMENTS
Is room clean and free of clutter?			√	There is no life skills room.
Is adequate storage area available?			√	

SECTION D – RECOMMENDATIONS

The areas of the Holy Rosary Church proposed to be used for Seton Academy students appear to be suitable for safe use. A follow-up site visit will be completed by NHED once the students are present and full utilizing the space to assess a few of the issues listed above. In general, NHED has no reservations with the proposed space being used for students as proposed.

Crossing LIFE Academy

NHED Application Checklist

NONPUBLIC SCHOOLS CHECKLIST FOR INITIAL APPLICATIONS

Reviewed By: Timothy Carney

School Name: Crossing LIFE Academy	Phone Number: 603.300.9547	Application Type*: AA
About the School: The mission of Crossing LIFE Academy (CLA), a K – 8 th grade school, is to raise up the next generation of authentic disciples and transformational Kingdom leaders through Christian education. This is achieved by providing a strong biblical-based holistic educational model that emphasizes a wisdom-based approach to lifelong learning, skill development, academic excellence, and character formation. Crossing LIFE Academy is part of the ministry of Crossing LIFE Church and the school will operate within the church building.		
Principal Address: 122 North Lowell Road, Windham, NH 03087		
Mailing Address: 122 North Lowell Road, Windham, NH 03087		
Head of School: Stephanie Foster	Email: Phone Number:skfoster@lifealliance.org 603.300.9547	
Authorized to Represent School: Evelyn Madden	Email: Phone Number:evelynjmadden@gmail.com 518.331.2657	
Date Application Received: 7.15.22	Expiration Date: 6.30.2025	
Grade Levels: K - 8	Anticipated Total Enrollment: 25	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
<input checked="" type="checkbox"/>	Completed and signed application	7.22.22	
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	N/A	Not applicable.
<input checked="" type="checkbox"/>	Good standing with Secretary of State	7.22.22	In good standing.
<input checked="" type="checkbox"/>	Administrative organization	7.22.22	Page 5 of a document entitled “Letter of Intent”. The school is managed by the Crossing LIFE Leadership Team and a School Board that oversees the School Principal.
<input checked="" type="checkbox"/>	School calendar	7.22.22	Page 3 of the Letter of Intent. First day of class – 9.6.22, Last day of class – 6.16.23.
<input checked="" type="checkbox"/>	School hours survey	7.22.22	The proposed schedule call for a minimum of 1,062 hours for all grades. The hours exceed the minimum required by Ed 401.03. The proposed schedule also provides for the required 30 additional hours to cover potential education delivery disruptions.
<input checked="" type="checkbox"/>	Philosophy and objectives	7.22.22	Page 4 of the Letter of Intent. CLA will follow a strong biblical-based holistic, academic education model that emphasizes a wisdom-based approach to lifelong learning, skill development, academic excellence, and character formation of each student.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	7.22.22	Certification statement initialed.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	7.22.22	Certification statement initialed. Confirmed during NHED site visit completed on 7.20.22.
<input checked="" type="checkbox"/>	Program of studies	7.22.22	Document entitled “Program Studies” for Crossing LIFE Church DBA Crossing Life Academy.
	<input checked="" type="checkbox"/> Academic content	7.22.22	Kindergarten curriculum includes bible, classroom habits, phonics and reading, writing, numbers, and language development. Grades 1 – 6 curriculum includes bible, reading/writing/spelling, literature, mathematics, history and geography, science and art. Grades 7 -8 curriculum includes bible, grammar and writing, literature, mathematics, history and geography, science, foreign language and art.

	<input checked="" type="checkbox"/> Assessment	7.22.22	A description of the planned assessment process begins on page 16 of a document entitled “Student Handbook”. Student assessment consist of two processes, one for academic performance and a second for conduct.
	<input checked="" type="checkbox"/> Promotion requirements	7.22.22	Page 15 of the Student Handbook. Each student shall advance to the next grade upon the review of the teacher, principal, parents(s), as well as the completion of the curriculum with a passing academic grade and achievement of course objectives.
	<input checked="" type="checkbox"/> Graduation requirements	N/A	Not applicable due to grade span offered.
<input checked="" type="checkbox"/>	Student handbook	7.22.22	The Student Handbook contains sections on foundational attitudes, parent orientation, discipling students and new parents, and general polices and miscellaneous information.
<input checked="" type="checkbox"/>	Grievance policy		
	<input checked="" type="checkbox"/> Bullying	7.22.22	Page 21 of the Student Handbook. Defines bullying, explains reporting requirements and procedures, outlines investigation, resolution and remediation of bullying reports.
	<input checked="" type="checkbox"/> Teacher misconduct	7.22.22	Page 26 of the Student Handbook discusses the grievance policy/process to be used to address teacher misconduct.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	7.22.22	Page 34 of the Student Handbook. Tuition is generally not reimbursable. However, there is a process for discussion of tuition reimbursement in certain instances.
	<input checked="" type="checkbox"/> Restraint and seclusion	7.22.22	Page 16 of the Parent Handbook. Defines both restraint and seclusion pursuant to RSA 126-U. Outlines when restraint may be used. Seclusion techniques will not be used at the school.
<input checked="" type="checkbox"/>	Supporting services (e.g. health, guidance)	7.22.22	Page 4 of Letter of Intent. CLA will not provide any supporting services.
<input checked="" type="checkbox"/>	Anticipated budget		
	<input checked="" type="checkbox"/> Expenses (e.g. facility, salaries)	7.22.22	Total estimated expenses for 2022 – 2023 school year - \$150,000.
	<input checked="" type="checkbox"/> Revenue	7.22.22	Total estimated revenue for 2022 – 2023 school year - \$150,000. This is based on tuition for 25 enrolled students.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	New facility report		
	<input checked="" type="checkbox"/> Zoning verification	7.22.22	Nonpublic School Zoning Verification Form signed/approved by George Frangomihalos of the Town of Windham. Properly zoned for a school.
	<input checked="" type="checkbox"/> Certificate of Occupancy	7.22.22	<u>Permit to Operate a Place of Assembly</u> form approved and signed by the Windham Fire Department.
	<input checked="" type="checkbox"/> Fire and Life Safety Report	7.22.22	Fire and Life Safety inspection completed on 7.14.22 by James Saulnier. Concern with egress not being properly marked and illuminated. Reinspection completed on 7.21.22 noting all violations had been corrected.
	<input checked="" type="checkbox"/> Health Inspection	7.22.22	Health Inspection completed on 7.14.22 by George Frangomihalos. Passed inspection.
	<input checked="" type="checkbox"/> NHED visit	7.20.22	NHED visit completed by Timothy Carney on 7.20.22. No issues of concern were noted.
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General Fall Report – due Oct 15 each year	7.22.22	Certification statement initialed.
<input checked="" type="checkbox"/>	A3N General Statistics Report– due June 29 each year	7.22.22	Certification statement initialed.

<input checked="" type="checkbox"/>	Restraint/Seclusion Report – due June 30 each year	7.22.22	Certification statement initialed.
<input checked="" type="checkbox"/>	Emergency Operations Plans – due Sept 1 each year	7.22.22	Certification statement initialed.
DETERMINATION			
<input checked="" type="checkbox"/>	Application Complete and Reviewed by NHED***	7.23.22	<p>The Office of Nonpublic Schools determines that Crossing LIFE Academy complies with the minimum requirements set forth in Ed 400 for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2025.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p> <p>The school further understands its obligation to communicate the aforementioned approval type to its community, including prospective and actual parents.</p> <p><i>The information above is communicated with renewing and prospective schools in both the confirmation letter from the office indicating receipt of a completed application packet and in the approval letter from the State Board of Education.</i></p>

*The Office of Nonpublic Schools (ONPS) provides each school with an explicit description of the type of approval granted upon the successful completion of the application. The ONPS website also publishes a list of each school with their approval type.

**There are two types of approvals that the ONPS may grant to nonpublic schools. Additionally, the Bureau of Student Support (BSS) may grant a separate, unrelated approval. Collaboration between the two offices on overlapping matters supports the collection of this information on this application. Specifically these approvals are:

1. The approval by the ONPS to operate a nonpublic school for attendance purposes;
2. The approval by the ONPS to operate a nonpublic school for program purposes; and
3. The approval by the BSS to become an approved private provider of special education programs.

***All of the information outlined under Determination is included in the approval letter provided to the school, pending approval by the State Board of Education.

Crossing LIFE Academy

Letter of Intent
Application

Letter of Intent
By Crossing LIFE Church
DBA Crossing LIFE Academy

For Approval of Nonpublic Schools for Attendance Purposes (AA) – Part Ed 403 the proposed nonpublic school: Crossing LIFE Church DBA Crossing LIFE Academy

Per Part Ed 403 Rules, this Letter of Intent is to be considered as an attachment of the Ed. 403.01 Application for Initial Approval Status as a Nonpublic School.

To Whom It May Concern:

The intention for the Crossing LIFE Church’s ministry of Christian education, which will be called Crossing LIFE Academy, as a nonpublic school in the State of New Hampshire is as follows:

The Crossing LIFE Church, which is a religious corporation with the purpose to conduct affairs and business of an independent Christian Church which includes all activities necessary: to establish and maintain a covenanted community of people to worship God; to proclaim the Gospel of Jesus Christ locally and worldwide; to provide for this community, Christian fellowship, training, and a spiritual environment conducive to growth; and to conduct outreach in the local and worldwide communities for the purpose of meeting the charitable and physical needs of the poor, intends to establish a nonpublic Christian school as a ministry of their church in fall 2022. As a ministry of the church, the school will be called Crossing LIFE Academy.

An application to register the Crossing LIFE Academy as a registered tradename to the Crossing LIFE Church has been submitted and accepted by the State of New Hampshire, Secretary of State’s Office, Corporate Division. The attachments for the Secretary of State Certificate for the Crossing LIFE Church and for Crossing LIFE Academy are attached.

In addition to the purpose and objectives of the Crossing LIFE Church mentioned above, the specific education purposes and objectives for the nonpublic Christian school as a ministry of the church are as follows:

- Our school’s mission is *"To raise up the next generation of authentic disciples and transformational Kingdom leaders through Christian education."*
- Our ultimate goal is for students to become lovers of God and wise leaders who are able to keep the Faith, direct their families, establish and strengthen the future churches to which they may belong, and influence the culture where they will live. Students are taught that their calling is to be in full-time Christian service in whatever occupation or station in life they may find themselves. The primary purpose of the school is to be equipped and prepared to obey the command of Jesus to “Go ye therefore and teach all nations...teaching them to observe all things whatsoever I have commanded you.” Matthew 28:19-20. This is achieved by providing a strong biblical-based holistic education model that emphasizes a wisdom-based approach to lifelong learning, skill

development, academic excellence, and character formation. Students develop the virtue and nature of Christ as the standard for personal ethics and behavior. We challenge each student to stretch beyond their current level of ability and thought, build a biblical mindset, develop critical thinking and reasoning skills, and experience new outlets for using and expressing their God-given gifts, unique design, and making meaningful contributions in service at every stage of their life. Each student is taught that the primary qualification for leadership in service to others is a spirit of excellence worked out in humility and love.

The contents below pertain to Section E: Required Documents for the Nonpublic School Application for Initial Approval Status for the New Hampshire Department of Education Office of Nonpublic Schools:

Item:

- 1. Secretary of State Certificate:** See the “Secretary of State Certificate for Crossing LIFE Church” and “Secretary of State Certificate for Crossing LIFE Church DBA Crossing LIFE Academy” document attached with this Letter of Intent and Application.
- 2. Fire and Life Safety Inspection report:** See the “Fire and Life Safety Inspection Report” document attached with this Letter of Intent and Application.
- 3. Health Inspection:** See the “Health Inspection” document attached with this Letter of Intent and Application.
- 4. Certificate of Occupancy:** See the three “Certificate of Occupancy” documents attached with this Letter of Intent and Application.
- 5. Zoning Verification Form:** See the “Zoning Verification Form” document attached with this Letter of Intent and Application.

6. School Calendar for upcoming year:

Below is the school calendar as requested in the Nonpublic School Application for Initial Approval Status:

In accordance with Ed 401.03 School Year,

The Crossing LIFE Church DBA Crossing LIFE Academy shall maintain a school year consisting of the following number of hours of instructional time:

- (1) Students in kindergarten at least 450 hours;
- (2) Students in grades one through 6, at least 945 hours; and
- (3) Students in grades 7 through 8, at least 990 hours.

Our school schedule and calendar will have an additional 30 hours in duration to provide for instructional time lost due to inclement weather or unexpected circumstances. Our school shall use these additional hours to reschedule lost instructional time before requesting a reduction of the amount of instructional time.

In the event of an emergency condition existing which might adversely affect the health and safety of students, shortened day could occur. If such day occurs, the number of hours of instructional time originally planned for the day shall be credited to the number of hours of instructional time in the school year, if:

- (1) On that day, our school would normally have had at least 5.25 hours of instructional time; and
- (2) Our school remained open for at least 3.5 hours of instructional time.

There shall be no requirement to reschedule instructional time for kindergarten if morning or afternoon kindergarten sessions are cancelled due to delayed opening or early release for students in grade one or higher.

Lunch time, home room periods, passing time, and breaks shall not be counted toward the required amount of instructional time. Our elementary grades will count up to 30 minutes of recess per day as instructional time for pupils in kindergarten through grade 6. Advisory periods in middle school/junior high grades shall be counted as instructional time.

Calendar Schedule for 2022-2023:

September 5, 2022	Labor Day Holiday
September 6, 2022	First Day of School for Students
September 21, 2022	Teacher Professional Learning Day
October 10, 2022	Columbus Day Holiday
October 20, 2022	Teacher Professional Learning Day
November 2, 2022	Teacher Professional Learning Day
November 11, 2022	Veterans Day (Observed) Holiday
November 24, 25, 2022	Thanksgiving Holiday Recess
Dec 26, 2022 - January 2, 2023	Christmas/New Year's Holiday Recess
January 12, 2023	Teacher Professional Learning Day
January 16, 2023	Martin Luther King, Jr. Holiday
February 20, 2023	Presidents Day Holiday
February 27 - March 3, 2023	Winter Recess
March 3, 2023	Teacher Professional Learning Day
April 24 – 28, 2023	Spring Recess
April 28, 2023	Teacher Professional Learning Day
May 29, 2023	Memorial Day Holiday
June 16, 2023	Last of School for Students
June 19, 20, 2023	Teachers Classroom & Yearly Closeout
June – September 2023	Summer Recess

7. Education philosophy, purpose, and objectives:

CLA will follow and adhere to the same purpose and objectives of the Crossing LIFE Church.

CLA will follow a strong biblical-based holistic, academic education model that emphasizes a wisdom-based approach to lifelong learning, skill development, academic excellence, and character formation for each student.

8. Evaluation of achievement of objectives:

Each faculty member will undergo a series of evaluation and assessments in order to measure the achievement of administrative, teaching and learning objectives:

- Weekly Assessments of General Order (conducted by the Administrator)
- Monthly Assessments of Teachers' Performance
- Quarterly Assessments of Teachers' Performance

Each student will undergo a series of evaluation and assessments, in order to measure the achievement of their curriculum and learning milestone objectives in order to progress to the next grade each year:

- Student Assessment: Monthly Progress Report of Student's Academic & Conduct Performance
- Quarterly Report Card of Student's Academic Performance
- Quarterly Parent/Teacher Conference Meeting to discuss the overall performance, achievements and growth opportunities for the student

9. Program of studies: See the "Program Studies_CLC DBA CLA" document attached with this Letter of Intent and Application.

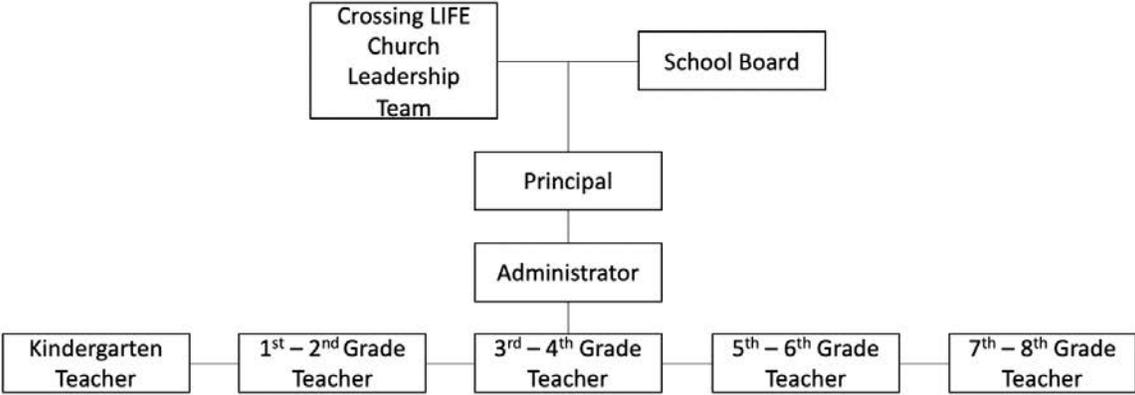
10. Student handbook: See student handbook included in the "Student Handbook _Grievance Policy_CLC DBA CLA" document attached with this Letter of Intent and Application.

11. Supporting services: Not applicable

12. Grievance policy: See the "CLA Student Handbook _Grievance Policy_CLC DBA CLA" document attached with this Letter of Intent and Application.

13. Organization chart: See chart below for the organizational chart:

The Crossing LIFE Church DBA Crossing LIFE Academy Organizational Chart



14. Budget for upcoming academic year:
 2022-2023 Projected Budget for Crossing LIFE Church DBA Crossing LIFE Academy:

School Name:	Crossing LIFE Academy
PLANNING AND START UP BUDGET 2022-2023	
Item	
PROJECTED REVENUE	
Tuition	\$150,000
<i>\$6,000/Yr per Student, Avg. \$150,000/Yr. for Anticipated Enrollment of 25 Students</i>	
Total Revenue	\$150,000
PROJECTED EXPENSES	
Administrative Supplies	
Printing, Copying, and Supplies	\$1,000
Crossing LIFE Church Expenses (Excluded from CLA Budget)	
Facility Acquisition	\$0
Facility Maintenance and Operations	\$0
Insurance	\$0
<i>Note: The Crossing LIFE Church will support all facility, insurance, and operational expenses.</i>	
Salaries and Benefits	
Faculty (teachers)	\$115,000
Staff (administration)	\$20,000
Benefits	\$0
Educational Equipment and Supplies	
Curriculum and Education Materials	\$10,000
Educational Supplies and Equipment	\$4,000
<i>Note: The Crossing LIFE Church will support the shortfall or excess of Crossing LIFE Academy's 2022-2023 Budget.</i>	
Total Expenses	\$150,000

Detailed Description of Projected Annual Budget for Crossing LIFE Academy:

1. Facility acquisition:
 - a. The Crossing LIFE Church owns and operates the main building in which the daily programs of their Christian education ministry, Crossing LIFE Academy. No building will be financially acquired by the Christian education ministry; therefore, no anticipated expenses are expected to be covered by Crossing LIFE Academy.
2. Facility maintenance and operations:
 - a. The Crossing LIFE Church owns and operates the main building in which the daily programs of their Christian education ministry, Crossing LIFE Academy. The Crossing LIFE Church holds the physical and financial responsibility of building maintenance and operations; therefore, no anticipated expenses are expected to be covered by Crossing LIFE Academy.
3. Insurance:
 - a. The Crossing LIFE Church owns and operates the main building in which the daily programs of their Christian education ministry, Crossing LIFE Academy. The Crossing LIFE Church maintains an insurance policy, which applies to their Christian education ministry, Crossing LIFE Academy. No anticipate are expected to be covered by Crossing LIFE Academy.
4. Salaries and benefits:
 - a. The Crossing LIFE Church provides the salaries and any benefits to their staff members, if applicable. The Budget above reflects a projection for a teacher's base-salary of \$25,000/year, and includes all payroll expenses in the line item on the budget.
5. Equipment and supplies:
 - a. The Crossing LIFE Church owns and operates the main building in which the daily programs of their Christian education ministry, Crossing LIFE Academy. Any equipment and/or supplies purchased for their Christian education ministry will be purchased by the Crossing LIFE Church.
 - b. For 2022-2023, The Crossing LIFE Church has budgeted \$10,000 for equipment and supplies (to include curriculum materials) to be purchased for their Christian education ministry, Crossing LIFE Academy purposes.
6. Anticipated revenues and source of revenue:
 - a. CLA intends to charge an annual tuition of \$6,000 per student with potential discounts based on the needs of the families attending. The discounts are decided by The Crossing LIFE Church. This is subject to change based on economic factors.

This letter is written for the State of New Hampshire Department of Education Office of Nonpublic Schools.

Thank you,
Shawn Foster, President
The Crossing LIFE Church

Stephanie Foster, Principal
Crossing LIFE School

Evelyn Madden, Administrator
Crossing LIFE School



Nonpublic School Application for Initial Approval Status

INTRODUCTION

This Initial Application is hereby made to the Department of Education (Department), Office of Nonpublic Schools (ONPS) for nonpublic schools who seek **initial approval status** as set forth in the Code of Administrative Rules, Ed 400. In order to receive approval, the school must file this application with the Department and receive approval from the State Board of Education (Board). Therefore, applications must be submitted prior to the Board meeting that precedes the school in collecting tuition and delivering programs to students. Board meeting dates are listed at: www.education.nh.gov/state_board/meetings/index.htm.

In order to ensure that a complete application be presented to the Board for approval, the Department *strongly advises* that schools submit their applications by January 1 for a September 1 opening. This will allow school administrators and the ONPS to address any concerns that may surface before applications are presented to the Board.

Reference materials can be found at the end of this document.

Applications will be accepted only as an **electronic document(s)**. Please send materials to: Shireen.Meskoob@doe.nh.gov. For questions about submittal, please contact us at (603) 271-2831.

DATA COLLECTIONS

Data collections must be completed each year, as outlined in Ed 403.03. These include the *General Statistics of Nonpublic Schools* (due June 29th of each year), the *Nonpublic Restraint & Seclusion Collection Data* (due June 30th of each year), and the *General Fall Report of Nonpublic Schools* (due October 15th of each year). You can access these collections via <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>.

SCHOOL EMERGENCY OPERATION PLAN

As outlined in RSA 189:64, a School Emergency Operations Plan is due by September 1st or prior to student occupancy, whichever comes first. Please contact the School Readiness Program at Homeland Security and Emergency Management to connect with a school readiness coordinator who will assist you in this process. Phone: (603) 271-2231. Email: schoolreadiness@dos.nh.gov.

SECRETARY OF STATE



The school is required to submit a report indicating that it has registered with the Secretary of State. The name of the school as listed with the Secretary of State needs to match the exact name of the school as advertised. If you need assistance, please contact the Corporate Division at corporate@sos.nh.gov or 603-271-3246.

SECTION A: APPLICATION TYPE

Please call the ONPS in advance of selecting one of the following boxes. Schools that are approved for attendance purposes (AA) shall comply with Ed 403 and shall receive an approval term of 3 years. By contrast, schools that are approved for attendance and program purposes (AP) shall comply with Ed 404 and operate within the purview of an accrediting agency recognized by the ONPS. These schools shall receive an approval term of 5 years. A description of each type of approval can be found in Ed 400.

- Attendance Purposes Only (AA) Attendance and Program Purposes (AP)

SECTION B: SCHOOL INFORMATION

Name of school:	<u>The Crossing Life Church DBA Crossing LIFE Academy</u>
Primary street address of school:	<u>122 North Lowell Rd. Windham, NH 03087</u>
Primary mailing address of school:	<u>125 North Lowell Rd. Windham, NH 03087</u>
Name and address of each additional site:	<u>N/A</u> _____ _____
Name of each building on campus:	<u>Main Building</u> _____ _____
If applicable, a member of an association:	<u>N/A</u>
Upcoming academic year:	<u>Fall 2022 - Spring 2023</u>
Anticipated grade levels to be offered:	<u>K-8th</u>
Enrollment cap:	<u>25</u>
Anticipated enrollment for upcoming year:	<u>25</u>
Boarding school:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Co-Educational:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Nonprofit:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Tax exempt:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Approved to offer Special Ed programs:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	Date of recent approval: <u>N/A</u>

SECTION C: HEAD OF SCHOOL

Name: Stephanie Foster
 Title: Principal/Board Member
 E-mail: skfoster@lifealliance.org
 Phone number: 603-300-9547

SECTION D: PRIMARY CONTACT AUTHORIZED TO REPRESENT SCHOOL

Name: Evelyn Madden
 Title: Administrator
 E-mail: evelynjmadden@gmail.com
 Phone number: 518-331-2657

SECTION E: REQUIRED DOCUMENTS

Please check off each of the following required items. Then attach supporting documentation at the end of this application.

Items	Attached?	Administrator Comments
1. Secretary of State Certificate.	<input checked="" type="checkbox"/> Yes	<u>See Secretary of State Certificate attached for The Crossing LIFE Church and Crossing LIFE Academy</u>
2. Fire and Life Safety Inspection report. <i>(Contact your local fire marshal and be sure the inspection includes all buildings occupied by students.)</i>	<input checked="" type="checkbox"/> Yes	<u>See Fire and Life Safety Inspection Report attached.</u>
3. Health Inspection. <i>(Contact your local health inspector and be sure the inspection includes all buildings occupied by students.)</i>	<input checked="" type="checkbox"/> Yes	<u>See Health Inspection attached.</u>
4. Certificate of Occupancy. <i>(Be sure to include one for each of the buildings occupied by students).</i>	<input checked="" type="checkbox"/> Yes	<u>See Certificate of Occupancy attached.</u>
5. Zoning Verification Form. <i>(Be sure the form includes all buildings occupied by students).</i>	<input checked="" type="checkbox"/> Yes	<u>See Zoning Verification Form attached.</u>
6. School calendar for upcoming year. <i>(Include first and last day of school,</i>	<input checked="" type="checkbox"/> Yes	<u>See the Letter of Intent Form attached where the school calendar is included.</u>

7. Education philosophy, purpose, and objectives.	<input checked="" type="checkbox"/> Yes	See the Letter of Intent Form attached where the education philosophy, purpose, and objectives are included.
8. Evaluation of achievement of objectives.	<input checked="" type="checkbox"/> Yes	See the Letter of Intent Form attached where the evaluation of achievement of objectives are included.
9. Program of studies. <i>(To include academic content, assessment, promotion requirements for each grade level and high school diploma requirements, if applicable).</i>	<input checked="" type="checkbox"/> Yes	See the Program of Studies attached.
10. Student handbook.	<input checked="" type="checkbox"/> Yes	See the Student Handbook attached.
11. Supporting services. <i>(Include health, guidance, library, food, referral, and transportation).</i>	<input type="checkbox"/> Yes	Not Applicable
12. Grievance policy. <i>(To include bullying, teacher misconduct, tuition refund, and use of child restraint practices. See RSA 126-U. Please include location of each policy in student handbook).</i>	<input checked="" type="checkbox"/> Yes	See Student Handbook attached, which includes the Grievance policy.
13. Organization chart.	<input checked="" type="checkbox"/> Yes	See the Letter of Intent attached, which includes the organizational chart.
14. Budget for upcoming academic year. <i>(To include anticipated expenses, e.g. facility acquisition, maintenance and operations, insurance, salaries, benefits, equipment, and supplies, and sources of revenue, e.g. income from tuition).</i>	<input checked="" type="checkbox"/> Yes	See the Letter of Intent attached, which includes the budget for the upcoming academic year.



SECTION F: SCHOOL SCHEDULE SURVEY

Please use Ed 401.03 and the guidance below for ensuring compliance with state mandated instructional hours for each grade level.

School Schedule Survey Guidance

Each non-public school shall maintain a school year consisting of the following number of instructional hours:

- (1) In kindergarten at least 450 hours;
- (2) In grades one through 6, at least 945 hours; and
- (3) In grades 7 through 12 at least 990 hours.

Each school shall have in its school year an additional 30 hours in duration to provide for instructional time lost due to inclement weather or unexpected circumstances.

Lunch time, home room periods, passing time, and breaks shall not be counted toward the required amount of instructional time.

Elementary schools may count up to 30 minutes of recess per day as instructional time for pupils in kindergarten through grade 6. Advisory periods in middle and high schools shall be counted as instructional time.

The school year for high school seniors may be reduced by no more than 5 days or 30 hours of instruction, whichever is less, from the number of days or hours of instruction for other high school students.

School Schedule Survey

Upcoming Academic Year:

Sept 2022 through June 2023

First scheduled day of classes:

September 6, 2022

Last scheduled day of classes:

June 16, 2023

Last day of grade 12 classes, if applicable:

N/A

Please complete the following chart for the upcoming calendar year.

	A	B	C	D	E	F	G
Grade Level	# of Instructional Hours in a Partial Day	# of Partial Days	Total # of Instructional Hours for Partial Days (A*B)	# of Instructional Hours in a Full Day	# of Full Days	Total # of Instructional Hours for Full Days (D*E)	Total # of Instructional Hours in a Calendar Year (C+F)
Kindergarten	0	0	0	6	177	1,062	1,062
Grades 1 - 6	0	0	0	6	177	1,062	1,062
Grades 7 - 8	N/A	N/A	N/A	6	177	1,062	1,062
Grades 9 - 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A



SECTION G: STUDENT RECORDS

Please describe the policy for content, storage, security, and disposition of student records during and after school is active.

All content, storage, security, and disposition of student records will be kept on the premises

in a contained and locked container in a locked room before, during, and after school hours and session.

SECTION H: STATUTORY COMPLIANCE

Please initial in the appropriate spaces below.

SF

Our school offers regular courses of instruction in the history, government and constitutions of the United States and New Hampshire no later than the beginning of the eighth grade as outlined in, RSA 189:11.

SF

Our school displays the United States and the New Hampshire state flag, not less than 5 feet in length, as outlined in RSA 189:17.

SF

Our school understands that the English language shall be used exclusively in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music, and drawing. Educational programs in the field of bilingual education shall be permitted with the approval of the state board of education and the local school district, as outlined in RSA 189:19.

SF

Our school understands that the exclusive use of English for purposes of instruction and administration shall not prohibit the conduct of devotional exercises in private schools in a language other than English, as outlined in RSA 189:21.

SF

Our school understands that a foreign language may be taught in elementary schools provided that the course of study is outlined by the state board and taught in compliance with state law, as outlined in RSA 189:20.

SF

Our school understands that full-time attendance requirements for students may be met by attendance at more than one school provided the total time spent in the schools is equivalent to full-time attendance, as outlined in RSA 193:1-a.

SF

Our school understands the policies relative to limiting the use of child restraint practices in schools, as outlined in RSA 126-U.

SF

Our school understands that no students shall be admitted or enrolled in any school unless students are immunized against certain diseases, as outlined in, RSA 141-C:20-a.

SF

Our school tests for the presence of lead in drinking water at the facility that is available for consumption by students in accordance with guidance from the department of environmental services and as outlined in RSA 485:17-a.



SF

Our school certifies that the building(s) to be used for educational purposes complies with the State Building Code and all other applicable state, local and federal fire, health and zoning laws, as outlined in RSA 155-A.

SF

Our school certifies that within the first month of approved opening, a fire inspection will be completed by the local fire chief. Any violations shall be addressed by the nonpublic school on a timeline determined by the local fire chief and/or state fire marshal, as outlined in Ed 403.01(c).

SF

Our school understands that in accordance with RSA 189:64, a site-specific school emergency operations plan shall be submitted to Homeland Security and Emergency Management by September 1 or prior to student occupancy, whichever comes first. We furthermore understand that current law requires that the school's emergency operation plan be submitted each year thereafter.

SECTION I: CERTIFICATION

Please initial and sign in the appropriate spaces below. Then send materials to: Shireen.Meskoob@doe.nh.gov.

SF

I certify that I understand that my application will not be fully processed for approval until the application is complete.

SF

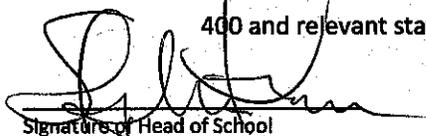
I certify that our school will not collect tuition or deliver programs to students until we are issued an approval from the NH State Board of Education.

SF

I certify that if there are any changes to items outlined in the Administrative Rules, Ed 400, our school must notify the Office of Nonpublic Schools prior to implementing these changes.

SF

I certify that all information provided is true and correct in content and policy and that I have read the entirety and understand the applicability of the Administrative Rules, Ed 400 and relevant statutes.


Signature of Head of School

Stephanie Foster
Print Name

7/14/22
Date

REFERENCE MATERIALS

Administrative Rules Ed 400: http://www.gencourt.state.nh.us/rules/state_agencies/ed400.html

Statutory Authority: <http://www.gencourt.state.nh.us/ras/html/NHTOC/NHTOC-XV.htm>

Secretary of State: <https://quickstart.sos.nh.gov/online/Account/LandingPage>

Fire Inspection: <https://www.nh.gov/safety/divisions/firesafety/building/SchoolInspectionProgram.html>

Health Inspection: https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline_documents/health-inspection.pdf

Health Inspector Directory: <https://www.dhhs.nh.gov/dphs/holu/documents/officers.pdf>



Zoning Verification: <https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/zoningform2012.pdf>

Emergency Operation Plan: <https://www.nh.gov/safety/divisions/hsem/school-readiness.html>

Thank You.



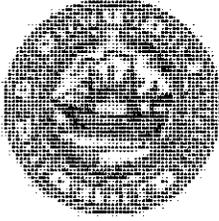
New Hampshire

Department of Education

Office of Nonpublic Schools | 101 Pleasant Street | Concord, NH 03301 | (603) 271-2831

Crossing LIFE Academy

Certificate of Good Standing



State of New Hampshire

Department of State



7/13/2022 2:16:39 PM
Crossing Life Academy
122 North Lowell Rd
Windham, NH, 03087, USA

Enclosed is your certificate of registered trade name. You should be sure to complete any other registrations required such as with the Department of Revenue Administration or with special licensing agencies such as the State Liquor Commission and Real Estate Commission.

Approximately six (6) months prior to the expiration date, we will mail to the address on record a form to renew your trade name registration.

It is incumbent upon you to keep us informed of address changes to ensure the renewal form reaches you. There is no charge for address changes.

If you cease doing business under this trade name you are required by law to discontinue the use of this name by filing a Trade Name Discontinuance, (form TN-9). We also have forms to file should you wish to add a partner to your business (form TN-5) or withdraw a partner who is already one of the registrants (form TN-7). All of these forms may be downloaded from our web site or you may request them from this office.

Should you have any questions, you may contact this office at the phone number or email address below. Please reference your Business ID Number when contacting our office.

Sincerely,
Corporation Division

Business ID: 906233
Filing No: 5828605

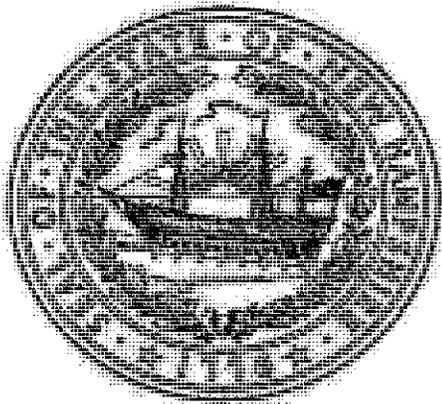
State of New Hampshire
Department of State

CERTIFICATE

I, David M. Scanlan, Secretary of State of the State of New Hampshire, do hereby certify that THE CROSSING LIFE CHURCH is a New Hampshire Nonprofit Corporation registered to transact business in New Hampshire on October 12, 2011. I further certify that all fees and documents required by the Secretary of State's office have been received and is in good standing as far as this office is concerned.

Business ID: **660538**

Certificate Number : **0005828599**



IN TESTIMONY WHEREOF,
I hereto set my hand and cause to be affixed
the Seal of the State of New Hampshire,
this **13th** day of **July** A.D. **2022**.

A handwritten signature in black ink, appearing to read "David M. Scanlan".

David M. Scanlan
Secretary of State

State of New Hampshire
Department of State

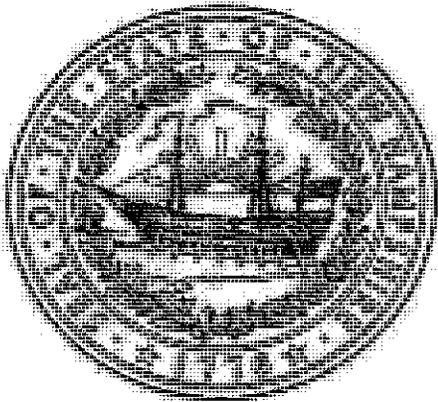
CERTIFICATE OF REGISTERED TRADE NAME
OF
CROSSING LIFE ACADEMY

This is to certify that **THE CROSSING LIFE CHURCH** is registered in this office as doing business under the Trade Name **CROSSING LIFE ACADEMY**, at 122 North Lowell Rd, Windham, NH, 03087, USA on **7/13/2022 2:08:00 PM**.

The nature of business is **Other / Church school for Christian education**

Expiration Date: **7/13/2027 2:08:00 PM**

Business ID: **906233**



IN TESTIMONY WHEREOF,
I hereto set my hand and cause to be affixed
the Seal of the State of New Hampshire,
this 13th day of July A.D. 2022.

A handwritten signature in black ink, appearing to read "David M. Scanlan".

David M. Scanlan
Secretary of State

State of New Hampshire

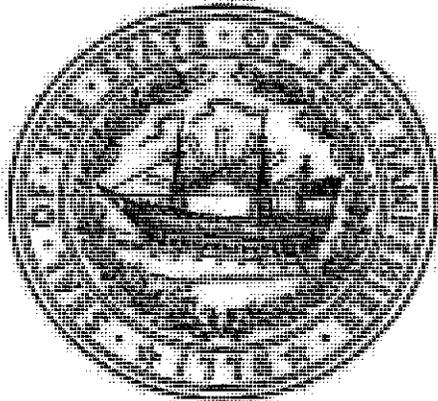
Department of State

CERTIFICATE

I, David M. Scanlan, Secretary of State of the State of New Hampshire, do hereby certify that CROSSING LIFE ACADEMY is a New Hampshire Trade Name registered to transact business in New Hampshire on July 13, 2022. I further certify that all fees and documents required by the Secretary of State's office have been received and is in good standing as far as this office is concerned.

Business ID: **906233**

Certificate Number : **0005828606**



IN TESTIMONY WHEREOF,

I hereto set my hand and cause to be affixed
the Seal of the State of New Hampshire,
this 13th day of July A.D. 2022.

A handwritten signature in black ink, appearing to read "David M. Scanlan".

David M. Scanlan
Secretary of State

Crossing LIFE Academy

Program Studies

Program Studies

Attachment for Application for Initial Approval Status as a Nonpublic School

Crossing LIFE Church DBA Crossing LIFE Academy

Below is the requested academic content, assessment, promotion requirements for each grade level. High school diploma requirements are not applicable for this application.

KINDERGARTEN PROGRAM

Crossing LIFE Academy offers a full-day Kindergarten program where classes are full of energy, excitement, and discovery. Students are inspired to learn, while teachers provide patience and individualize instruction so that each child can grow and develop at his or her own pace. Students visit the library weekly and the year is enriched with various school activities and educational events.

We believe that a child's development must include a well-rounded curriculum that encompasses the child's emotional, social, and physical maturity, which is a result of guided outside play, creative play, and fine and gross motor activities, in addition to music and movement activities. It is our desire that each child develops the gifts and talents the Lord has given him or her to be able to serve the Lord and affect the culture where they live.

KINDERGARTEN CURRICULUM

- Bible
- Classroom habits
- Skills development
- Phonics and reading
- Writing
- Numbers
- Language development

Kindergarten Promotion Requirements:

Each Kindergarten student shall advance to the 1st grade upon the review of the teacher, principal, and parent(s), as well as, the completion of the kindergarten curriculum with a passing academic grade and achievement of each course objectives.

ELEMENTARY PROGRAM: GRADES 1-6

The Crossing LIFE Academy Elementary program consists of grades 1 through 6. The primary goal in these grades is to provide an encouraging and enriching foundation of learning while building basic academic skills. We are deeply committed to our students and their future success. The seeds of academic mastery planted in our Kindergarten program are a wonderful introduction and preparation for the more intensive subjects in the elementary grades.

In the elementary years, students concentrate on a more intensive phonics program, reading, mathematics, literature classics and poetry, geography, history, science, and the arts. Our Elementary curriculum is enriched so that students can experience their Biblical approach to learning not just inside a classroom, but also through specifically-designed field trips and participation in relevant learning experiences. Classroom teachers foster a love for learning, engage the mind of the student, and build critical thinking skills that will transition students to the Middle School program seamlessly.

Since Character determines destiny, academics alone is not enough. In addition to the academic evaluation, students are held accountable in the area of *effort* and *conduct* according to Christ's standard of character. Students must have a right attitude and conscience towards God and mankind; thus, biblical leadership is cultivated and demonstrated by students as they grow in their faithfulness in their homes, churches, and communities.

ELEMENTARY CURRICULUM

- Bible
- Reading/Writing/Spelling
- Literature & Grammar
- Mathematics
- History & Geography (to include N.H. State History)
- Science
- Art

Grade 1-6 Promotion Requirements:

Each Elementary student shall advance to the next appropriate grade upon the review of the teacher, principal, and parent(s), as well as, the completion of the elementary curriculum with a passing academic grade and achievement of each course objectives.

JUNIOR HIGH SCHOOL PROGRAM: GRADES 7 & 8

The Crossing LIFE Academy's Junior High Program consists of grades 7 and 8. The primary goal in these grades is to build upon a solid academic foundation and begin delving into more complex and specialized subjects.

Since Character determines destiny, academics alone is not enough. In addition to the academic evaluation, students are held accountable in the area of *effort* and *conduct* according to Christ's standard of character. Students must have a right attitude and conscience towards God and mankind; thus, biblical leadership is cultivated and demonstrated by students as they grow in their faithfulness in their homes, churches, and communities.

JUNIOR HIGH SCHOOL CURRICULUM

- Bible
- Grammar & Writing
- Literature

- Mathematics
- History & Geography (to include N.H. State History)
- Science
- Foreign Language
- Art

Grade 7 & 8 Promotion Requirements:

Each Junior High student shall advance to the next appropriate grade upon the review of the teacher, principal, and parent(s), as well as, the completion of the junior high curriculum with a passing academic grade and achievement of each course objectives.

Crossing LIFE Academy

Student Handbook

**Student Handbook
for Application for Initial Approval Status as a Nonpublic School**

Crossing LIFE Church DBA Crossing LIFE Academy

Per the requirement for the Application for Initial Approval Status as a Nonpublic School, Crossing LIFE Church DBA Crossing LIFE Academy states the following policies and procedures for the 2022-2023 Parent & Student Handbook, which is included below:

Crossing LIFE Academy

Legacy, Impact, Freedom, Empowerment

2022-2023 POLICY AND PROCEDURE HANDBOOK

"To raise up the next generation of authentic disciples and transformational Kingdom leaders through Christian education."

The Crossing LIFE Academy is a Christian education ministry of The Crossing LIFE Church.

Introduction

The local Church being the Family of Families is the foundational institution for Christian education. Thus, attention must be given to discipling families.

As has been stated previously, one of the primary educational functions of the local church is equipping Christian families to train their children and thus be able to practically live out a multi-generational vision. It is important for all to recognize the primary role of the home. This demands respect for parents, and the philosophy that the school is an extension of the Christian home, and never a replacement for it. Thus, in every area, we endeavor to equip the home and not replace its functions in either church or school. In areas where we must demonstrate the Biblical standard, it is done so in such a way as to help equip parents to continue it, and to help the church and school work ourselves out of a job. The following four areas of foundational attitudes; orientation; training; and discipleship apply some of the concepts we have introduced in this chapter to the parents, teachers and students, from the perspective of the administration.

Foundational Attitudes

Mutual Respect

1. Teachers must maintain a healthy respect for parental authority, never demising it in any way in front of students. Regardless of how poor a job a parent (and especially the father) is doing in the eyes of the teacher, an attitude of respect to the role of parental authority must be maintained. Part of this respect involves a protection of the parental role in public support, and also the patience to see homes come into a more Biblical balance through training.
2. Parents must respect the teacher as well. What a child tells of his teacher at home may or may not be true. Public criticism before private conferences to determine what happened is sin. Thus, parents must uphold the respect within their homes for all teachers whom they have employed to help teach their children.
3. The administration of the school must back both the home and the teacher in balance, and resolve differences in a Biblical manner. One of its primary roles is to uphold and maintain the integrity of Matthew 18:15-17 in solving any problem of communication or misunderstanding that may arise.

Upholding Standards

1. Parents must not desire that a standard be bent when involving their child, for this puts both the teacher and the school administration in an awkward position. Parents need to see that the law (standard) is impartial, helping all to play by the same rules, and does not give privileges to any one child.
2. Parents need to back the school in its various standards and policies of operation. It must also keep the school as its extension, and not allow the school to become its replacement by default. This means that the home can't allow the school to maintain and uphold standards,

while at home another world is created. This can cause parents to use the school as a threat, but never uphold the same quality of standard themselves.

3. Parents must also keep the school calendar as a priority so that they take an active part in the education of their child. While some parents may see their involvement as the primary educator as an increase in responsibility, others (particularly those who have home-schooled in preparation to send their child to the school later on) must begin to yield some of the responsibility. Both can be challenges and requires balance.

Parent Orientation

Purpose

1. Parent orientation, (required for all new and veteran families enrolled in the school) is primarily a time of communication so that the two parties can work together. -Amos 3:3

2. It is also a time to build relationships between parents and teachers that can encourage mutual respect and support so that the maximum success can be reached in the training of children.

Process

1. A dedication service may be held prior to the school year, where parents, teachers and students come to dedicate themselves to the Lord and the challenge of the new year. Special prayer for classes, teachers and parents is held.

2. An open house is also conducted, after the year has begun, but within the first month of operation, where parents come to school without their children, to visit the respective classes their children will attend. The following is usually a part of the evening's agenda:

- a. A declaration and explanation of the theme for the year;
- b. Testimonies from the teacher and student orientations;
- c. Review of the weekly schedule, class constitution, preparation for class, school order and discipline, various policies and procedures, and academic standards.
- d. Course overviews, as well as a sample lesson are then shared within the grade level.
- e. Questions and answers on procedures, requirements, and communication for the year is also outlined.

Responsibilities

1. Each family accepts a form of practical responsibility in order to help the school operate more efficiently. This can include cleaning bathrooms, floors, carpentry work, coordinating various secretarial work, and working as teacher aids.

2. In addition, each family is responsible to uphold the covenant and various policies in discipline and academics.

Parent Training

Purpose

1. The purpose of this training is to help equip the parent to learn Biblical principles of life along with his children, and also to more consistently apply these in the life of the home.
2. A love of learning is critical in the home so that the proper atmosphere is created. This includes some of the following:
 - a. A parent notebook is kept containing notes from teaching sessions, course
 - b. overviews from the various classes in which children are enrolled, policies and
 - c. procedures, and important decisions made by the school board during the year.
 - d. Proper parental follow-up at home regarding involvement with the student
 - e. notebook) and the teaching and learning process of his child(ren).

Ingredients

1. Several meetings a year (between 7 and 10 required meetings for all parents) where teaching and training occurs for parents and families within the church.
2. Weekend seminars and/or conferences specifically designed to equip parents in child training, joining the generations and harvesting teens may also take place.
3. Parent-teacher conferences (twice per year) where parents come in to visit with teachers, specifically to discuss the academic progress of their child in school.
4. Communication occurs in various written forms as well.
 - a. Written notices home regarding activities and events;
 - b. Regular monthly school newsletter on a topic of interest in Christian education;
 - c. Student newsletter ministry, along with other publications and periodicals deemed important for parents;
 - d. Church and school master calendars, as well as a phone chain for emergency information to parents.

The Discipling of New Parents

Nature of the Discipling Relationship

1. Usually a veteran family is paired up with a new family, preferably one who lives in the same geographic area, and/or with the approximate same age children.
2. The relationship is primarily for prayer support, encouragement, as well as discipleship to the degree that it is necessary and needed.

Process and Procedure of Discipleship

1. All new families are required to go through our foundations course in Christian education, which is our Parent-Teacher Manual involving ten lessons that introduces one to the contents of this book in a guided fashion.
 - a. This is in addition to the regular parent meetings, and so the first year is a real saturation in a Biblical worldview.

- b. The course requires some homework, reading, and listening to tapes, and so is educationally demanding to some degree.
- c. The paired family, who has already completed the course, can help to discuss lessons and follows up on the progress the family is making.
- d. This introductory course features administrators, teachers, parents and older students sharing with incoming families the blessings and challenges of this educational philosophy.
- e. Once parents have taken this course, they are encouraged to take other courses, as well as potentially become substitutes in the school, part-time teachers, or fulltime teachers if they are qualified.

2. Observation Phase

- a. Opportunity for a family to observe another family overseeing their child's education.
- b. This can involve as informal a time as a phone call, to actually meeting together in the evening to observe.

3. Assistance Phase

- a. Opportunity for a family to assist another family in fulfilling a responsibility, or ministry time.
- b. This can involve, again, as simple an assistance as working with the family on a school project, to actually traveling on an outreach ministry trip, or sharing in a chapel.

4. Leadership Phase

- a. This is the opportunity of the family being disciplined to share what they have learned, usually at a parent meeting, or one of the sessions of the Foundations Course.
- b. The goal is to be as independent as possible, for all discipling relationships are temporary.

5. Commissioning Phase

- a. This is where the new family, by the end of the year, is ready to begin working towards helping out another new family the next year.
- b. Advanced courses and training of all kinds, given to teachers, are always available for parents at their own discretion.

Discipling of Students

Foundational Attitudes

1. An attempt must be made to build an atmosphere where students internalize and support the philosophy and vision for which the school exists.

2. Three ingredients help to identify the Church are both a bride and city, and these three are also identified in the school ministry. One main area is the discipleship training of students. This comprises the largest area in the school, since the emphasis is on academic training as a tool for instilling a Christian philosophy of life.

Student Orientation

1. The first day of the school year is a student orientation that covers some of the basic aspects of school life. There are few formal classes, and the overall goal is to have the students review, ponder and understand why they are being educated the way they are, as well as some of the basic school order that we want all to agree to follow.
2. Some of the things covered on this first day of school are:
 - a. General assembly declaring the theme for the year;
 - b. Basic vision of the school shared, as well as some of the basic school order (done as individual classes);
 - c. Class constitutions discussed, prayed about, and signed;
 - d. Introduction to course overviews, some of the things to be covered during the year, exciting activities and events;
 - e. A fire drill, as well as recess boundaries and rules are reviewed. A general orientation in all aspects of the school is covered at some time during the day.
3. For the junior- high school, the orientation continues the next two and a half days on a retreat. Some of the goals and items covered here are the following:
 - a. An intense spiritual atmosphere is created of serious prayer, fasting and heart to heart ministry.
 - b. The focus of the entire retreat is on our walk with Jesus personally and individually, as well as the seriousness of our covenant with each other.
 - c. A communion service, together with a signing of the constitution, usually takes place at this retreat.
 - d. Election of class officers, some class events, and some recreation, complete this retreat that emphasizes the theme for the year and prepares us spiritually.

Student Training

1. Teacher/Student relationships - One of the key areas to be developed that is part of the discipling of students on a regular basis is the relationships formed between adults and youth.
 - a. Joining the generations and forming a team atmosphere is critical to having success in teaching and learning. Thus, all of us are trained in learning to work together.
 - b. Maintaining respect to adults is also very important so that the distinction in ages can be maintained. Though we work together as a team, we do not “blend” to the point where there are no proper distinctions in age and authority.

2. Classroom Discipleship

- a. The classroom instruction is the main focus of the school as far as activities are concerned. Here we hope to involve students in all four phases of discipleship.
- b. Teachers intend to apply all four phases in the teaching and learning process. This involves student observing, assisting, leading and teaching every aspect of the subject and how it is best to be learned.

3. Discipline and Praise

- a. Students will shoulder the yoke of learning and discipline to the degree that they are built up in the Lord with virtue.
- b. This means that teachers need to encourage and build up each individual student's walk with the Lord in virtue.
- c. The approach we are dealing with involves a heavy dose of academic rigor. Thus, a heavy dose of praise and inspiration to walk with God is imperative.

Discipling New Students

1. New students coming in the school are paired up, like teachers and parents, as much as possible, with veteran students (depending, of course upon their age and grade level).
2. Students work with each other in some of the following practical areas of discipleship:
 - a. School order, policies, discipline, etc.;
 - b. Notebook, homework and academic procedures;
 - c. Encouragement and hope, coupled with a walk with the Lord;
 - d. Prayer.
3. Students are combined on grade level to help with subject matter, and also multigenerationally to help with building bonds between older and younger students. Discipleship is more meaningful than merely orienting one to school life.
4. The four phases of discipleship take place in class and at other times. The discipling relationship is temporary and different students outgrow their need for it faster than others. Some of the things that fall into these categories are:
 - a. Subject outlets give students an opportunity to use what they have learned practically. This may involve students in one grade ministering to another. New students have an opportunity here to learn what is like to practically use in ministry what they have learned.
 - b. Student Ministries, where, in seed form, students are involved in all kinds of ministries, from hospitality to leading worship in chapel. These ministries help more experienced students work with newer ones in a discipling format.
 - c. Outreach Ministry, where students can travel and give to other schools around the country and world, learning to minister in the anointing of the Lord, giving what has been given to them.

The Principle of Christian Individuality

1. Covenantal agreement in specific areas helps to increase the blessings of variety among us. On the basis of clear unity, people's gifts and distinct calling can be released.
2. Without clear covenantal agreements, areas of unity are merely assumed, and misunderstandings can result, with a loss of purpose, goal and fruit. It is important to recognize that throughout history, especially the 20th century, we have endeavored to be successful in our homes, churches and schools without covenantal agreements. We make financial contracts, but really there is no deep covenantal agreement spiritually and biblically to see an entire

generation trained and equipped to receive and fulfill God's call. Without this, we simply do not have a base strong enough to sustain the responsibility of what is set before us. As we deal with the parent, teacher and student, ponder the various ways in which we endeavor to practice covenantal agreement for the purpose of building a base of unity that sustain permanent fruit.

The Family Covenant

1. The Two-Way Covenant

a. Our ultimate objective and goal.

(1) As we state many times throughout this book, we are called to raise a generation of warriors who are equipped to kick in the gates of hell as a result of being conformed to the image of Christ.

(2) Since our goal as a school rests on God's call to the church and acts as an arm of the local church, we feel that Christian education is edification, not primarily evangelism.

b. Our subsequent key requirements.

(1) At least one parent must be clearly born again, for this is the Biblical requirement of a Christian home, (see 1st Corinthians 7:14).

(2) The desire to grow in the Lord as a Christian family, and be equipped to lay the foundation for a child's education, (see 2nd Corinthians 12:14).

(3) We desire to enroll families, and not just individual children, and so care is taken that a family has a general conviction regarding Christian education, and not a belief that it may benefit only some of their children.

c. The Home to the School - this is the attitude we are looking for in a Christian home seeking to extend their responsibility to others:

(1) Are you the kind of school that will extend the land of training from a Biblical point of view that we are already endeavoring to practice?

(2) Will you provide the kind of leadership, as an arm of my local church, that will help me grow along with my child in laying the right kind of foundation in his life?

d. The School to the Home - this is the attitude we must take in order to protect the other families who have covenanted with us:

(1) Are you the kind of home that we can reflect?

(2) Are you willing to remain as the primary foundation for your child's education, learning and growing in that practice, so that the school does not become a replacement for the home by default?

2. The Parent Covenant - This is generally what our parent covenant contains. It must be signed by both parents, (the only exception being one of the parents who is not born again who refuses to sign for whatever reasons).

a. Preamble:

(1) This signifies the agreement of a family with their respective teachers through the administration of the school to uphold the teacher's position, the Lord's standard and the school's policies before the child.

(2) This covenant also signifies the agreement of families with each other that all will uphold the school policies and standards for the good of all.

(3) Both of these aspects are done in submission and in concert with the local covering of The Crossing LIFE Church.

b. Spiritual Covenant:

(1) We (as parents) believe in Christian education because the Bible commands this of us and we recognize that before God we are responsible for what is taught our child.

(2) We understand and will support the specific doctrines of The Crossing LIFE Church and realize that they will be taught in the school.

(3) We agree with the importance of moral standards involving dress, social relationships and separation from the world and agree to abide by the specific rules in these areas that the school upholds. We will endeavor to maintain a distinctive Christian testimony and godly atmosphere at home, removing that which may feed the old nature.

(4) We will maintain a committed relationship with our local church body that will include attendance, tithing and involvement that reflects a holy life unto God as well as the edification of the saints.

c. Academic Commitment:

(1) We believe that true Christian education involves the renewal of the mind by Biblical principles so that a child is equipped to minister the life and Lordship of Jesus Christ in every area of life. This process of renewal involves reflective learning, creative expression, and practical application.

(2) We understand that the philosophy of life taught here necessitates our active involvement in the education of our child(ren). We agree to regularly oversee our child's work through practical checking of homework and notebooks.

(3) We will seek to understand as much as possible about the academic work of our child(ren) by completing parent assignments in courses we attend, being actively involved with what our child(ren) is learning and contacting (with possible visits) with the teacher in the classroom, when necessary.

d. Discipline Commitment:

(1) We understand that the Biblical method of discipline involves disciplining both internal attitude and external action. The best way to prevent discipline problems is to confront attitudes, and this we will do consistently at home.

(2) We desire that our child be confronted for attitude problems realizing that these will cause greater actions of a moral nature if left unattended.

(3) We believe in corporeal punishment for rebellion and moral sin problems, and will confront these at home.

(4) We wish to remain the enforcing agent in all forms of discipline, with the school as re-enforcing agent, and will keep this balance.

e. Practical Commitment:

(1) We understand that all differences we may have with the administration or teachers should be handled in a Biblical manner, following Matthew 18:15-17. Our attitude, we realize, should be one of unity and edification of all.

(2) We will keep confidences regarding teacher, student or family problems, so that unnecessary information is not shared with people who are not a part of the problem or the solution.

(3) We will keep the school calendar at a position of priority, planning ahead so that we can faithfully and punctually fulfill all parent meetings and school activities, including the regular, daily attendance standards.

(4) We agree to take any form of responsibility possible to help the school run more efficiently and economically.

(5) We understand that it is our responsibility to make the necessary sacrifices to plan and budget our giving so that the expenses and tuition assigned to us can be met. If we understand that we will not be able to meet our tuition payments, we will seek out those designated to oversee this area so that we can receive counsel or alternate plans for the commitments to be fulfilled.

f. Parent Signatures:

It is to be understood that this covenant is for one full school year and would involve a renewal each year. It will extend from the first day of teacher orientation to the last day of the regularly defined teaching duties of a school year.

The Father: I understand and agree with the covenant stated above and will do my best to remain as the head of my home, realizing that the Scriptures require me and the Holy Spirit enables me to be the primary overseer of my child's education.

The Mother: I understand and agree with the covenant stated above and will do my best to support the above responsibilities, realizing that the Scriptures place me and enable by the Holy Spirit to exercise authority in the education of my children.

Grievance Policy 2022-2023

Crossing LIFE Church DBA Crossing LIFE Academy

Per the requirement for the Application for Initial Approval Status as a Nonpublic School, Crossing LIFE Church DBA Crossing LIFE Academy states the following policies and procedures for the 2022-2023 Grievance Policy, which is included below:

General Policies & Miscellaneous Information

Attendance Policy

CLA is committed to the philosophy and practice of classroom academic instruction. Each school day provides new learning experiences and opportunities to grow. While some elements of a missed classroom experience may be later recovered, much of the learning is compromised, to the student's detriment. Therefore, it is our standard that students attend and participate in all classes. Some absences, however, are unavoidable. The following attendance policy will be utilized to promote faithful attendance and high-quality learning. The school maintains a Day Attendance Record (DAR) and a Class Attendance Record (CAR).

Absence

A student is considered **absent** for the day when he is not in school for a full day. In the case of dismissals and tardiness, when he is not in school by 10:30 am, is dismissed prior to 1:00 PM, or is deemed absent for 2 or more classes, he is considered **absent** for ½ the day.

Any student who is absent from school or from a particular class for more than 5 days or classes during any quarter will fail that class or all classes for that quarter, with a grade no higher than 64%. In the event the student is absent from school in excess of 5 times, all classes receive a failing grade with a numerical score not higher than 64%. All absences except the following will count towards a student's total number of absences.

- Bereavement
- Extended illness past three days of absence*
- School sponsored activities
- Up to five family vacation days, with prior approval
- College visitations, with prior approval

** Extended illness past three days will not count against the student's total number; however, the first three do count. A doctor's or parent's note must be provided in order for days beyond three to be excused.*

A student's absenteeism may vary from class to class. It is the parents and administrator's responsibility to keep track of his absences. The official number of classes missed rests with the teacher of each class. A student is absent from class if he misses more than fifteen minutes of the class period. Any student sent from class for disciplinary action is awarded an absence regardless of when the offense occurred in the period.

Notification of Absence

Parents are to call or email the school office prior to 8:00am when their child is absent, or if their child is to be dismissed early from school.

Dismissal

Students need to be dismissed from the main office, with a written note from a parent. Students who do not follow proper dismissal procedures are awarded an absence. Dismissals are *not* considered for the following:

- Work related
- Not parent initiated

Tardiness

To School

All students are expected to be in their classroom by 8:00 am. When a student is tardy to school, he/she is to report to the office and be counted as tardy, as opposed to absent. During any one quarter, a student can be tardy only three times, at which point, he/she will earn one detention for each additional tardy. If the problem is not corrected, further disciplinary action may be necessary. Also, being tardy three times in one quarter is equal to ½ day absent.

To Class

All students are expected to be in their seats and ready for class on time. During any one quarter, a student can be tardy only three times, at which point, he will earn one detention for each additional tardy. If the problem is not corrected, further disciplinary action may be necessary. Also, being tardy three times in one quarter equates to one additional unexcused absence on the student's Class Attendance Record (CAR).

Student Arrival & Departure

Arrival is not later than 7:45. Students are to be ready for Morning Worship & Devotions by 8:00 am.

Parents are to pick up their child/children no later than 2:45 pm each day, unless a note or permission was given to stay late due to a delayed parent pick up. If a delay occurs, the student will remain with the teacher in their classroom until the parent arrives. The school staff and faculty remain in the building until 3:30 pm daily.

Time between Classes

Students will be instructed when to leave the classroom. Anytime the class is dismissed or moving to a different room, the teacher will instruct the class to walk in a single file line. There will be scheduled bathroom breaks during the day, in addition to lunch, snack time, and recess. During class, there should be no leaving to go to the bathroom unless the need is urgent. Permission to leave the class is mandatory.

Weather and Outerwear

CLA is held in the Crossing LIFE Church's Main Building. In addition to their uniforms, students are to dress appropriately for the campus, primarily in reference to footwear and outer garments that will fare well with rain, mud, ice and cold. Snow throwing is not allowed.

Communication to and from CLA

Crossing LIFE Academy offers a few different ways for parents to stay informed about ongoing activities, projects, and other school functions. Aside from the obvious phone calls and occasional mailings, there are several ways CLA communicates with families.

How to Contact the School

Phone: School office number is 603-965-1365. Office hours are 7:45am – 3:30pm.

Email: Office Staff and Faculty can be reached by email.

In Person: If a parent wishes to meet with a faculty or staff member, they must schedule an appointment or call the school.

CLA Weekly

This weekly newsletter is emailed to parents and students each Thursday afternoon in order to inform families of upcoming events, days off, outdoor education info, as well as changes in schedules or programs, and volunteer opportunities, etc. It is important tool for both parents and students to stay current.

Monthly CLA Calendar

A school calendar with events and times will be sent to each family at the start of the school year and should be referenced for school related information. Families can request an additional copy from the school office.

Parent/ Teacher Conference

At any given time during the school year, parents are invited and encouraged to meet with any of the teachers in regard to their student. Please feel free to call the office to set up appointments with the appropriate teachers. We also encourage the use of email with teachers to communicate.

Parents' Nights

At various points throughout the year, parents and staff meetings are held. The purpose of these meetings is to provide opportunity for:

- Parent and teacher fellowship
- Mission emphasis and re-dedication
- Parent/teacher conference (5-10 minute) with each of their student's teachers

Student Assessments and Promotion Requirements

Kindergarten Promotion Requirements

Each Kindergarten student shall advance to the 1st grade upon the review of the teacher, principal, and parent(s), as well as, the completion of the kindergarten curriculum with a passing academic grade and achievement of each course objectives.

Grade 1-6 Promotion Requirements

Each Elementary student shall advance to the next appropriate grade upon the review of the teacher, principal, and parent(s), as well as, the completion of the elementary curriculum with a passing academic grade and achievement of each course objectives.

Grade 7 & 8 Promotion Requirements

Each Junior High student shall advance to the next appropriate grade upon the review of the teacher, principal, and parent(s), as well as, the completion of the junior high curriculum with a passing academic grade and achievement of each course objectives.

Student Assessment Criteria (Grades K-8)

During the academic school year quarterly student assessments will be logged and recorded for each student and completed by their teacher. The assessments measure the student's academic progress, spiritual and individual growth. At the end of the academic school year, the teacher, principal, and parent(s) will review and decide if the student is prepared to progress onto the next grade level. In the event, a student has not passed the assessment criteria, the teacher and principal will schedule a meeting with the parent(s) to discuss the steps to achieve progression or agreement to keep the student at their current grade level for another academic year. In addition to the student assessment, the teacher will evaluate their academic progress in line with the curriculum requirements according the school's grading scale and process.

Student Assessment (2-part assessment completed quarterly)

1. Academic Performance Assessment
2. Conduct Assessment

Part 1: Academic Performance Assessment

CLA Grading Standards & Criteria

1. No curving or scaling of grades will take place. If a teacher believes that a test was not fair, it will be re-administered or a new test substituted in its place (after review with the administration).
2. The essay grading scale is as follows:
 - a. On a scale of 10 points per essay, 8 will be for content and a half point for each grammar, spelling, or penmanship error up to 2 points, if spelling was not a part of the content.
 - b. This scale will be the standard for all homework, quizzes and tests.
3. No more than two tests will be given on the same day, and no more than a five point bonus awarded for any one test.
4. No numerical grade can exceed 100 on any progress report or report card grade, even if the actual average has exceeded this number.
5. The Academic Grading scale will be as follows:
Grade Numerical Definition & Value

A+	99-100	Superior Work
A	97-98	Superior Work
A–	95-96	Superior Work
B+	93-94	Above Average Work
B	87-92	Above Average Work
B–	85-86	Above Average Work
C+	83-84	Average Work
C	77-82	Average Work
C–	75-76	Average Work
D+	73-74	Below Average Work
D	67-72	Below Average Work
D–	65-66	Below Average Work
F	0-64	Failing Work

Total Academic Grade

1. The academic grade for the differing grade levels generally is:
 - a. Homework assignments are single weight;
 - b. Quizzes are counted as double weight; and
 - c. Tests are triple weight.
2. In Grades 5-8, care is taken so that test grades are worth no more than 40% of the total grade. Research papers, midterms and finals count as two tests, and notebook checks generally count as a quiz grade.

Additional Criteria:

1. Student Notebooks:
 - a. Neatness (cover, pages, penmanship, dividers, assignment sheets) all written neatly with care and stewardship
 - b. Order (within each section or academic discipline divider) the notes, homework, quizzes, tests and handouts are put in order and page numbered
 - c. Completion (papers kept together, and incompletes are made-up, points deducted and recorded)
 - d. Corrections (copy-overs, corrections assigned)
2. Teacher Communication Notebook:
 - a. Preparation violations (record in student sheet if unprepared for class)
 - b. Dress Code violations (record in student sheet if dressed improperly)
 - c. Homework (record in student sheet if homework is not passed in on time)

Part 2: The Conduct Assessment

The Conduct Assessment is organized into the following categories:

1. Attitude: A submissive heart.
2. Attentiveness: Pays attention with a high concentration level.
3. Works Independently: Does not need much prodding from the teacher to do his work, using time with proper stewardship.

4. Classroom Conduct: General behavior and cooperative attitude, gets along well with classmates.
5. Recess Conduct: Same as above applied specifically during recess and breaks.
6. Academic Conduct: Timely completion of homework assignments, tests, quizzes, and classroom activities.

Effort, Conduct and Self Government grading will take place with the following definitions:

- a. Effort in each discipline will be evaluated based upon how the student gives “strenuous exertion to accomplish” the course.
- b. Conduct in each discipline will be evaluated based upon the student’s “personal behavior and course of action” during that course of study.
- c. Self-government grades measure the progress of a student’s character and evaluated in the following categories and the grading scale for these areas is:

Score	Scale Term Definition
1	Excellent - Student consistently does his best.
2	Good - Student occasionally exceeds requirements.
3	Satisfactory - Student fulfills requirements.
4	Needs - Improvement Student works below potential.
5	Poor - Student consistently shows little effort.

Note: When observing a classroom endeavoring to apply a principled approach, or a Biblical approach to teaching and learning, look for some of the following key ingredients:

Discipleship:

- Authority of the teacher; face-to-face instruction; use of discussion and practical application as well as available outlets for service.

Strong bearing the Weak:

- Students with various weaknesses in learning being helped (individually or corporately) by those with strengths in the same areas.

Complete sentences:

- Oral speaking in class, homework, class work, quizzes, and tests using complete sentences, paragraphs, essay format

Time Lines:

- Neat, clear, chronological, easily visible, identifying key events that frame the history studied in a Providential viewpoint.

Class Constitutions:

- Neat, clear, visible, signed by students and teachers that depicts a covenantal spirit (attitudes & actions) used to convict the conscience of the student when needed

Atmosphere:

- Peaceful, quiet, yet joyful with a love of learning, that balances note-taking with discussion, oral teaching, and variety.

Principled Reasoning:

- The identity of at least seven principles (over a period of time) in notes, discussion, reasoned homework that is not forced, but natural, leading to personal application.

Power of the Lord:

- The freedom and operation of the gifts of the Spirit, sensitivity, prayer, and ministry from time to time during class and during the day.

Homework and Class work:

- Balance between work done in class and that which is taken home, with the lengths of assignments given within the prescribed framework.

Failure to Progress to the Next Academic Grade Level & Remediation Process

Grades K-8:

- If there are any courses where a student achieved a final average greater than 54 but less than 65, the teacher of that subject may make provision for the student to gain up to 10 points through a project covering an area which the student failed. This project will be assigned by the teacher, and the parent may be required to tutor their child (school board decision), or hire a tutor to assist them to work with the student on the project if necessary.
- If there are any courses where the student achieved a final average less than 54, and that course is required to pass in order to go on to the next grade, then the student is required to take a summer course. This can be done independently or through the administration and/or teacher when possible.

Grades K-8 Retention Policy:

This policy will cover the conditions for retaining a student in the same grade and summer school requirements necessary to pass to the next grade.

- Conditions for Retention
 - Grades K-8: A student will be retained in the same grade if there is a final average of less than 65 in two or more core subjects, where core subjects are listed as English grammar, mathematics, and history.

Suggested Summer Work:

Any teacher may suggest summer work for students. It is the parents' responsibility to find out what that work is and whether a tutor is needed or available. This work does not add points to the student's average.

Conduct Guidelines

Introduction

Since CLA is an institute with the mission of training young people to be Christian leaders and is dedicated to God's Honor and Glory, all members of the school community must represent our school with behavior and attitudes that are pleasing to God and further the cause of His Kingdom. Our conduct and speech should always seek to follow God's directive to love Him above all, and our neighbor as ourselves. Our conduct will be a major factor in making CLA a model and a light in our area.

The Student Covenant

In order to set a guide and standard for conduct, CLA uses the *Student Covenant*. This is a very important document, which **must** be signed each year during the online enrollment/re-enrollment process. It is signed by the student and at least one parent. Periodically, the CLA staff will use the Covenant as a teaching tool. Also, in the event of a behavioral issue, the covenant will be reviewed. *See Crossing LIFE Academy: Statements: Student Covenant.*

The Student's Responsibility

As members of a Christian community that is concerned for one another, students are expected to follow the guidelines of our Lord Jesus Christ as outlined in Matthew 18:15-17 when aware of violations of the school standards. This will usually mean the following:

First: Personally, confronting the person and encouraging him to stop the violation and make known his problem to those in authority. The problem should not be communicated to others who are not immediately involved.

Second: Others who are aware of the problem should be encouraged to talk to the person if the first step is unsuccessful.

Third: It is the responsibility of the student, in obedience to the Lord's command, to report a violation to school authorities so that the one who has committed the offense can be helped, and come to experience the blessings of consequential action and forgiveness. Inability or failure to follow the first two steps does not prohibit the student from following the third step.

Accountability

Our goal is to maintain a safe environment of integrity among our students and staff. To that end we will pursue all reports and information we receive or intuit that may jeopardize our student's well-being in accordance with the principles of Matthew 18:15-17. The exercise of accountability does not necessarily require physical evidence. It is also true that the wider social life of our students is often connected to their status as students by friendships, transportation and other ties; therefore, their off-campus behavior may well impact our relationship as a learning community. Our goal in the exercise of accountability and discipline is always restoration and the well-being of our students and their families.

Student Attitude towards Staff

Because we are a community that professes family-like relationships, we expect students to build reputations of trust with their staff. Student behavior characterized by close communication with staff members is encouraged. Student behavior characterized by staff avoidance or elusiveness is considered unacceptable and will be discouraged. This applies to all situations during and after school and at all school sponsored events.

Anti-Bullying

(Bullying Policy in compliance with RSA 193-F)

Objective

It is the policy of CLA that its students have an educational setting that is safe, secure, and free from student harassment, also known as bullying.

Definition

“Bullying” for purposes of this policy is defined as insults, taunts or challenges, whether verbal, written, electronic or physical in nature, which are likely to intimidate or provoke a violent or disorderly response from the student being treated in this manner. Bullying in violation of this policy may not rise to the level of unlawful harassment or discrimination under Title IX of the Education Acts of 1972, the Americans with Disabilities Act, Title VI, and the Rehabilitation Act of 1974. Further reporting may be required under New Hampshire’s Child Abuse Protection Act (RSA 169-C).

Notice of Policy

At the beginning of each school year, the parents/legal guardians, or other persons responsible for the welfare of a student at CLA shall be informed, in writing of the pupil safety and violence prevention policy.

Reporting Requirements and Procedures

Any student who believes he/she has been a victim of bullying shall report the alleged act to the Principal or Principal’s designee.

Any school employee who has witnessed or has reliable information that a student has been subjected to insults, taunts or challenges, whether verbal, written, electronic or physical in nature, which are likely to intimidate or provokes violent or disorderly response that violates the school bullying policy shall report to the principal. Any parent or other individual who has witnessed or has reliable information that a student has been the victim of bullying should report the incident to the principal.

The principal shall by telephone and in writing, report any incident of bullying as defined by this policy to the parent or legal guardian of all students involved within 48 hours of the occurrence of such incident.

Investigation, Resolution and Remediation of Bullying Reports

The Principal or Principal’s Designee shall investigate alleged acts of bullying.

The Principal or Principal's Designee will take such disciplinary action as is deemed justified including, but not limited to, reprimand/corrective instruction, detention, in-school suspension, out-of-school suspension or expulsion in order to end bullying and prevent its recurrence. Any such disciplinary action shall be taken in accord with applicable school board policy and legal requirements.

Immunity

A school employee who has reported violations of bullying to the headmaster shall be immune from any cause of action, which arises from making the report or the failure of the school to remedy the reported incident.

Training

Appropriate methods of discussing the meaning, substance and application of this policy with staff and students shall be developed by the principal in order to effectively prevent and minimize the occurrence of bullying, and respond to any such incidents. School employees will receive training at hire. School employees will receive periodic training as needed.

Restraint and Seclusion Policy

(Restraint policy pursuant to RSA 126-U)

Definition

"Restraint" means bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs.

"Seclusion" means the involuntary placement of a child alone in a place where no other person is present and from which the particular child is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier. The term shall not include the voluntary separation of a child from a stressful environment for the purpose of allowing the child to regain self-control, when such separation is to an area which a child is able to leave. Seclusion does not include circumstances in which there is no physical barrier between the child and any other person, or the child is physically able to leave the place. A circumstance may be considered seclusion even if a window or other device for visual observation is present if the other elements of this definition are satisfied.

Restraint shall only be used in school to ensure the immediate physical safety of persons when there is a substantial and imminent risk of serious bodily harm to the child or others. The determination of whether the use of restraint is justified under this section may be made with consideration of all relevant circumstances, including whether continued acts of violence by a child to inflict damage to property will create a substantial risk of serious bodily harm to the child or others. Restraint shall be used only by trained personnel using extreme caution when all other interventions have failed or have been deemed inappropriate. Restraint shall never be used explicitly or implicitly as punishment for the behavior of a child.

Seclusion shall not be used in school as defined above. The only exception of a student being involuntarily placed outside of the classroom setting would be to sit and wait in the school office under the supervision of the school administrator or principal. If such situation occurs, it would be either because the student has expressed harming themselves or others, serious misconduct, or other circumstances, such as health matters. Subsequently, the school office will notify the parent to assess either coming to pick up their child or discuss how the situation is handled with the school office in line with policy and procedures.

Plagiarism

Students are expected to conduct themselves honestly and with integrity in their work. All forms of cheating and plagiarism are prohibited. Behavior that is unacceptable includes, but is not limited to: Using a cell phone in any way during a test; Copying another student's homework; Working with others on projects that are meant to be done individually; Looking at or copying another student's test or quiz answers; Allowing another student to look at or copy answers from your test or quiz; Using any other method to get and give test or quiz answers; Taking a test or quiz in part or in whole to use or to give to others; Copying information from a source without proper attribution; and taking papers from other students, publications, or from the Internet. Violators of this policy will be disciplined on a case-by-case basis depending on the seriousness of the violation, prior violations, and other factors. Disciplinary measures include, but are not limited to, redoing assignments or retaking test, receiving a failing grade on the project/test, receiving a lower overall grade in the class, detention, suspension, or expulsion.

Substance Abuse

Any form of possession or use of alcoholic beverage or illegal drugs by our students on or off of campus will be regarded as a breakage of the CLA Student Covenant and will be subject to suspension and discipline. Tobacco purchase and use is illegal for students under 18 in NH. No tobacco may be brought or used anywhere on campus.

If a student is involved in an incident with drugs or alcohol, parents will be notified immediately and the student will be suspended from participation in Crossing LIFE Academy. Students will be required to have a meeting with their parents, the school's counselor and the principal to discuss the possibility of returning to Crossing LIFE Academy.

If after the required meeting it is decided that the student will continue to be enrolled in Crossing LIFE Academy a contract will be written.

Specifics of the contract may include but are not limited to:

- Counseling sessions with school or church staff
- Sessions with the local DARE officer
- Removal from leadership positions
- Public apology to the school
- Restriction of participating in particular school activities
- Community service

Smoking

Tobacco purchase and use is illegal for students under 18 in NH. No tobacco may be brought or used anywhere on campus. The entire the Crossing LIFE Church and Crossing LIFE Academy Campuses are smoke free environments.

Sexual Behavior

No form of sexual activity is permitted on campus or during any school activity. We expect Godly standards of sexual conduct from all our students and will discipline and discourage any behavior that compromises that standard.

Language

Language at all school events is to be wholesome and reflect Christ likeness one to another.

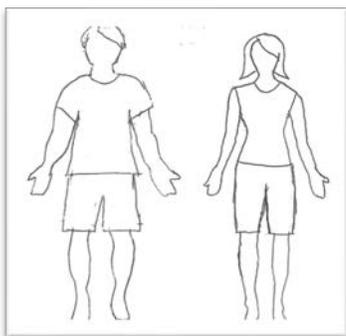
Student Dress Code

On Campus

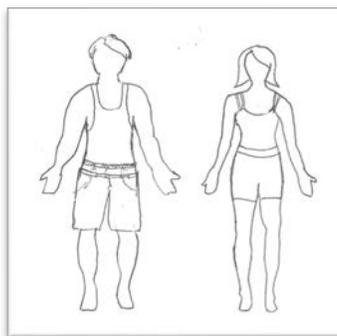
We at Crossing LIFE Academy want to glorify God in all that we do. Our dress portrays our image both as a school, and as a covenanted body of believers. We require our students to dress modestly. The word “modest” can have wide range of opinions, and therefore CLA Staff sets the definition of what is acceptable and modest for school and school events. We want to encourage our students and not be legalistic in our views. For elementary grades, uniforms will be required.

Therefore, clothing not permitted at school includes:

- Tank tops, strap tops, and related articles
- Tight fitting, form fitting articles of clothing
- Low cut tops that are revealing
- Clothing with inappropriate words, symbols or messages on them
- Inappropriately slashed, torn or cut clothing
- Short midriff shirts, especially when combined with low-waist pants
- Visible underwear
- Any clothing that infringes on modesty
- Hats/Head covering in class, chapel, devotions or lunch



ACCEPTABLE



UNACCEPTABLE

Items that vary with opinion are skirt, short and dress length. This sensitive area should not be a source of argument or hurt feelings, but an area of strength and an attitude of seeking to please the Lord. Therefore, skirts and dresses are to reach the knee. Shorts are to be Bermuda style, covering most of the thigh.

Our staff will handle any offenses quietly and privately. The first offense will result in the offender addressing the issue immediately and a parent phone call. The second offense in close proximity to the first will result in further action, as it is now becoming a Covenant issue. Athletic Uniforms are to be approved and worn per order of the Athletic Director.

Hair Policy: Boys are to wear hair cut off the collar and the ears and maintain neatly groomed and presented on the top. All students are to wear their natural hair color and may dye or highlight only within the natural spectrum of hair colors. Hair should be presented in a way that it does not bring attention to self.

Body Piercing: Girls are not to have other-than-ear piercing. Boys are not to have piercing.

Tattoos: Students are not to have tattoos.

Belt Policy: Boys are to properly wear a belt at all times.

Shoe Policy: Shoes to be worn at all times

Some of the specific trends that are not permitted are:

- Baggy pants
- Skinny Jeans
- Leggings
- Low-wasted pants (Low Rise)
- Tunics/short dresses with leggings

Corrective Action Guidelines

The following procedures are followed as a guideline for due process in the event we need to re-align student behavior.

First Offense

- Student is noticeably misbehaving
- Student is given 2-3 verbal warnings in one class period; change is expected
- Behavior is documented in the Discipline Record
- Disciplinary Action is left at discretion of teacher, most likely consisting of the Written Assignment, or the detention assignment. Written assignments serve as apology letters to offended staff and students, and are to include at least three Scripture references.
- Detention involves after school stay and tasks may include writing, conferencing or stewardship.

Second Offense

- The misbehavior did not cease; teacher gives verbal warnings, and makes a call home

- The action and call outcome are documented in the Discipline Record
- Reason for the call is outlined to parent; change is expected
- Disciplinary action, if required, is outlined to the parent

Continued Offenses

Teacher/Parent/Student Conference

- The misbehavior continues, parent conference is now essential
- Misbehaviors are outlined to parents
- Goal setting steps are made for the student, in the Behavior Contract
- Contract must be signed by all parties, and one filed in Discipline Record
- Review time of contract is set

Probation/ Suspension

- Criteria on the Behavior contract is breached
- Appropriate notation made in Discipline record
- Teacher/Parent/Administrator/Student Conference scheduled
- Student receives Probation and/or Suspension; terms are outlined
- CLA Board of Directors is notified

Expulsion

- During Probation period, action plan is breached
- Student is out of school until Board of Directors meeting is scheduled
- School Administrator recommends expulsion to the Board
- Family is notified of outcome; Expulsion or further Probation terms are outlined

Grievance Policy

Teacher, Student, and Faculty Misconduct Policy

MATTHEW 18

The common goals of Christian teachers and parents can be more readily achieved when an open relationship exists between the home and the school. Should problems or complaints arise, all parents and students of the Crossing LIFE Academy are to use the following guidelines based on Matthew 18:15-20 for matters involving student misconduct, teacher misconduct, and administrative misconduct.

1. When a problem occurs between parent and teacher, the parent will first contact the teacher outside of class time.
2. If a conference is desired with the teacher, parents should contact the school office to arrange an appointment. Parents should not discuss the problem with the office personnel as they cannot assist with concerns.
3. If the issue is still not resolved after a parent-teacher conference, a parent may request a conference with the teacher and Principal. The principal should only be contacted after a face-to-face meeting with the teacher.
4. If the issue is still not resolved after a meeting with the teacher and Principal, a conference may be requested with the CLA School Board. The Board will not generally

address decisions by the administration except where adherence to school policy is at issue.

5. If a satisfactory resolution is not reached with the CLA School Board, the parent may request, in writing, the opportunity to address the Crossing LIFE Church Elder Board. Such requests should be submitted to the school's office for relay to the CLC Elder Board.
6. Students, parents, teachers and Administration will be informed about this process of Biblical conflict resolution on an annual basis.

Adherence Policies

Board

Adopted: June 2022

Statement of Faith, Community Life Statement and Faculty Covenant shall be given to every person prior to their being offered a position on the Crossing LIFE Academy's Board of Directors. Persons shall only be considered if they are in complete agreement with the Statement of Faith and Community Life Statement. If a person changes their beliefs with respect to the Statement of Faith or Community Life Statement while serving on the CLA Board he/she must inform the Chairman of the Board. If after discussion he/she is not able to agree with our Statement of Faith or Community Life Statement, he/she will be asked to resign from the board.

Employee

Adopted: June 2022

Statement of Faith and Community Life Statement shall be given to every person prior to their being offered employment at Crossing LIFE Academy. Persons shall only be employed at Crossing LIFE Academy if they are in complete agreement with the Statement of Faith and Community Life Statement. If a person changes their beliefs with respect to the Statement of Faith or Community Life Statement following their employment, he/she must inform the principal. If after discussion he/she is not able to agree with our Statement of Faith or Community Life Statement, he/she may be asked to separate from Crossing LIFE Academy.

Family

Adopted: June 2022

Statement of Faith, Crossing LIFE Academy Family Covenant, and Community Life Statement shall be given to every family as part of the application to attend Crossing LIFE Academy. A family with members not able to be in complete agreement with the Statement of Faith, Crossing LIFE Academy Family Covenant, or Community Life Statement will be asked to discuss their differences with the principal. The principal will determine if a family is a good candidate to be part of our community based on this interview. If a student or family takes public issue with respect to the Statement of Faith, Crossing LIFE Academy Family Covenant, or Community Life Statement they may be asked to separate from Crossing LIFE Academy.

Detention Policy

Detention will be served on Tuesday mornings at 7:10-7:50. A student who garners 2 detentions in a week will serve the 2nd on Friday morning. If more than 2 detentions are necessary for any individual student in the course of a week the necessity for an in-school suspension may arise.

Infractions which could require a detention:

- ✓ Academic Concerns: missing homework, unprepared for class, plagiarism
- ✓ Attendance Issues
- ✓ Tardiness
- ✓ Failure to show for stewardship, lack of cooperation during stewardship
- ✓ Dress Code Infractions
- ✓ Covenant Violations: disrespect, disruptive in class
- ✓ Failure to show up for assigned detention.

Detention Procedure

1. Student behavior noted in the Discipline Record, parents receive an email
2. When a detention is warranted, students and parents are notified of Detention date and time.

Please note:

The weekly cycle for detention runs from Tuesday to the following Monday. For example, if a student gets a detention on a Tuesday, they will serve on the following Tuesday. However, if they get one on a Monday, they should serve it on the next day, Tuesday, if proper parental notification has been made.

Suspension Policy

When a student’s behavior is either serious or chronic, a suspension will result. The staff and administration work out the location and duration of a suspension. All suspensions are considered “unexcused” absences (refer to attendance policy).

Health & Safety

Fire Drills

The teachers and faculty will instruct students and familiarize themselves with each room and know where exits are. In the event of a fire, staff and students are instructed to leave by the nearest exit to the agreed upon meeting area. Students are trained every year in campus emergency procedures.

Emergency Meeting Place

Crossing LIFE Church Community Garden	Community Garden Entrance - White Fence
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Notice of Availability of Asbestos Management Plan

This notice serves to fulfill annual notification requirements in accordance with Section 763.93 of the *Asbestos Hazard Emergency Response Act (AHERA)*. AHERA requires that all school buildings be visually inspected by accredited inspectors to identify all asbestos-containing building materials (ACBM) that may be present in the school, and to maintain records of all activities related to inspections, removal and maintenance of ACBM. As required under AHERA, Crossing LIFE Academy must maintain an Asbestos Management Plan (AMP) and keep the AMP on file at the school, and the School Administrative Unit Office. The AMP is available for review during school hours, Monday through Friday.

Health Form

All full-time students are required to have a Medical Exam completed by a medical health provider within 24 months of August 1st each academic year.

Medical Exam reports are to be submitted with the students Enrollment packet. Enrollment will not be complete without this information.

Immunizations

All full time enrolled must be up to date with their immunizations. Upload the Immunization Record provided by your health provider in the student's Online Enrollment packet. Students without up-to-date immunizations will not be able to attend school, per the order of the New Hampshire Health Department. *The exception would be if they filled out a State of New Hampshire Certificate of Religious Exemption signed and sealed by a Notary Public and returned to the office. Here is the link for the exemptions:*

<http://www.dhhs.nh.gov/dphs/immunization/documents/exemption.pdf>

It is the parent's responsibility to mail the Records Release forms to their physicians and to obtain Notary signature and seal for Religious Exemption.

Dispensing and Possession of Medications

It is the policy of Crossing LIFE Academy that no faculty or staff member acting in their capacity as an employee of Crossing LIFE Academy may provide or administer medications (including so called "over-the-counter" items) or controlled substances of any kind to any student. Students who are required to take medication at the direction of a competent medical authority during school hours and/or school-controlled activities are permitted to have those medications in their possession and self-administer them as directed by the controlling medical authority.

Parents of students needing such prescription medications are required to submit to the school office the name, written description of the medication(s) required, the dosage and frequency of administration, how long the medication will be required and the name of the doctor or medical authority prescribing the medication.

Students are not permitted to possess, provide, or administer to themselves or others any medication, drug or substance which local, state or federal authorities have designated as being illegal or controlled without appropriate medical authorization.

Knife and Sharp Tools Policy

To make CLA a safe environment, any student wishing to carry a knife, pocket, or belt tool or other sharp object must register it in the office.

Items that clearly have value as a tool, and are designed as such, may be considered appropriate to carry, particularly when working on a project or something like an OE excursion. Items made and marketed as weapons or for show will not be considered or allowed.

Lunch

Students are asked to use the microwave only 2 times per week. Everyone washes his or her own dishes, making that afternoon cleaning duty a little easier. Students may eat only in designated rooms, and may eat outside as a class if the teacher permits (weather depending).

School Grounds

Our normal use areas include: three classrooms in the Main Building, which are designated rooms for school use Monday through Friday.

Other than scheduled use, the additional Church buildings, lawns, grounds, woods, walks, barns, and other outlying areas are not open to student use. Students should not be in the school office, or elsewhere of the Main Building without specific permission. All students are to be with a teacher or faculty member at all times.

Daily Stewardship

One aspect of training at CLA is stewardship training, where staff and students work together to maintain the building. We believe God has gifted us with a beautiful campus; therefore, it demands our best care and upkeep. All students at CLA have a stewardship job, which they are expected to fulfill once a week without complaint or failure. If done efficiently, the task can usually be accomplished in 15- 20 minutes. Parents are encouraged to help with stewardship and provide accountability for their students.

The following items need to be recycled:

- #1 and #2 plastic bottles
- Glass
- Aluminum foil
- Cans (soda, soup, fruit)
- Paper

All recycling items need to be clean prior to placing them in the recycling receptacles. During Daily Stewardship the recycling receptacles will be sorted.

Water Usage

The Crossing LIFE Church provides drinking water sources, such as a water cooler dispenser, for students. Students are welcome to conservatively use the Poland Springs bottled water at the Church as well.

Cubby Policy

Students are to utilize cubbies located in their designated classroom for their personal belongings. There are to be no backpacks, lunch bags, sports bags, etc. on tables, chairs, or the floor during school hours.

Furniture/Item Breakage

Students must learn to be very careful with all our school buildings, furniture, tools, vehicles and specialty items. In the event of damage or breakage, students are expected to report the happening to a teacher. Appropriate action will follow.

Communication Center (CC) Policies

The Communication Center should reflect its name and purpose, which is a center for CLA students to communicate the love and life of Jesus Christ to the world. The following specific policies accompany this building:

- Students and staff are asked to use the water in the building with great thrift, due to the extremely small leach field.
- Nothing is to touch or lean up against the walls, in an effort to preserve the artwork. This includes tables, chairs, cleaning tools, etc.

Relationship to the Stevens Hall Apartment: The Stevens Hall Apartment and the Communication Center are separate facilities with distinct functions. Students, staff, and guests should not make uninvited use of the apartment.

Cell Phone Use

No student is to use a cell phone during a class period for calls, texting or other communication. Cell phones should remain off during class. If there is an emergency from the parent, the parent may call into the office, and a message will be given to the student as soon as possible. Violation of policy may result in confiscation of student's phone.

Acceptable Use Policy

CLA does not offer students wireless access to the Internet, unless specifically granted permission by the Administrator or Principal. The purpose of Internet and other electronic resources at CLA is to support the school's educational mission. Therefore, use of these resources must be directly related to academic or approved extra-curricular obligations. While the purposes of the school are to, at times, use Internet resources for constructive educational goals, students may find ways to access other materials. We believe that the valuable information and interaction available through the internet outweighs the possibility that users may procure material that is not consistent with our educational goals. Ultimately, parents and guardians of students are responsible for setting and conveying the standards that their children should follow when using media and information sources. That said, CLA holds students responsible for appropriate behavior on the school's computer network.

Guidelines for Acceptable Use of IT Resources and Network Privileges

Those accessing the Internet through CLA are representing the school and are responsible to see that the Internet is used in a God honoring, ethical, and lawful manner.

Examples of acceptable use are:

- Using the school's network to access outside resources that conform to this "Acceptable Use Policy."

- Accessing databases for information as needed.
- Using e-mail for correspondence.
- Using the school's network to exchange information for education and research purposes in a manner that is consistent with the mission of the school.
- Using the network and Internet in a way that respects the rights and property of others.
- Keeping personal and school accounts and passwords confidential and inaccessible to others.
- Being responsible by making backup copies of material critical to you.
- Taking precautions to prevent viruses on the school's and your equipment.
- Checking to making sure attachments are from a known source before downloading and opening them.

Rules regarding proper use of IT resources

It is expected that users will comply with the specific rules set forth below:

- Conduct on the computers and through the network is to reflect and be consistent with Christian ethical and moral principles and precepts and is to be consistent with the high standards of character and conduct expected of CLA students and faculty.
- Do not access or transmit material that is profane, abusive, sexually explicit or otherwise questionable. A good rule to follow is to never view, send, or access materials of which you would not want your parents to see.
- Do not plagiarize -- do not download material and incorporate it into your work without properly identifying and citing the source.
- Do not send material in violation of local, state, or federal laws including, but not limited to, anything that is copyrighted or threatening or obscene or covered by trade secret.
- Do not use our resources for any commercial activities or political lobbying or other non-school related business or solicitations.
- Do not tie up the use of the Wi-Fi network, school computers, printers, etc. with tasks that are unrelated to your CLA academic and extra-curricular obligations. As an example:
 - Accessing web sites that are intended primarily for recreation or entertainment, particularly those that may affect network performance such as video or radio streaming, or downloading music, unless for academic purposes and only under the supervision of a teacher.
- Do not post material to the Internet without giving consideration that CLA will be represented by the post. Care shall be taken to assure that all posts reflect and adhere to CLA's values and principles. In all instances, a teacher and the principal will have the final say in what may be posted to the Internet.

- Do not use the school's Wi-Fi network to participate in live public chat rooms.
- Do not interfere with the operation of the network by installing illegal software, shareware, or freeware.

Monitoring

CLA reserves the right to access the contents of any messages sent over its network if the school believes, in its sole judgment, that there is a need to do so. All communications, including text and images, can be disclosed to law enforcement or other third parties without prior consent of the sender or the receiver.

Violations of this policy may result in disciplinary action in accordance with regular school policy. The disciplinary action will take into account the type and severity of the violation, whether it causes any liability or loss to the school, and/or whether the action is a repeat violation.

Snow Cancellation Procedure

In the event of adverse weather conditions (including but not limited to snowstorms, black ice, hurricanes, power loss, and floods) cancellations or delays will be announced by the following:

- A **Parent Alert** TEXT message and Email message will be sent to all students/parents/staff
- WMUR Website (www.wmur.com)

When school is cancelled due to weather, all school related activities are cancelled as well (except for ILD).

Independent Learning Day (ILD) due to Inclement Weather

CLA sometimes operates remotely when the weather makes it dangerous to travel, or the campus is not functional (for example loss of power, building or road damage). The day is considered a counted day, if 100% of our morning, classical curriculum is effectively delivered to 85% or more of the student body.

- 100% of the curriculum is measured by teacher participation; 85% of the student body is measured by student participation, and work completed to necessary standard upon the return to school.
- To be a counted day, the teacher must be available to the students via phone or the internet for at least the same number of hours the class is normally scheduled.
- It is the responsibility of the administration and faculty to be working together to watch weather conditions and be ready to implement a plan. Upon the official closing of school (school website, WMUR site) the plan goes into effect.
- It is the responsibility of the student to be aware of ILD's, to have the appropriate tools and materials, and to fulfill the work.

- It will be the intent of the staff to have ILD criteria out to students by 9pm the evening prior to an inclement weather day (in the event of power outages in the night or the next day).
- In the event of power outages and loss of internet, some cancelled days may not be reasonable to count as school days, particularly in the case of consecutive days.
- It is the intent of each teacher to be available for “class”, during the normal classroom hours.

Teacher Contact Information

Teachers provide their contact information to each student in the class.

Visitors

All visitors are to report and sign in at the school office when they arrive. Only those approved by the office will be allowed on campus.

All visiting students need to be pre-approved by the principal. **No Exceptions.**

Financial Policy

Tuition is set on a yearly basis by the school board and the amounts thereof are available in the school office. Tuition costs are not sufficient to fully operate the school and many expenses are covered by The Crossing LIFE Church, gifts/grants, and other sources. The Tuition Contract (mailed out normally in June) must be signed and on file in the school office on or as soon after July 1 as possible.

Student Withdrawal/Dismissal & Tuition Reimbursement Policy

As Crossing LIFE Academy builds its modest budget based upon its expected enrollment, student withdrawal or dismissal with relief from covenantal tuition previously contracted is not expected. Whether a student is withdrawn or dismissed, the annual tuition obligation shall remain with the parent/guardian. Parents who enroll their children but opt not to pay the full tuition at the beginning of the fiscal year must plan to fulfill their yearly financial commitment. However, CLA recognizes there can be unforeseen circumstances where relief of the annual tuition contract is necessary. The following applies:

1. A child is withdrawn in writing by parental letter which must include as a minimum the date of expected withdrawal, reason(s), and indicate any request for the school board to consider relief from the family’s initial annual tuition obligation if desired. If no request to the school board for tuition relief is received, the tuition paid will not be reimbursed and/or the outstanding balance is still owed.
2. A child is dismissed in writing by the school based on policies otherwise described in this manual. The parental/guardian tuition obligation will remain in all but very mitigating circumstances as determined by the school board.
3. The school board in its sole determination reserves the decision to refund prepaid tuition or relieve any family of remaining tuition based on a case-by-case determination of circumstances.

School Board Function

We understand that all differences we may have with the administration or teachers should be handled in a Biblical manner, following Matthew 18:15-10:

“If your brother sins against you, go and tell him his fault, between you and him alone. If he listens to you, you have gained your brother. 16 But if he does not listen, take one or two others along with you, that every charge may be established by the evidence of two or three witnesses. V. 17 If he refuses to listen to them, tell it to the church. And if he refuses to listen even to the church, let him be to you as a Gentile and a tax collector. V. 18 Truly, I say to you, whatever you bind on earth shall be bound in heaven, and whatever you loose on earth shall be loosed⁶ in heaven. V. 19 Again I say to you, if two of you agree on earth about anything they ask, it will be done for them by my Father in heaven. V. 20 For where two or three are gathered in my name, there am I among them.”

Our attitude, we realize, should be one of unity and edification of all.

The school board exercises jurisdiction in the following areas for the sake of maintaining unity and a common philosophy:

1. Adopting, refining, and revising philosophy and vision;
2. Direction for curriculum development;
3. Admissions, hiring, and recommendations for dismissals for students and faculty (all dismissals pass to another level of sovereignty which is the church due to the fact that it necessarily involves church discipline of some kind);
4. Budgetary matters directly involved with the operation of the school, as well as the determination of teacher salaries;
5. The formation, revision and oversight of policies of operation.
6. The review and formation of the disciplinary standards and practices for students and faculty.

When a proposal or problem arises, it is brought through the representative, or given directly given to the school board.

- a. It is discussed by the board members and a final decision is made (planning);
- b. It is then delegated specifically to some individual who is responsible to carry it out (executing);
- c. It is the responsibility of the school board, through written reports and follow-up, to evaluate its progress (judging).

Issues that involve the church primarily, or church discipline in particular, are referred to the church board (elders) to determine.

1. The teacher exercises a measure of government on his or her own in relation to daily school and classroom management according to already established school policies.

2. As an example of how a problem might arise from the individual teacher (or parent), and move to the administration, is best described in the following discipline policy, which we exercise.
3. Faculty meetings are the next step where decisions would be made by the administration and in concert with the teachers.
4. The school board, and the church board would be the final levels of appeal if a situation had to continue moving from the private to the entire church.

Crossing LIFE Academy

Zoning Verification

Permit to Operate a Place of Assembly

Fire and Life Safety Report

Health Inspection

NHED Site Visit Report

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
101 PLEASANT STREET
CONCORD, NEW HAMPSHIRE 03301-3860

NONPUBLIC SCHOOL ZONING VERIFICATION FORM

(Please Print)

Name of Nonpublic School: The Crossing LIFE Church DBA Crossing LIFE Academy

School's Physical Address: 122 North Lowell Rd. Windham, NH 03087

Applicant's Name: The Crossing LIFE Church Tel Number: 603-965-1365

Instructions: If zoning action **is not** required, complete Section 1. If zoning action is needed, complete Section 2. Indicate any zoning restrictions placed on this nonpublic school on this form or attach signed copies of the zoning board's decision.

Section 1:

The Nonpublic School named above **DOES CONFORM** to the zoning requirements of

(City/Town) Windham.

Comments:

Name of Official: (please print) George M. Frangimiles Signature: 

Date: 7/13/2012 Telephone: 603-432-3806 Email: code@windham.nh.gov

Section 2:

The Nonpublic School named above has been granted approval by the Zoning Board of

(City/Town) _____.

Check one.

No restrictions were specified by the zoning authority.

Restrictions specified by the zoning authority are noted below or attached.

Comments:

Name of Official: (please print) _____ Signature: _____

Date: _____ Telephone: _____ Email: _____



STATE OF NEW HAMPSHIRE

DEPARTMENT OF SAFETY
DIVISION OF FIRE SAFETY
OFFICE OF STATE FIRE MARSHAL

PERMIT TO OPERATE A PLACE OF ASSEMBLY

It appears that the necessary safeguards for the safety of life are provided on the within described premises in accordance with the provisions of New Hampshire RSA 155 this is to

CROSSING LIFE CHURCH

owner or operator of the place of assembly known as

SHAWN FOSTER

located at

122 NORTH LOWELL RD Windham, NH 03087

is permitted to operate said premises in accordance with the provisions of such law for the ONE YEAR from the date unless sooner revoked.

Authorized capacity in persons, excluding employees

150

Certificate of flameproofing received

N/A

Restrictions

REDEMPTION ROOM
150 PERSONS WITHOUT TABLES AND CHAIRS
70 PERSONS WITH TABLES AND CHAIRS

Issued

07/14/2022

Expires

07/31/2023

FIRE DEPARTMENT HEADQUARTERS

Windham

Permit # 22-102


CHIEF OF FIRE DEPARTMENT OR DESIGNEE



STATE OF NEW HAMPSHIRE

DEPARTMENT OF SAFETY
DIVISION OF FIRE SAFETY
OFFICE OF STATE FIRE MARSHAL

PERMIT TO OPERATE A PLACE OF ASSEMBLY

It appears that the necessary safeguards for the safety of life are provided on the within described premises in accordance with the provisions of New Hampshire RSA 155 this is to

CROSSING LIFE CHURCH

owner or operator of the place of assembly known as

SHAWN FOSTER

located at

122 NORTH LOWELL RD Windham, NH 03087

is permitted to operate said premises in accordance with the provisions of such law for the ONE YEAR from the date unless sooner revoked.

Authorized capacity in persons, excluding employees

326

Certificate of flameproofing received

N/A

Restrictions

FUNCTION/BINGO HALL - 326 PERSONS WITHOUT TABLES AND CHAIRS
240 PERSONS WITH TABLES AND CHAIRS

Issued

07/14/2022

Expires

07/31/2023

FIRE DEPARTMENT HEADQUARTERS

Windham

Permit # 22-101

CHIEF OF FIRE DEPARTMENT OR DESIGNEE



STATE OF NEW HAMPSHIRE

DEPARTMENT OF SAFETY
DIVISION OF FIRE SAFETY
OFFICE OF STATE FIRE MARSHAL

PERMIT TO OPERATE A PLACE OF ASSEMBLY

It appears that the necessary safeguards for the safety of life are provided on the within described premises in accordance with the provisions of New Hampshire RSA 155 this is to

CROSSING LIFE CHURCH

owner or operator of the place of assembly known as

SHAWN FOSTER

located at

122 NORTH LOWELL RD Windham, NH 03087

is permitted to operate said premises in accordance with the provisions of such law for the ONE YEAR from the date unless sooner revoked.

Authorized capacity in persons, excluding employees

220

Certificate of flameproofing received

N/A

Restrictions

SANCTUARY - 220 PERSONS WITH SEATING FOR RELIGIOUS SERVICES

Issued

07/14/2022

Expires

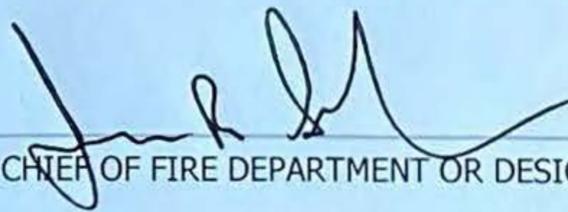
07/31/2023

FIRE DEPARTMENT HEADQUARTERS

Windham

Permit #

22-100


CHIEF OF FIRE DEPARTMENT OR DESIGNEE



Robert L. Quinn
Commissioner

State of New Hampshire

DEPARTMENT OF SAFETY

Division of Fire Safety
Office of the State Fire Marshal

Office: 110 Smokey Bear Boulevard, Concord, NH 03301
Mailing Address: 33 Hazen Drive, Concord, NH 03305
Telephone: 603-223-4289 • Fax: 603-223-4294
www.nh.gov/firesafety



Paul J. Parisi
State Fire Marshal

SCHOOL FIRE AND LIFE SAFETY INSPECTION CHECKLIST

School Name: The Crossing LIFE Church DBA Crossing LIFE Academy
 School Address: 122 North Lowell Rd. Windham, NH 03087
 School Phone Number: 603-965-1365
 Inspected By (Please Print): James Saulnier
 Inspection Organization Name: Windham Fire Department
 Inspector Contact Number: 603-434-4907
 Date of Inspection: 7/14/22
 Building Name: Main Building

1. This checklist is intended for use by local authorities in conducting required inspections of educational facilities. Specific chapter and section references are from **NFPA 101, 2015 edition, NFPA 1, 2015 edition** and other current applicable codes.
2. The educational facility fire and life safety inspection is part of the NH Department of Education school approval process. An inspection is required to show that a public school is in compliance with NH Administrative Rule Ed 306.07 and that a nonpublic school is in compliance with NH Administrative Rule Ed 403.01(c). The annual inspection of schools is also required and regulated by RSA 153:14, II (b).
3. Each local fire chief shall furnish a copy of this report to each school district superintendent and all school board members upon completion.
4. Each local fire chief shall submit this report each year, after the completion of the inspection, to the NH Department of Safety, Division of Fire Safety, Office of the State Fire Marshal no later than December 15th.
5. NFPA defines an Educational Occupancy as an occupancy used for educational purposes through the twelfth grade by six or more persons for 4 or more hours per day or more than 12 hours per week. (NFPA 101 Ch. 3.3.190.6)
6. NFPA defines an Assembly Occupancy as an occupancy (1) used for a gathering of 50 or more persons for deliberation, worship, entertainment, eating, drinking, amusement, awaiting transportation, or similar uses; or (2) used as a special amusement building, regardless of occupant load. (NFPA 101 Ch. 3.3.190.2)

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Assembly Occupancies				
1. All assembly occupancies meet the general requirements of Chapter 13 of NFPA 101	✓			
2. Occupant loads for assembly spaces have been calculated and are posted by the authority having jurisdiction. NFPA 101 Ch. 13.7.9.3.1	✓			
3. Egress/relocation announcements are conducted prior to all public events in assembly occupancies. NFPA 101 Ch. 13.7.7.3	✓			
4. When the occupant load of an assembly area is 250 persons or more, there are trained crowd control managers available at all public events. NFPA 101 Ch. 13.7.6.1	✓			
Means of Egress				
1. Pre-School, Kindergarten, and Grade 1 students are restricted to the level of exit discharge. NFPA 101 Ch. 15.2.1.2			✓	
2. Grade 2 students are restricted from occupying any floor level more than one level above exit discharge. NFPA 101 Ch. 15.2.1.3			✓	
3. All doors serving 100 or more persons are equipped with approved panic hardware or fire exit hardware if equipped with a latch or lock. NFPA 101 Ch. 15.2.2.2.2	✓			
4. Means of egress shall be continuously maintained free of all obstructions or impediments to full instant use in case of fire or other emergency NFPA 101 Ch. 7.1.10.1	✓			
5. Exit doors open in the direction of egress travel. NFPA 101 Ch. 7.2.1.4.2	✓			
6. All exit access corridors are at least 6 feet wide. NFPA 101 Ch. 15.2.3.2	✓			
7. There are not any non-compliant Dead-end corridors. NFPA 101 Ch. 7.5.1.5, 13.2.5.1.3, 15.2.5.2	✓			
8. There are not any non-compliant Common Paths of Travel. NFPA 101 Ch. 7.5.1.1.4, 13.2.5.1.2, 15.2.5.3	✓			
9. All rooms larger than 1000 square feet have at least two exits doors that lead to separate exits. NFPA 101 Ch. 15.2.5.4	✓			

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
10. There are not any doors that swing into exit access corridors and interfere with travel. NFPA 101 Ch. 15.2.5.6	✓			
11. All doors which could be mistaken as exit doors are clearly marked as "NOT AN EXIT". NFPA 101 Ch. 7.10.8.3.1	✓			
12. All aisles are not less than 30 inches wide. NFPA 101 Ch. 15.2.5.7	✓			
13. No travel distances in education occupancies shall exceed 150 feet in a non-sprinklered building or 200 feet in a sprinklered building. NFPA 101 Ch. 15.2.6.2 No travel distances in assembly occupancies shall exceed 200 feet in a non-sprinklered building or 250 feet in a sprinklered building. NFPA 101 Ch. 13.2.6.2			✓	
14. All means of egress are properly marked and illuminated. NFPA 101 Ch. 7.10.1.2.1	✓ (initials)	✓		CONDITIONAL UPON REINSPECTION
15. Emergency lighting is properly installed, tested and functional. NFPA 101 Ch. 7.9.1.1	✓			
16. There is at least one acceptable rescue window in each classroom below fourth floor, (unless the building has a sprinkler system or room has direct exit to outside). NFPA 101 Ch. 15.2.11.1.1			✓	
17. Lockup or time-out rooms meet the requirements. NFPA 101 Ch. 15.2.11.2			✓	
18. There is not any storage under the stairwells. NFPA 101 Ch. 7.2.2.5.3			✓	
19. There are no less than two separate exits on every story that are accessible from every part of every story and mezzanine. NFPA 101 Ch. 7.4.1.1	✓			
Protection				
1. All vertical openings are enclosed or protected, unless they meet the criteria for exception. NFPA 101 Ch. 8.6.2	✓			
2. All storage, janitor, and mechanical rooms are properly separated from the rest of the building. NFPA 101 Ch. 13.3.2.1.1 & 15.3.2.1	✓			
3. All hazardous and flammable materials are stored properly. NFPA 101 Ch. 8.7.3.1	✓			
4. Commercial kitchen facilities have the required hood suppression system. NFPA 101 Ch. 15.3.2.2	✓			
5. The hood suppression system been cleaned and inspected within the last 6 months. NFPA 96 Ch. 11.2.1	✓			

CORRECTED
7-21-22
(initials)

CONDITIONAL UPON REINSPECTION
1 month
AUG 16

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
6. There is a vertical clearance of at least 18 inches between sprinkler heads and any objects below. NFPA 13 Ch. 8.5.6			✓	
7. The required manual fire alarm pull stations are unobstructed. NFPA 101 Ch. 9.6.2.7	✓			
8. Pull stations are installed in the natural exit access path near each required exit or within 5 feet of exit doorways. NFPA 101 Ch. 9.6.2.3	✓			
9. The fire alarm system provides audible signals in all occupied spaces. NFPA 101 Ch. 9.6.3.7	✓			
10. The fire alarm system provides visual signals in all occupied spaces. NFPA 101 Ch. 9.6.3.5	✓			
11. All student occupied areas below the exit level of discharge are properly protected by an approved automatic sprinkler system unless approved by the AHJ and provided with windows for rescue and ventilation. NFPA 101 Ch. 15.3.5.1 & 15.3.5.3			✓	
12. Fire walls, fire barriers and other fire resistance rated assemblies shall have approved firestop systems for any penetrations. NFPA 101 Ch. 8.3.5	✓			
13. All fire doors operate properly and are free from obstructions. NFPA 101 Ch. 4.6.12.1	✓			
14. All fire extinguishers are properly charged, marked, and accessible. NFPA 1 Ch. 13.6.3	✓			
Operating Features				
1. There an approved emergency plan available. NFPA 101 Ch. 15.7.1	✓			
2. Fire/emergency drills are being conducted and documented as required per NFPA 101 Ch. 15.7.2.1 and Saf-FMO 300.	✓			
3. Documentation is available that routes of egress and exits are inspected daily. NFPA 101 Ch. 15.7.3.1	✓			
4. There is not any clothing and/or personal effects stored in corridors. (Exception: Fire Sprinklers, Smoke Detection, or Metal Lockers) NFPA 101 Ch. 15.7.4.2	✓			
5. The artwork and teaching materials on the walls does not exceed the requirements for a sprinklered building (>50%) or a non-sprinklered building (>20%). NFPA 101 Ch. 15.7.4.3	✓			

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Portable Classrooms				
1. Modular classrooms are labeled with the required certification. Saf-C 3300			✓	
2. If the modular classroom has been moved from a different town/location it has been recertified to meet the requirements in the current town. Saf-C 3300			✓	
Required Building Inspection Documentation				
1. Fire extinguisher monthly visual inspection and annual inspection.	✓			
2. Emergency lighting testing monthly and annually	✓			
3. Commercial kitchen hood cleaning and inspection within 6 months	✓			
4. Daily egress check by school staff	✓			
5. Annual fire alarm test report any with deficiencies noted.	✓			
6. All deficiencies noted in the annual report have been addressed.	✓			
7. Annual sprinkler test report with any deficiencies noted.			✓	
8. All deficiencies noted in the annual report have been addressed.	✓			
School Security and Emergency Planning				
<i>This new section was developed as a result of the work completed by the Governor's School Safety Preparedness Taskforce and consists as a list of best practices.</i>				
1. All classroom door locking devices are compliant with the provisions of the 2018 Life Safety Code, Educational Occupancies Chapter	✓			
2. If provided, the positive alarm sequence for the fire alarm system complies with NFPA 72. <i>(Positive fire alarm sequence was included in the NFPA 72, National Fire Alarm and Signaling Code, in the 1980s. It provides an alarm delay of up to 180 seconds if trained personnel acknowledge the alarm at the control panel within 15 seconds. This action provides the responding personnel time to investigate an alarm before evacuating a building.)</i>			✓	
3. The school conducts All-Hazard drills in compliance with the latest edition of the NH State Fire Code [NH Code of Administrative Rules Saf-FMO 300]	✓		✓	
4. The school has developed an emergency response plan as required by RSA 189:64, Emergency Response Plans	✓			
END OF CHECKLIST				

Comments/Notations:

Re Inspection Scheduled For August 16th 2022 @ 1000 HRS.
to correct any violations to the fire code.

(JAS)

ALL VIOLATIONS HAVE BEEN CORRECTED

(JAS)

James R Saulnier 7-21-22

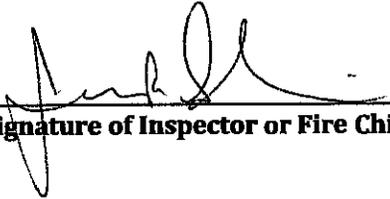
Deputy CHIEF

FOLLOW-UP:

1. Based upon the information collected on this form, a corrective action (check one) IS OR IS NOT required. If corrective action is required, when do you anticipate it will be completed? Date: _____

2. An approved plan of correction will (check one) OR will not be submitted to the local fire department.

3. A re-inspection of this facility (check one) IS OR IS NOT required. If a re-inspection is required, it will occur on or before? Date: AUG 16 2022 @ 1000 HRS


Signature of Inspector or Fire Chief

7-14-22
Date

I acknowledge receipt of this report.


Signature of School Contact

7/14/22
Date



NH Department of Education

**Bureau of
School Safety
& Facilities**

25 Hall Street, Concord, NH 03301-3852
Telephone (603) 271-2037

School Health Inspection Form

Last revised: May 31, 2022

INSTRUCTIONS

A school health inspection is part of the New Hampshire Department of Education (NHED) review process to ensure that school facilities are meeting minimum standards, Ed 306.07 and Ed 401.02, and operating a suitable and sanitary building required by RSA 189:24.

It is the responsibility of the school to contact their local health official and request an inspection. Schools should give their local health official 4-8 weeks' notice to allow for proper scheduling.

The health inspection must be performed by a health official, not a school employee. Visit <https://www.dhhs.nh.gov/dphs/holu/documents/officers.pdf> for a list of local health officials.

Kitchen inspections are not acceptable substitutes for the health inspection.

The school should provide the local health official with a map of the school showing room numbers and special areas such as the gym, cafeteria, offices, and library. The map should also identify the year each section was built.

During the visit, the local health official will need to walk around the facility with your facility director or other suitable official. The school official should have keys to spaces that may be locked.

The local health official should submit this completed form to the school and retain a copy for their records.

The school shall submit an electronic copy to NHED upon their request. A completed health inspection form is typically requested as part of a public school approval review, a chartered public school renewal review, a nonpublic school renewal review, or a new school facility approval review.

If corrective actions are called out by the local health official, it is the responsibility of the school to correct the deficiencies by the corrective action date provided and notify their local health official.

INFORMATION				
Name of school: The Crossing LIFE Church DBA Crossing LIFE Academy		Municipality: Windham	Date of Inspection: 7/14/2022	
Health inspector's name: George Frangomihalos		email: code@windham.nh.gov	phone: 603-432-3806	
Name and title of school personnel present at inspection: Evelyn Madden - Administrator Shawn Foster - Pastor sfoster@lifealliance.org				
Name of each building inspected (inspections should include all buildings used by students and operated by the district): Main Building				
Number of students: 20		Number of full-time staff: 3		
Water supply: municipal <input checked="" type="checkbox"/> drilled well <input type="checkbox"/> dug well <input type="checkbox"/>		Wastewater system: <input type="checkbox"/> municipal <input checked="" type="checkbox"/> septic		
SANITARY INVESTIGATION & PEST MANAGEMENT	RESPONSE (select best answer)		CORRECTIVE ACTION	CORRECT BY (date)
1. Is the school free of garbage, insects, rodents, or other unsanitary conditions?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>		
	Notes: Bait for rodents present near kitchen exit door. It was in a protective case, and no droppings were observed. Used as preventative measure.			
2. Is there appropriate insect protection (e.g., screens installed on opened windows)?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	NA <input checked="" type="checkbox"/>	
	Notes: windows do not open			
RESTROOMS	RESPONSE (select best answer)		CORRECTIVE ACTION	CORRECT BY (date)
3. Are all restrooms clean and in working order?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>		
	Notes:			
4. Do all restrooms have tempered water (85 to 110 degrees F) (IPC 419.5), dispensed soap, toilet paper & dispensed paper towels or heated air dryers?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>		
	Notes:			

CLASSROOMS	RESPONSE (select best answer)			CORRECTIVE ACTION	CORRECT BY (date)
5. With regards to science labs are hoods, chemicals, gas fixtures, appropriately decommissioned/secured?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	NA <input checked="" type="checkbox"/>		
Notes:					
6. With regards to Family and Consumer Sciences classrooms, are they appropriately maintained?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	NA <input type="checkbox"/>		
Notes:					
FOOD PROTECTION & DRINKING WATER	RESPONSE (select best answer)			CORRECTIVE ACTION	CORRECT BY (date)
7. If food is prepared on-site, is a current license from the municipality or state licensing authority posted?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	NA <input type="checkbox"/>		
Notes:					
8. Are toxic materials clearly labeled and properly stored away from food?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	NA <input type="checkbox"/>		
Notes:					
9. Is hot water (110 – 130 degrees) available for culinary purposes, cleansing, laundry and building maintenance? (IPC 2015 & IPC 2018)	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	NA <input type="checkbox"/>		
Notes:					
10. Are the drinking water fountains in good working order?	YES <input type="checkbox"/>		NO <input type="checkbox"/>		
Notes: N/A					

SEPTIC SYSTEMS & WATER SUPPLY SYSTEMS	RESPONSE (select best answer)	CORRECTIVE ACTION	CORRECT BY (date)
11. Is there a pump schedule for the septic system?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> NA <input type="checkbox"/> Notes:		
12. Is the facility absent of sewage odors or other evidence to suspect a wastewater system failure (e.g., backups)? If found, please describe the condition and location.	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> Notes:		
13. If the school's drinking water is supplied from an onsite well and the student and staff population is 25 or more, is the well registered and tested as required by NH Dept. of Environmental Services administrative rule Env-Dw 700?	YES <input type="checkbox"/> NO <input type="checkbox"/> NA <input checked="" type="checkbox"/> Notes:		
ENVIRONMENTAL HAZARDS (mold & lead paint)	RESPONSE (select best answer)	CORRECTIVE ACTION	CORRECT BY (date)
14. Is there evidence of possible water leaks from the roof, ground, or internal plumbing (e.g., stained ceiling tiles, floors, or walls)? If found, please describe the condition and location.	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/> Notes: old leaks / stains were present in ceiling tiles.	Mr. Foster stated he will be replacing tile behind stove vent.	
15. Is there evidence of the presence of mold or mildew? If found, please describe the condition and location.	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> Notes:		
16. If the building was built before 1978, are you aware of the presence of flaking paint?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/> NA <input type="checkbox"/> Notes:		

16b. If yes to the questions above, has any follow up testing been performed by a licensed lead inspector/risk assessor?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	NA <input checked="" type="checkbox"/>		
Notes:					
17. If the building was built before 1978, is there worn or damaged paint on windows, doors, or door jambs?	YES <input type="checkbox"/>	NO <input checked="" type="checkbox"/>	NA <input type="checkbox"/>		
Notes:					
SMOKING	RESPONSE (select best answer)			CORRECTIVE ACTION	CORRECT BY (date)
18. Are signs posted noting the prohibition of smoking on the school's grounds? RSA 126-K:7 prohibits the use of tobacco products, e-cigarettes, or liquid nicotine on public school grounds.	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>			
Notes:					
ANIMALS ON SHOOOL PROPERTY (if applicable)	RESPONSE (select best answer)			CORRECTIVE ACTION	CORRECT BY (date)
19. Does it appear that animal fecal material is adequately cleaned from the cage/stall?	YES <input type="checkbox"/>	NO <input type="checkbox"/>	NA <input checked="" type="checkbox"/>		
Notes: Animals kept on farm outdoor					
20. Is a hand washing station readily accessible with hot water and soap for those students or staff handling the animals or cleaning their cages?	YES <input checked="" type="checkbox"/>	NO <input type="checkbox"/>	NA <input type="checkbox"/>		
Notes:					

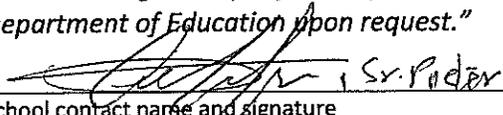
ADDITIONAL REMARKS

NEXT ACTION REQUESTED BY LOCAL HEALTH OFFICIAL

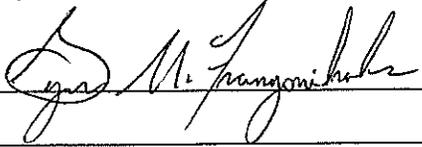
- Contact local health official to schedule a reinspection by _____
- Submit photo evidence to the local health official by _____
- Other: Instructions _____
- No further action requested by local health official

ACKNOWLEDGEMENT

"I acknowledge receipt of this report and understand a complete copy must be forwarded to the Department of Education upon request."

 Sr. Pader
School contact name and signature
7/14/22
Date

"I acknowledge this form has been completed to the best of my knowledge."

George M. Frangonikalis - 
Inspector name and signature
7/14/22
Date



COMMUNITY DEVELOPMENT
3 N Lowell Road, Windham, NH 03087
(603) 432-3806 / Fax (603) 432-7362
www.WindhamNH.gov

July 21, 2022

To: Timothy Carney
Re: Crossing Life Church, Health Inspection
CC; Sean Foster, Evelyn Bohl

Mr. Carney, It has been brought to my attention that I did not select the correct response to question 12 on the health inspection sheet. I misread this question, and the correct selection should have been "yes". The entire building was free of any septic odors, and appeared to be in a good, clean condition throughout all areas. Please feel free to contact me with any further questions or concerns.

Respectfully,

George Frangomihalos
Code Enforcement Administrator/Deputy Health Officer



New Hampshire

Department of Education

Office of Non-Public Schools

101 Pleasant Street, Concord, NH 03301-3852

Telephone: (603) 271-2634

PROPOSED NON-PUBLIC SCHOOL FACILITY INSPECTION FORM

SECTION A - SCHOOL INFORMATION

Date of inspection: 7.20.22	Time: 3:00 pm – 4:00 pm	Name of NHED inspector: Timothy Carney
School name: Crossing LIFE Academy		Address: 122 North Lowell Road, Windham, NH 03087
Head of school: Stephanie Foster	Not in attendance	Phone number: 603.300.9547
Other: Evelyn Madden	In attendance	Phone number: 518.331.2657
List name and title of those attendance at the time of the inspection not listed above: Shawn Foster – Church Member		
If multiple building(s) inspected list: N/A		
Number of proposed students: 25	Grades: K - 8	Number of portables: 0

SECTION B – INSPECTION CHECKLIST

Exterior

Sewer/Water	YES	NO	NA	COMMENTS
Is water supplied by a municipal system?		√		
Is sewer on site?	√			
Is campus free of sewage odor?	√			
Gates/Fencing	YES	NO	NA	COMMENTS
Are gates/fences in good repair? (no holes, vegetation or sharp edges)			√	
Are locks and security hardware in good repair?			√	
Parking Lots	YES	NO	NA	COMMENTS
Are exits onto public streets free from visibility obstructions?	√			
Are parking areas identified (e.g., staff, visitors, students)?		√		Identification markers will be added.
Are direction signs and poles in good repair?	√			
Are paved surfaces in good repair?	√			
Is ADA parking provided?	√			
Are all building sides accessible to emergency equipment?	√			Access road surrounds building.
Bus	YES	NO	NA	COMMENTS
Are areas where students congregate while waiting for buses adequate to avoid overcrowding?			√	
Are "No idling" signs posted?			√	
Are traffic pattern clearly marked?			√	

Are parent drop-off and pick-up zones clearly designated and separated from bus traffic?			√	
Building	YES	NO	NA	COMMENTS
Are signs posted noting the prohibition of smoking inside and outside school facilities?	√			
Are exterior walls free from cracks or other damages?	√			
Are windows free from cracks/broken panes?	√			
Are stairs, landings and handrails in good repair and fastened securely?	√			
Is facility generally clean of debris?	√			
Are dumpsters in enclosed areas and away from intake vents?			√	Dumpsters are not used.
Roofs	YES	NO	NA	COMMENTS
Are roofs in good condition? Free of debris, drainage, physical damage, and structural deformation?	√			
Portables	YES	NO	NA	COMMENTS
Are portables connected to main building?			√	
Is a clear path to main building provided?			√	
Are bathrooms provided?			√	
Are portables clean?			√	
Playgrounds/Fields	YES	NO	NA	COMMENTS
Are play areas separated from vehicle traffic?			√	
Are kindergarten play areas separated from play areas for older children?			√	
Is equipment checked for wear and tear?			√	
Is play area free of tripping hazards (e.g., roots, rocks, uneven pavement and drug paraphernalia)?			√	
Is 8"-12" of energy absorptive materials provided under/around equipment?			√	
Do platforms 30" or higher have guardrail/barriers? (20" for preschoolers)			√	
Are swings less than 18" to ground?			√	
Do equipment/guardrails have spacing less than 4" or greater than 9"?			√	
Are outside learning areas free of debris, vegetation and drug paraphernalia?			√	
Interior				
Entrances	YES	NO	NA	COMMENTS
Are floor mats provided on the inside of all entrances?	√			
Are there adequate signs, postings, or window decals to direct visitors to the main office?		√		This item will be reviewed by NHED upon opening of the school.
Is there a sign in/out sheet for visitors?		√		This item will be reviewed by NHED upon opening of the school.
Are visitor badges provided?		√		This item will be reviewed by NHED upon opening of the school.
Are windows/doors in good repair?	√			
Are exterior frames properly caulked/sealed?	√			
Is the entrance free of evidence of water intrusion?	√			
Do doors open easily?	√			

Is the threshold free of trip hazards?	√			
Do locks/handles appear to meet ADA requirements?	√			
Hallways	YES	NO	NA	COMMENTS
Are ceilings in good repair (no significant cracks, holes, water stained or missing tiles)?	√			
Are walls in good repair (no significant cracks, tears, holes or water stains)?	√			
Are floors in good conditions (no broken tiles, torn up carpet)?	√			
Are carpets vacuumed with HEPA filters?	√			
Are hallways well lit?	√			
Are lockers, cabinets, and display cases mounted to wall or floors?	√			
Are lockers, cabinets, and display cases clean?	√			
Are drinking fountains ADA accessible?			√	
Are drinking fountains clean and in good repair?			√	
Electrical Room	YES	NO	NA	COMMENTS
Is the room clean and free of clutter?	√			
Are all electrical panels secured?	√			
Have all electrical circuits been identified?	√			
Equipment/Boiler Room	YES	NO	NA	COMMENTS
Is room free of odor?	√			
Are doors shut and locked when not in use?	√			
Is a 3' clearance provided around all heating equipment?	√			
Is there safe storage of flammables such as gasoline, spirit fluid, etc. in the furnace/boiler room?	√			
Is the furnace boiler room free of surface water?	√			
Are units serviced regularly?	√			
Are filters changed regularly?	√			
Are vents clean?	√			
Are units in good repair?	√			
Custodian Closets	YES	NO	NA	COMMENTS
Is custodial room orderly and sanitary?	√			
Are cleaning products properly labeled and stored?	√			
Are areas around slop sinks dry?	√			
Stairwells	YES	NO	NA	COMMENTS
Is lighting in stairwells adequate?			√	Single story building so there are no stairwells.
Are stair treads in good repair and have a non-skid material?			√	
Are handrails in good repair?			√	
Are handrails minimum of 36" in height?			√	
Are handrails enclosed to less than 4"?			√	
Elevators	YES	NO	NA	COMMENTS
Are elevators ADA compliant?			√	There are no elevators in the building.
Are elevators clean and in good working order?			√	
Restrooms	YES	NO	NA	COMMENTS

Are there adequate number of restrooms in building?	√			
Is an ADA bathroom provided?	√			
Are sink pipes wrapped for ADA compliance?	√			
Are restrooms in good working order and clean?	√			
Are restrooms well ventilated?	√			
Kitchen and Cafeteria	YES	NO	NA	COMMENTS
Is there enough seating provided and in good repair?	√			
Are staff on hand to respond to a student who is choking?	√			
Is hood suppression systems inspected/certified by an outside firm?			√	Food preparation will not be conducted. Students bring their own lunches.
Is hood suppression system clean?			√	
Am Is kitchen floor in good repair?			√	
Are storage shelves properly secured?			√	
Are walk in refrigerator in good repair?			√	
Are refrigerator logs posted and updated daily?			√	
Is there adequate space to provide lunch?	√			
Gymnasiums	YES	NO	NA	COMMENTS
Is the gym used for multi-purposes (i.e. lunchroom/art room/music room)? If yes, indicate what other uses it serves.			√	There is no gymnasium.
Are exit doors and hardware in proper working order?			√	
Are walls properly covered (e.g., padding)?			√	
Are showers/changing rooms clean and in good repair?			√	
Are floors, walls and ceilings in good repair?			√	
Are seats/bleachers in good repair?			√	
Is there enough storage space?			√	
Is storage space orderly?			√	
Are lights protected from breakage?			√	
Auditorium	YES	NO	NA	COMMENTS
Are exit doors and hardware in proper working order?	√			
Are backstage and storage shelves bolted to the floor or wall?	√			
Are seats fixed and in good repair and fastened securely to the floor?	√			
Are floors, walls and ceilings in good repair?	√			
Are stage areas in good repair?	√			
Is there adequate storage?			√	
Is the storage orderly?			√	
Are the stage curtains and riggings inspected by an outside firm? If so, indicate date.			√	
Health Clinic/Nurse's Office	YES	NO	NA	COMMENTS
Is medication supplies storage properly locked?			√	There is no dedicated nurse's office.
Is there adequate room for student privacy?			√	
Other Support Spaces	YES	NO	NA	COMMENTS
Does the guidance office have adequate space?			√	There is no dedicated guidance office.
Is the teachers' room clean?			√	There is no dedicated teacher's room.

General Classrooms	YES	NO	NA	COMMENTS
Are rooms clean and free of clutter?	√			
Is furniture clean and in good repair?	√			
Are classrooms well lit?	√			
Are windows and screens in good repair?	√			
Are doors in good repair and open easily?	√			
Are thresholds free of trip hazards?	√			
Are ceilings in good repair (no significant cracks, holes, water stained or missing tiles)?	√			
Are walls in good repair (no significant cracks, tears, holes or signs of mildew/mold)?	√			
Are floors in good conditions (no broken tiles, torn up carpet)?	√			
Are carpets vacuumed with HEPA filters?	√			
Are shelves, cabinets, and display cases mounted to wall or floors?	√			
Are extension cords used for temporary use only and cords not daisy chained?			√	No extension cords were observed.
Is there adequate space to move around?	√			
Is classroom temperature well controlled?	√			
Is there air circulation while room is occupied?	√			
Is the HVAC system quiet when running?	√			
Is the ventilation unit clear of objects (i.e., not blocked, top or bottom)?	√			
Is the room odor free (e.g., no air fresheners)?	√			
Rooms with Animals	YES	NO	NA	COMMENTS
Are animals kept in secured cages?			√	There are no animals kept in classrooms.
Do all animals have a current certificate of good health from a licensed veterinarian?			√	
Is fecal material adequately cleaned from the cage on a regular basis?			√	
Is disinfectant readily available for those students or staff handling the animals or cleaning their cages?			√	
Are aquariums and stands properly secured and anchored?			√	
Media Center, Library and Technology Center	YES	NO	NA	COMMENTS
Is room clean and free of clutter?			√	There is no dedicated media center.
Is there appropriate storage space?			√	
Is space well lit?			√	
Are shelves, cabinets, and display cases mounted to wall or floors?			√	
Does space appear to be ADA compliant (e.g., tables and desks are 36" from each other)?	√			
Are computers away from heat/water source?	√			
Science Rooms	YES	NO	NA	COMMENTS
Is emergency eyewash and shower equipment readily available and regularly tested?			√	There are no dedicated science rooms.
Are the MSDS properly managed?			√	

Is the chemical room clean and well ventilated?			√	
Are all containers of chemicals properly labeled and stored?			√	
Are heavy items stored on lower shelves?			√	
Are shelves, cabinets, and display cases mounted to wall or floors?			√	
Is a first aid kit available?			√	
Is the chemical fume hood in working order?			√	
Art Room	YES	NO	NA	COMMENTS
Is room clean and free of clutter?			√	There is no dedicated art room.
Is adequate storage area available?			√	
Is storage room clean and organized?			√	
Are fire blankets and/or fire extinguisher available?			√	
Are kilns and storage room properly ventilated?			√	
Are shelves, cabinets, and display cases mounted to wall or floors?			√	
Are heavy items stored on lower shelves?			√	
Music Room	YES	NO	NA	COMMENTS
Is room clean and free of clutter?			√	There is no dedicated music room.
Is adequate storage area available?			√	
Is music room located away from quiet areas of building?			√	
Life Skills Room	YES	NO	NA	COMMENTS
Is room clean and free of clutter?			√	There is no dedicated life skills room.
Is adequate storage area available?			√	
SECTION C – RECOMMENDATIONS				
<p>The areas of the Crossing LIFE Church proposed to be used for Crossing LIFE Academy students appear to be suitable for safe use. A follow-up site visit will be completed by NHED once the students are present and fully utilizing the space to assess a few of the issues listed above. In general, NHED has no reservations with the proposed space being used for students as proposed.</p>				

Kroka Expeditions

NHED Application Checklist

NONPUBLIC SCHOOLS CHECKLIST FOR INITIAL APPLICATIONS

Reviewed By: Timothy Carney

School Name: Kroka Expeditions	Phone Number: 603.835.9087	Application Type*: AA
<p>About the School: Kroka Expeditions (Kroka) is a non-profit wilderness expedition school based on a year-round, organic farm in Marlow, New Hampshire. Kroka believes that consciousness and altruistic will can be brought forward through a living relationship with the natural world and by taking our places within the circle of community. Kroka embraces the principles of Waldorf Education as well as traditional philosophies of first-nations from around the world. In addition, Kroka continues to broaden and define their educational philosophy through their work with Montessori, progressive, and other cooperative educational models. Kroka is accredited by the Association for Experiential Education and has a partnership with Sterling College in Craftsbury Commons, Vermont.</p>		
Principal Address: 767 Forest Road Marlow, NH 03456		
Mailing Address: 767 Forest Road Marlow, NH 03456		
Head of School: Nathan Lyczack	Email: Phone Number:nathan@kroka.org 603.835.9087	
Authorized to Represent School: Liz Jordan	Email: Phone Number: liz.jordan@kroka.org 603.835.9087	
Date Application Received:	Expiration Date: 6.30.25	
Grade Levels: 10 - 12	Anticipated Total Enrollment: 30	
Boarding School: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
<input checked="" type="checkbox"/>	Completed and signed application	12.9.21	
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	N/A	Not applicable.
<input checked="" type="checkbox"/>	Good standing with Secretary of State	7.24.22	In Good Standing.
<input checked="" type="checkbox"/>	Administrative organization	12.9.21	The school is managed by a Board of Trustees that oversees the Executive Director, the Managing Director and the Executive Team Leader.
<input checked="" type="checkbox"/>	School calendar	12.9.21	First day of Semester 1 – 9.6.22, last day of Semester 1 – 12.17.22. First day of Semester 2 – 1.17.23, last day of Semester 2 – 6.10.23
<input checked="" type="checkbox"/>	School hours survey	12.9.21	The school operates for a period of 175 days totaling 1400 hours. The educational hours exceed that required by Ed 401.03 for the grade span offered.
<input checked="" type="checkbox"/>	Philosophy and objectives	12.9.21	See attached document entitled “Appendix E.7”. Kroka believes that consciousness and altruistic will can be brought forward through a living relationship with the natural world and by taking our places within the circle of community. Kroka embraces the principles of Waldorf Education as well as traditional philosophies of first-nations from around the world. In addition, Kroka continues to broaden and define their educational philosophy through our work with Montessori, progressive, and other cooperative educational models.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	6.28.22	Not offered by Kroka – to be completed independently by student. Required to graduate from Kroka.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	12.9.21	Certification statement initialed. Verified during NHED site visit on 7.22.22 by Timothy Carney.
<input checked="" type="checkbox"/>	Program of studies <input checked="" type="checkbox"/> Academic content	12.9.21	Kroka provides academic content in science, social studies, English and adventure and leadership. The academic content is embedded throughout the semester-

			long courses. See the attached Semester Program syllabi. Kroka does not provide courses in mathematics, United States and New Hampshire government, digital literacy or economics. These course total 5.5 credits of the 26 credits needed for graduation. These credits will need to be obtained by students independently.
	<input checked="" type="checkbox"/> Assessment	12.9.21	Students are evaluated both formally, through mid-Term and final written evaluations and rubrics, and informally through daily observation. Because students live, learn and work with Kroka staff all day, every day, there is ongoing, qualitative assessment of students' skills throughout every aspect of the program. In addition to formal, narrative evaluations, students receive a graded transcript at the completion of the semester. See the attached example evaluation rubrics.
	<input checked="" type="checkbox"/> Promotion requirements	6.28.22	Promotion requirements are outlined in an attached document entitled "Kroka Semester School Graduation and Promotion Requirements".
	<input checked="" type="checkbox"/> Graduation requirements	6.28.22	Graduation requirements outlined in an attached document entitled "Kroka Semester School Graduation and Promotion Requirements". Students must accumulate a minimum of 26 credits to graduate. Of these 26 credits, 5.5 credits must be earned outside of the Kroka curriculum.
<input checked="" type="checkbox"/>	Student handbook	12.9.21	See attached document entitled "Appendix E.10 – Student Handbook". The handbook includes sections on safety, bathing, medications, consequences for inappropriate behavior, and code of conduct and among others.
<input checked="" type="checkbox"/>	Grievance policy		See attached document entitled "Appendix E.12 – School Grievance Policy". Conflict resolution and the grievance process is outlined on page 2.
	<input checked="" type="checkbox"/> Bullying	2.2.22	Page 1 of Appendix E.12 contains a policy that defines both bullying and harassment. Zero tolerance policy toward bullying, discrimination, and all forms of harassment.
	<input checked="" type="checkbox"/> Teacher misconduct	2.2.22	Page 1 of Appendix E.12 describes teacher expectations. Misconduct would be dealt with by following the grievance process.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	2.2.22	Page 3 of Appendix E.12 clearly states that all fees and tuition are non-refundable. Opportunity for credit toward future Kroka programs depending on the reason for student departure.
	<input checked="" type="checkbox"/> Restraint and seclusion	2.2.22	Page 2 of Appendix E.12 contains a policy that describes the limited use of restraint as well as staff training. Seclusion is never used at Kroka.
<input checked="" type="checkbox"/>	Supporting services (e.g. health, guidance)	12.9.21	See attached document entitled "Appendix E.11 – Supporting Services". The school will provide students with medical support, psychological counseling support, food services and library services. The school does not provide transportation to and from the school facility. However, they do maintain vans to provide transportation for field trips and extracurricular activities.
<input checked="" type="checkbox"/>	Anticipated budget		
	<input checked="" type="checkbox"/> Expenses (e.g. facility, salaries)	7.24.22	2022 - 2023 estimated expenses - \$350,665.
	<input checked="" type="checkbox"/> Revenue	7.24.22	2022 - 2023 estimated revenue - \$420,000.
PHYSICAL SAFETY			
	New facility report		

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Zoning verification	12.9.21	The <u>Nonpublic School Zoning Verification Form</u> was signed and approved by Joseph Fever on 12.22.12.
	<input checked="" type="checkbox"/> Certificate of Occupancy	2.2.22	Inspection for the Certificate of Occupancy was completed on 3.1.21 by Robert Allen, Town of Marlow Building Inspector. Certificate of Occupancy granted on 2.17.22.
	<input checked="" type="checkbox"/> Fire and Life Safety Report	8.2.22	The Fire and Life Safety inspection was completed on 7.31.22 by Sean Brewer. Passed inspection. Following approval of this application a new inspection will be completed within 30 days of the start of school. Certification statement initialed.
	<input checked="" type="checkbox"/> Health Inspection	5.16.22	The Health Inspection was completed on 5.16.22 by Kate McNally of the Town of Marlow. Passed inspection.
	<input checked="" type="checkbox"/> NHED visit	7.22.22	NHED visit completed by Timothy Carney on 7.22.22. No issues of concern noted.
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General Fall Report – due Oct 15 each year	N/A	Certification statement initialed.
<input checked="" type="checkbox"/>	A3N General Statistics Report– due June 29 each year	N/A	Certification statement initialed.
<input checked="" type="checkbox"/>	Restraint/Seclusion Report – due June 30 each year	N/A	Certification statement initialed.
<input checked="" type="checkbox"/>	Emergency Operations Plans – due Sept 1 each year	N/A	Certification statement initialed.
DETERMINATION			
<input checked="" type="checkbox"/>	Application Complete and Reviewed by DOE***	8.3.22	<p>The Office of Nonpublic Schools determines that Kroka Expeditions complies with the minimum requirements set forth in Ed 400 for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2025.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p> <p>The school further understands its obligation to communicate the aforementioned approval type to its community, including prospective and actual parents.</p> <p><i>The information above is communicated with prospective and renewing schools in both the confirmation letter from the office indicating receipt of a completed application packet and in the approval letter from the State Board of Education.</i></p>

*The Office of Nonpublic Schools (ONPS) provides each school with an explicit description of the type of approval granted upon the successful completion of the application. The ONPS website also publishes a list of each school with their approval type.

**There are two types of approvals that the ONPS may grant to nonpublic schools. Additionally, the Bureau of Student Support (BSS) may grant a separate, unrelated approval. Collaboration between the two offices on overlapping matters supports the collection of this information on this application. Specifically these approvals are:

1. The approval by the ONPS to operate a nonpublic school for attendance purposes;
2. The approval by the ONPS to operate a nonpublic school for program purposes; and
3. The approval by the BSS to become an approved private provider of special education programs.

***All of the information outlined under Determination is included in the approval letter provided to the school, pending approval by the State Board of Education.

Kroka Expeditions

Application



Nonpublic School Application for Initial Approval Status

INTRODUCTION

This Initial Application is hereby made to the Department of Education (Department), Office of Nonpublic Schools (ONPS) for nonpublic schools who seek **initial approval status** as set forth in the [Code of Administrative Rules, Ed 400](#). In order to receive approval, the school must file this application with the Department and receive approval from the State Board of Education (Board). Therefore, applications must be submitted prior to the Board meeting that precedes the school in advertising, promoting, or offering programs/courses to students. Board meeting dates are listed at: www.education.nh.gov/state_board/meetings/index.htm.

In order to ensure that a complete application be presented to the Board for approval, the Department strongly advises that schools submit their applications **no later than 120 days prior** to the school advertising, promoting, or offering programs/courses to students. For example, schools that seek to launch a website on July 1 are strongly advised to submit their materials by March 1. This will allow school administrators and the ONPS to address any concerns that may surface before applications are presented to the Board.

Reference materials can be found at the end of this document.

Applications will be accepted only as an **electronic document(s)**. Please send materials to: Shireen.Meskoob@doe.nh.gov. For questions about submittal, please contact us at (603) 271-2831.

DATA COLLECTIONS

Data collections must be completed each year, as outlined in [Ed 403.03](#). These include the *General Statistics of Nonpublic Schools* (due June 29th of each year), the *Nonpublic Restraint & Seclusion Collection Data* (due June 30th of each year), and the *General Fall Report of Nonpublic Schools* (due October 15th of each year). You can access these collections via <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>.

SCHOOL EMERGENCY OPERATION PLAN

As outlined in [RSA 189:64](#), a School Emergency Operations Plan is due by September 1st or prior to student occupancy, whichever comes first. Please contact the School Readiness Program at Homeland Security and Emergency Management to connect with a school readiness coordinator who will assist you in this process. Phone: (603) 271-2231. Email: schoolreadiness@dos.nh.gov.

SECRETARY OF STATE

The school is required to submit a report indicating that it has registered with the Secretary of State. The name of the school as listed with the Secretary of State needs to match the exact name of the school as advertised. If you need assistance, please contact the Corporate Division at corporate@sos.nh.gov or 603-271-3246.

SECTION A: APPLICATION TYPE

Please call the ONPS in advance of selecting one of the following boxes. Schools that are approved for attendance purposes (AA) shall comply with [Ed 403](#) and shall receive an approval term of 3 years. By contrast, schools that are approved for attendance and program purposes (AP) shall comply with [Ed 404](#) and operate within the purview of an accrediting agency recognized by the ONPS. These schools shall receive an approval term of 5 years. A description of each type of approval can be found in [Ed 400](#).

Attendance Purposes Only (AA)

Attendance and Program Purposes (AP)

SECTION B: SCHOOL INFORMATION

Name of school: _____

Primary street address of school: _____

Primary mailing address of school: _____

Name and address of each additional site: _____

If applicable, a member of an association: _____

Upcoming academic year: _____

Anticipated grade levels to be offered: _____

Anticipated enrollment per grade: _____

Enrollment caps for each grade level: _____

Boarding school: Yes No

Co-Educational: Yes No

Nonprofit: Yes No

Tax exempt: Yes No

Approved to offer Special Ed programs: Yes No

Date of recent approval: _____

SECTION C: HEAD OF SCHOOL

Name: _____
 Title: _____
 E-mail: _____
 Phone number: _____

SECTION D: PRIMARY CONTACT AUTHORIZED TO REPRESENT SCHOOL

Name: _____
 Title: _____
 E-mail: _____
 Phone number: _____

SECTION E: REQUIRED DOCUMENTS

Please check off each of the following required items. Then attach supporting documentation at the end of this application.

Items	Attached?	Administrator Comments
1. Secretary of State Certificate.	<input type="checkbox"/> Yes	_____ _____ _____
2. Fire and Life Safety Inspection report. <i>(Contact your local fire marshal and be sure the inspection includes all buildings occupied by students.)</i>	<input type="checkbox"/> Yes	_____ _____ _____ _____ _____
3. Health Inspection. <i>(Contact your local health inspector and be sure the inspection includes all buildings occupied by students.)</i>	<input type="checkbox"/> Yes	_____ _____ _____ _____ _____
4. Certificate of Occupancy. <i>(Be sure to include one for each of the buildings occupied by students).</i>	<input type="checkbox"/> Yes	_____ _____ _____ _____ _____
5. Zoning Verification Form. <i>(Be sure the form includes all buildings occupied by students).</i>	<input type="checkbox"/> Yes	_____ _____ _____ _____ _____
6. School calendar for upcoming year. <i>(Include first and last day of school, and full and partial days off).</i>	<input type="checkbox"/> Yes	_____ _____ _____ _____

- | | | |
|---|------------------------------|--|
| 7. Education philosophy, purpose, and objectives. | <input type="checkbox"/> Yes | |
| 8. Evaluation of achievement of objectives. | <input type="checkbox"/> Yes | |
| 9. Program of studies. <i>(To include academic content, assessment, promotion requirements for each grade level and high school diploma requirements, if applicable).</i> | <input type="checkbox"/> Yes | |
| 10. Student handbook. | <input type="checkbox"/> Yes | |
| 11. Supporting services. <i>(Include health, guidance, library, food, referral, and transportation).</i> | <input type="checkbox"/> Yes | |
| 12. Grievance policy. <i>(To include bullying, teacher misconduct, tuition refund, and use of child restraint practices. See RSA 126-U. Please include <u>location</u> of each policy in student handbook).</i> | <input type="checkbox"/> Yes | |
| 13. Organization chart. | <input type="checkbox"/> Yes | |
| 14. Budget for upcoming academic year. <i>(To include anticipated expenses, e.g. facility acquisition, maintenance and operations, insurance, salaries, benefits, equipment, and supplies, and sources of revenue, e.g. income from tuition).</i> | <input type="checkbox"/> Yes | |

SECTION F: SCHOOL SCHEDULE SURVEY

Please use [Ed 401.03](#) and the guidance below for ensuring compliance with state mandated instructional hours for each grade level.

School Schedule Survey Guidance

Each non-public school shall maintain a school year consisting of the following number of instructional hours:

- (1) In kindergarten at least 450 hours;
- (2) In grades one through 6, at least 945 hours; and

(3) In grades 7 through 12 at least 990 hours.

Each school shall have in its school year an additional 30 hours in duration to provide for instructional time lost due to inclement weather or unexpected circumstances.

Lunch time, home room periods, passing time, and breaks shall not be counted toward the required amount of instructional time.

Elementary schools may count up to 30 minutes of recess per day as instructional time for pupils in kindergarten through grade 6. Advisory periods in middle and high schools shall be counted as instructional time.

The school year for high school seniors may be reduced by no more than 5 days or 30 hours of instruction, whichever is less, from the number of days or hours of instruction for other high school students.

School Schedule Survey

Upcoming Academic Year: _____ through _____
 First scheduled day of classes: _____
 Last scheduled day of classes: _____
 Last day of grade 12 classes, if applicable: _____

Please complete the following chart for the upcoming calendar year.

	A	B	C	D	E	F	G
Grade Level	# of Instructional Hours in a Partial Day	# of Partial Days	Total # of Instructional Hours for Partial Days (A*B)	# of Instructional Hours in a Full Day	# of Full Days	Total # of Instructional Hours for Full Days (D*E)	Total # of Instructional Hours in a Calendar Year (C+F)
Kindergarten	_____	_____	_____	_____	_____	_____	_____
Grades 1 - 6	_____	_____	_____	_____	_____	_____	_____
Grades 7 - 8	_____	_____	_____	_____	_____	_____	_____
Grades 9 - 12	_____	_____	_____	_____	_____	_____	_____

SECTION G: STUDENT RECORDS

Please describe the policy for content, storage, security, and disposition of student records during and after school is active.

SECTION H: STATUTORY COMPLIANCE

Please initial in the appropriate spaces below.

_____ Our school offers regular courses of instruction in the history, government and constitutions of the United States and New Hampshire no later than the beginning of the eighth grade as outlined in, [RSA 189:11](#).

_____ Our school displays the United States and the New Hampshire state flag, not less than 5 feet in length, as outlined in [RSA 189:17](#).

_____ Our school understands that the English language shall be used exclusively in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music, and drawing. Educational programs in the field of bilingual education shall be permitted with the approval of the state board of education and the local school district, as outlined in [RSA 189:19](#).

_____ Our school understands that the exclusive use of English for purposes of instruction and administration shall not prohibit the conduct of devotional exercises in private schools in a language other than English, as outlined in [RSA 189:21](#).

_____ Our school understands that a foreign language may be taught in elementary schools provided that the course of study is outlined by the state board and taught in compliance with state law, as outlined in [RSA 189:20](#).

_____ Our school understands that full-time attendance requirements for students may be met by attendance at more than one school provided the total time spent in the schools is equivalent to full-time attendance, as outlined in [RSA 193:1-a](#).

_____ Our school understands the policies relative to limiting the use of child restraint practices in schools, as outlined in [RSA 126-U](#).

_____ Our school understands that no students shall be admitted or enrolled in any school unless students are immunized against certain diseases, as outlined in, [RSA 141-C:20-a](#).

_____ Our school tests for the presence of lead in drinking water at the facility that is available for consumption by students in accordance with guidance from the department of environmental services and as outlined in [RSA 485:17-a](#).

_____ Our school certifies that the building(s) to be used for educational purposes complies with the State Building Code and all other applicable state, local and federal fire, health and zoning laws, as outlined in [RSA 155-A](#).

_____ Our school certifies that within the first month of approved opening, a fire inspection will be completed by the local fire chief. Any violations shall be addressed by the

nonpublic school on a timeline determined by the local fire chief and/or state fire marshal, as outlined in [Ed 403.01\(c\)](#).

Our school understands that in accordance with [RSA 189:64](#), a site-specific school emergency operations plan shall be submitted to Homeland Security and Emergency Management by September 1 or prior to student occupancy, whichever comes first. We furthermore understand that current law requires that the school's emergency operation plan be submitted each year thereafter.

SECTION I: CERTIFICATION

Please initial and sign in the appropriate spaces below. Then send materials to: Shireen.Meskoob@doe.nh.gov.

_____ I certify that I understand that my initial application will not be fully processed for approval until the application is complete.

_____ I certify that our school will not advertise, promote, or offer programs/courses to students until we are issued an approval from the NH State Board of Education.

_____ I certify that if there are any changes to items outlined in the Administrative Rules, Ed 400, our school must notify the Office of Nonpublic Schools prior to advertising, promoting, or implementing these changes.

_____ I certify that all information provided is true and correct in content and policy and that I have read the entirety and understand the applicability of the Administrative Rules, Ed 400 and relevant statutes.



Signature of Head of School

Print Name

Date

REFERENCE MATERIALS

Administrative Rules Ed 400: http://www.gencourt.state.nh.us/rules/state_agencies/ed400.html

Statutory Authority: <http://www.gencourt.state.nh.us/rsa/html/NHTOC/NHTOC-XV.htm>

Secretary of State: <https://quickstart.sos.nh.gov/online/Account/LandingPage>

Fire Inspection: <https://www.nh.gov/safety/divisions/firesafety/building/SchoolInspectionProgram.html>

Health Inspection: https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline_documents/health-inspection.pdf

Health Inspector Directory: <https://www.dhhs.nh.gov/dphs/holu/documents/officers.pdf>

Zoning Verification: https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline_documents/zoningform2012.pdf

Emergency Operation Plan: <https://www.nh.gov/safety/divisions/hsem/school-readiness.html>

Thank You.

Kroka Expeditions

Secretary of State Good Standing

Business Information

Business Details

Business Name: KROKA'S EXPEDITIONS INC.	Business ID: 588882
Business Type: Foreign Nonprofit Corporation	Business Status: Good Standing
Business Creation Date: 12/20/2007	Name in State of Incorporation: KROKA'S EXPEDITIONS INC.
Date of Formation in Jurisdiction: 12/20/2007	
Principal Office Address: 767 NH Rte 123, Marlow, NH, 03456, USA	Mailing Address: 767 NH Rte 123, Marlow, NH, 03456, USA
Citizenship / State of Incorporation: Foreign/Vermont	
	Last Nonprofit Report Year: 2020
	Next Report Year: 2025
Duration: Perpetual	
Business Email: mgkroka@sover.net	Phone #: 603-835-9087
Notification Email: NONE	Fiscal Year End Date: NONE

Principal Purpose

S.No	NAICS Code	NAICS Subcode
1	OTHER / To assist young people in developing strong character, responsibility, community and a sense of place in harmony with nature. All of our programs offer sustainable community living experiences balanced with instruction in adventure sports.	

Kroka Expeditions

Organizational Chart

BOARD OF TRUSTEES



CORE STAFF ~ FALL 2021

EXECUTIVE
DIRECTOR
Misha Golfman

MANAGING
DIRECTOR
Ezra Fradkin

EXECUTIVE TRANSITION
TEAM LEADER
Nathan Lyczak

BOOKKEEPER
Alex Stroshine

DIRECTOR OF
EDUCATION
Liz Jordan

EXECUTIVE
ASSISTANT
Linda Fuerderer

FARMER
Brian Chambers

PROGRAM
ADMINISTRATOR & HR
Sasha DuVerlie

FARMER
Lynne Boudreau

FOOD MANAGER
Rebecca Gormley

LEAD EDUCATOR
Ruby Pinyuh-Derovan

LEAD EDUCATOR
Tricia Bennett

SEMESTER COORDINATOR
Jo Moore

PROGRAM SPECIALIST
Emily Sherwood

FARMER
Jacob Sherwood

Kroka Expeditions

Semester School Calendar



Semester School Calendar 2022-2023

SEPTEMBER 2022

- 5 Arrival Day
- 6 First Day of Fall Semester

OCTOBER

- 15-16 Parent Weekend

DECEMBER

- 17 Graduation and Departure Day

JANUARY 2023

- 16 Arrival Day
- 17 First Day of Winter Semester

FEBRUARY

- 11-12 Parent Weekend

APRIL

- 15-16 Parent Weekend

JUNE

- 10 Graduation and Departure Day

Kroka Expeditions

Educational Philosophy

Appendix E.7

Education mission, philosophy, purpose, and objectives

1. MISSION

Kroka Expeditions is a non-profit wilderness expedition school based on a year-round, organic farm in Marlow, New Hampshire. We believe that consciousness and altruistic will can be brought forward through a living relationship with the natural world and by taking our places within the circle of community.

Kroka Expeditions embraces the principles of Waldorf Education as well as traditional philosophies of first-nations from around the world. In addition, we continue to broaden and define our educational philosophy through our work with Montessori, progressive, and other cooperative educational models.

2. PHILOSOPHY

WE BELIEVE that the awakening of consciousness and altruistic will in young people is essential in creating a just and peaceful world.

WE BELIEVE in the power of nature and community to awaken our highest selves.

WE BELIEVE that pushing past our limits helps us shed the layers between ourselves and the world, and that vulnerability is an essential condition for wisdom and compassion.

WE BELIEVE that appropriate risk taking is a doorway to trust in ourselves and others.

WE BELIEVE in the just distribution of resources, living simply, rigorous work, celebration, song and ritual, and reverence for all of life.

WE BELIEVE in cultivating a direct relationship with the resources that sustain us: warmth, clothing, shelter, nourishment.

WE BELIEVE that the deepest gifts of the wild places are uniquely available during rigorous, extended, self-sufficient expeditions.

WE BELIEVE in cultivating the Inuit quality of *koviashuvik*: “living in the present moment with quiet joy and happiness.”

WE BELIEVE that every young person who wishes to join our community has the opportunity through our scholarship and sliding scale program.

WE BELIEVE that we have a responsibility to fulfill the unique role of human beings in the web of all life.

3. PURPOSE

Awakening of consciousness and altruistic will: Young people are full of bright ideas. It is the work of education to cultivate qualities that allow youth to turn their ideas into a living reality. The power to do so lives within our will. At Kroka we distinguish between egoistic will (the capacity to put effort towards accumulation of individual wealth and power) and altruistic will (the capacity to serve the greater good).

Embracing the Power of Nature and Community: At Kroka we understand that cooperation is an important factor influencing human development and evolution. We experience countless examples of mutualism and symbiosis observing the plant and animal world. Immersed in nature, we must rely on one another to meet our most basic needs of fire, water, food and shelter; effective cooperation is essential to our success.

Cultivating a Direct Relationship with the Resources that Sustain Us

Our relationship to the land begins every day with morning chores. Students wake early to work on the farm producing the food for their daily meals, cut and split firewood for heating and cooking, draw water from the well or stream, and cook breakfast over the open fire. Through handcrafts we understand the work required to produce material things – the spoons we eat with or the bags we carry. As we enter into deeper relationships with resources, we begin to appreciate the simple gifts and comforts of our lives.

Shedding the Layers Between Ourselves and the Natural World

In nature we shed the layers of our differences and stand as equals with one another. Landing on a wilderness island after a long day of paddling in the rain, we share a simple one-pot meal cooked over the fire. It is community and the human spirit that matters! We have the opportunity to see each other as who we truly are, in our strengths and our vulnerabilities. The wilderness provides space for students' individual gifts to be illuminated. This new sense of knowing one another after having shared a unique experience builds lasting relationships that carry into the future.

Taking Risks

At Kroka, we recognize that risk taking is essential for balanced human development. When we create opportunities for healthy risk taking, adolescents develop judgment and decision-making skills. They learn how to use awareness and observation to aid common sense. These are essential qualities that guide the direction of our lives in healthy ways. We are not only weighing the potential benefits and consequences of taking risks, but

also of not taking risks. What if we do not create connection with nature and it is lost? What if we lose the ability to find north due to over dependence on technology? We cannot afford to not take risks!

4. OBJECTIVES

Kroka graduates will be able (capable, prepared and excited) **to live simply in the wilderness** for extended periods of time without excessive technology and unnecessary equipment, and will feel comfortable leading others into wild places.

Students will learn outdoor living skills in such a way that they will **see living in the wilderness as “home,”** and not only as a place to go and challenge themselves for short periods of time while counting the days until the trip ends dreaming of returning to life’s modern conveniences. Students will be happy and comfortable in the wilderness, have an understanding of the world around them and won’t be in a hurry to end each segment of the course.

Students will learn **to live comfortably** (physically and emotionally) **with few material possessions.** It is our belief that unnecessary material objects clutter our lives and prevent us from connecting to our own inner selves. Students will learn to rely on skills more than on equipment.

Students **will take great care of personal and group belongings** and develop a caring attitude towards the objects they own and use. They will treat their environment with respect and learn the skills necessary to maintain and repair their belongings. Students will learn the organizational skills necessary to keep an orderly life.

Students will learn the **intrinsic value of serving others** and giving without the expectation of receiving, and to trust that they will be taken care of if they conduct their lives in this manner.

Students will recognize and have **reverence for the sacred order of life**—shelter, water, fire and food—and will recognize the spirit in all living beings and the value of all spiritual paths.

Students will recognize their **birth right of using the Earth’s resources.** Students will develop a sense of balance and a set of ethics in regard to sustainable resource use. Students will practice rituals of giving gifts to the Earth in exchange for taking gifts from her.

Students will understand **the role of food in relationship to the health of the Earth and of people.** Students will learn to appreciate everything involved in the production of food and will not waste it.

Students will learn how to be adaptable and how to **lower their personal physical needs**. One does not always need to be comfortable. Occasionally being hot, cold, or hungry are important experiences of life, which lead to personal growth and development of the will.

Students will learn to **accept, love and respect their bodies**. This includes normal bodily functions, like sweat, odor, blood, and waste. Students will learn the importance of regular hygiene, an awareness of when it is necessary, and how to comfortably do so while living out of doors.

Students will learn to develop and use their **body as a vehicle for mind, soul, and spirit**. They will learn to pursue the limits of their physical body through **mastery of adventure sports**, such as rock-climbing, mountaineering, caving, paddling, back-country skiing and more.

5. KROKA'S CONNECTION TO WALDORF EDUCATION

"As a Waldorf teacher I really appreciate the Waldorf aspects of Kroka, the skits at the end as a way to solidify the positive aspects of the experience and to share the joy of the experience with families... I like the opening potlucks and the chance to get a little feel for Kroka and the teachers, as well as the other children and parents before leaving. I appreciate that there are ample opportunities to share concerns you have about your child beforehand as well as a chance to talk about them afterwards. Creating the sense of community for the campers is very valuable." – Parent and Teacher, Wendy Coughlan

It all began with the Waldorf School of Baltimore in 1997. Susan Neirenberg, the 8th grade teacher, asked Lynne and Misha to organize a canoeing expedition for her class. They were each stunned by the depth of connection in the class resulting from their Kroka experience, both amongst the students, as well as with their teacher. They noticed a high degree of teamwork and the students' innate ability to be fully present on the expedition. Today, Kroka serves over 14 Waldorf Schools annually from around the country. Our Waldorf collaboration ranges from 3rd grade farm programs and 8th grade traditional year-end trips to 9th grade geology, 10th grade Odyssey and 11th grade Parzival expeditions. A great benefit to Kroka staff while teaching these programs is learning from master teachers who bring their wisdom and extraordinary experience with every group of children.

An integral part of staff training at Kroka is inviting trained Waldorf teachers to share their knowledge. This involves the philosophy behind Waldorf education and the development of the child. Many elements of the Waldorf curriculum, such as main lesson books, singing, crafts and handwork are incorporated into daily work with students. Waldorf students and alumni comprise a large percentage of Kroka students and staff.

The observations and insights of Rudolf Steiner are woven into Kroka's practices, from biodynamic gardening practices and the use of homeopathic medicine to Goethean observation. The non-denominational spirituality gives us a framework for striving to better ourselves as educators and human beings.

In addition to working with Waldorf schools, Kroka is actively involved with other progressive educational streams, including Montessori, Friends and Cooperative schools. Through experiencing a variety of educational philosophies we are privileged to witness positive innovations in the education of youth and are able to synthesize the best styles and practices of what we learn, from others, into our own work.

6. BRIEF HISTORY OF KROKA

Kroka Expeditions was founded in 1996 by Lynne Boudreau and Misha Golfman as a year-round adventure school affiliated with the Hilltop Montessori School in Brattleboro, Vermont. The program strived to combine American Outdoor Tradition and the Russian Outdoor Tradition. Kroka's vision came from both partners seeing a need to change traditional outdoor education by making it less contrived and more real, while bringing a stronger and lasting connection to nature and making environmental education more engaging, dynamic and real for the children.

Kroka's founding principle was to bring children into nature using dynamic modern pursuits of whitewater paddling, climbing, caving and mountaineering. The elements of nature education, traditional and indigenous skills, philosophy of conscious simplicity, arts and music are brought into the curriculum in measured doses. In addition, a curriculum of natural science, ecology, history, and social responsibility is taught during field-based classes. The focus of teaching is always on positive change in the world, special human contributions to society and the wonders of nature. Curriculum and exposure to sensitive issues is very carefully done in an age-appropriate manner.

The summer program quickly grew from its humble beginning of 35 students to over 400 students, and program areas have expanded to include sustainable small building design and construction, forestry, farming, and ocean exploration in our hand-made Voyageur canoes.

Eventually, Kroka was approached by Johanna Gardner, one of Kroka's field staff, with an offer to move the operation to her 100-acre Trollhaugen Farm in Newfane, Vermont.

A few years later, Kroka was approached by the Waldorf School of Baltimore with the request to develop programming for their school. This marked the beginning of the second arm of Kroka: Outreach Programs that supplement the curriculum of Progressive Schools. Each year over a dozen Waldorf, Montessori, Friends and other schools from

around the country come to Kroka to participate in expeditions, wilderness skills and curriculum-integrated programs.

From the beginning, Kroka's founders and staff have worked with groups of local youth in an after school adventure program. Many participants of this program formed a core of Kroka's advanced paddling, climbing and wilderness team. Many of these young people then became Kroka's first apprentices laying the foundation of what has become an apprenticeship program with year-round apprentices and seasonal apprentices.

With support from Kroka's youth club members and their parents, Kroka began developing the Vermont Semester Program in 2002. The method of Kroka's education is to teach academic subjects in direct correlation with the practical living needs of the students. This was accomplished by running the semester as a continuous extended wilderness expedition by ski and canoe, the kind that inspires youth with its breadth and sense of adventure and purpose. The Vermont Semester first ran successfully in 2004.

The year 2003 brought a new and wonderful direction to Kroka. We began a lasting partnership with Palugo, a sustainable dairy farm near Quito, Ecuador, operated by the Dammer family. From that partnership grew the exchange of teachers and apprentices between two entities, summer programs in Ecuador and eventually the Ecuador Semester Program, which ran for the first time in the fall of 2007.

Kroka Expeditions now offers continuous semester programs, the Ecuador and Southwest Semesters in the fall and the Vermont and Arctic to Manhattan Semesters in the winter and spring.

The development of residential semester programs and sustainable construction programs contributed to the development of the campus. First there was a garden, then came farm animals and beautiful indigenous dwellings from around the world. The need for additional farmland and room to grow the campus into a sustainable village, where students and staff families live and work side by side, as well as our desire to be in close proximity to a Waldorf School, prompted our decision to move.

In June of 2007, Kroka Expeditions purchased 75 acres, the Seven Oaks Farm in Marlow, New Hampshire and moved its entire operation in October of the same year with the help of 85 enthusiastic volunteers.

In the years that followed the move to Marlow, a wide variety of buildings were built on campus, all by Kroka students, parents, and friends, and all using locally sourced materials whenever possible. These structures included "Palugo", the log cabin, two composting toilet buildings, the woodshed, and the "Boathouse" (first named the "Carriage Barn").

A neighboring residential ranch house 16-acre property was purchased in 2013 through a fundraising campaign within the Kroka community. The property was named "Vinylhaven" in reference to both the island in Maine as well as the building's vinyl siding.

In 2014 we began work on the "Farm Barn", through our very first Capital Fundraising Campaign, which raised \$270,000 towards construction and scholarship costs. The barn was completed and celebrated in the spring of 2016.

In 2018, Kroka launched its 25th anniversary capital campaign, to renovate the 200-year-old farmhouse operations center and turn it into a sustainability education center for the thousands of children and community members who visit campus each year. Inspired by the principles of the [Living Building Challenge](#), this newly renovated building is a state-of-the-art regenerative energy systems building crafted from sustainably sourced lumber, all harvested from our land and milled locally. Each timber, door, and tile of the farmhouse, either recycled from the old building, crafted by a community member, or procured with responsible sourcing, were selected and placed with great intention and care.

Kroka Expeditions

Academic Content

HUMANITIES
“Finding Our Place”
Course Syllabus
Fall Semester Program – Legends of the Rio Grande
Kroka Expeditions and Sterling College

Instructors: Ruby Pinyuh-Derovan, Tricia Bennett, Liz Jordan, Misha Golfman
Time: September - December 2021
Location: Field-based course in Northern New England and Texas-Mexico Border

*"I long, as does every human being, to be at home wherever I find myself."
– Maya Angelou*

COURSE DESCRIPTION

This humanities-focused interdisciplinary course takes place over a three-and-a-half-month-long field-based semester. Curriculum is largely place-based; studies of cultural and natural history, myths and folklore, poetry and music, and the heroine and hero's journey parallel our journeys through Northern New England and into the desert canyons of the Rio Grande. Through discussion and analysis, writing and public speaking, students connect their studies with their own experiences. In addition to studying literature, students engage in daily journaling; through writing and observation, their awareness of self and the surrounding world deepens.

Classes are primarily experiential and discussion-based. 60 - 80% of the written material we study is read aloud in the group, while the other 20 - 40% is read in small groups and presented cooperatively in various artistic forms. Theater skills and public speaking classes are woven into our studies, and all expeditions and many assignments culminate in artistic performances. The semester itself culminates in a reflective performance. Students are expected to work together in small groups, highlighting one another's strengths and helping each other grow.

COURSE OUTCOMES

Successful students will:

1. Deepen their appreciation of the written word and continue developing life-long habits of reading, writing and literary discussion
2. Demonstrate a capacity for effective articulation of diverse viewpoints through writing, speech and performance
3. Appreciate the validity of multiple viewpoints and diverse attitudes; develop compassion towards others with opposing views; practice finding common ground and focusing on common good
4. Express their own thoughts, feelings and perspectives articulately in writing and speech

5. Connect to the nuanced prehistory, history, and modern-day cultures of the places we travel
6. Complete written and spoken assignments with attention to depth, flow and artistry
7. Develop a connection with the natural world based on an internalized understanding of the interdependency of all life

METHODS

Participatory Seminars

- Writing skills workshops with a focus on expanding vocabulary and writing techniques
- Literary analysis discussions
- Poetry and storytelling classes
- Giving and receiving peer feedback/edits

Reflective Journaling

- Practice neat and legible penmanship and well-organized journal page layout
- Compose daily entries that include weather and nature observations and expedition logs
- Write reflections, notes, responses to the course readings, essay drafts and prose, and make drawings and diagrams

Essay Writing

- Writing across the content areas to synthesize learning and communicate understanding of texts. End products are revised, hand-written essay pages for their portfolio.

Student Portfolios and Books of Wisdom

- Translate final drafts of select coursework neatly into portfolio pages
- Assemble a collection of portfolio pages highlighting work from each student and each assignment, known as the Book of Wisdom. (Each student will leave the semester with their own portfolio, and a copy of the Book of Wisdom.)

Speech and Performance Arts

- Read excerpts aloud from their journals, give navigational updates, and engage and present their work in local communities
- Present in pairs novel information related to any of the content areas in order to teach the rest of the group
- Perform student-created skits for Parent Weekend
- Perform a culminating, group-created, and reflective end-of-semester play for parents and the community at Graduation.

Review and Celebrations of Learning

- Review of course material through questions, writing prompts and short assignments
- Open-journal verbal quizzes or essays to evaluate students' abilities to make connections with readings, expedition observations, and natural/historical content

COURSE OUTLINE

Block 1: Building Community

Referenced Texts:

Braiding Sweetgrass, by Robin Wall Kimmerer (Sky Woman Falling, Black Ash Baskets)

House of Light by Mary Oliver

Collected Poems of Robert Frost by Robert Frost (Birches, The Road Not Taken)

Our time at Kroka Basecamp builds the foundation for a growing awareness of community, cultures, and sustainable living. Students participate in daily journaling, which they share at morning meetings and every evening during evening meetings, as a tool for reflecting on their experiences. Students' work culminates in small group projects, where the core theme of reciprocity in the humanities curriculum is reflected in the work they give back to the community. Examine and articulate their own backgrounds and the stories that shape their worldviews through evening meeting sharings and journal entries Write three letters home

Block 2: Paddling, Biking and Regenerative Agriculture

Texts:

The Control of Nature, by John McPhee

Gateway to the Moon by Mary Morris

Students dive deep into Watershed and Natural History studies, and write an essay as part on McPhee's *The Control of Nature*. Evenings during these expeditions are spent reading and discussing Morris' *Gateway to the Moon*. Students write poetry in response to the novel, and create a skit based upon their experiences to share at Parent Weekend.

Block 5: New Hampshire to Texas

Text:

American Dirt by Jeanine Cummins

Podcasts:

The Outcrowd, Pulitzer winning episode of NPR's This American Life

Songs that Bring History to Life, TED Talk with Rhiannon Giddens

The Danger of a Single Story, TED Talk by Chimamanda Ngozi Adichie

Borders are Liminal Spaces, On Being with Luis Alberto Urrea

As we travel across the country and engage with partner organizations and local communities, our discussions on history, culture, and current events deepen. We listen to

audiobooks and podcasts, write in our journals and engage in meaningful discussions. Through hands-on engagement and studies of the material above, intertwined with the other content areas, students explore different storytelling techniques and connect their lives and literature to current events and social studies. This block culminates with each student writing a poem, song, or spoken word piece on the themes we have been studying, and practicing poetry to memorize for our journey ahead.

Block 6: Journey Through the Desert & Borderlands

Texts:

American Dirt by Jeanine Cummins
Borderlands, La Frontera, The New Mestiza by Gloria Anzaldua
Big Bend, A Homesteader's Story by J. O. Langford
The Devil's Highway, by Luis Alberto Urrea
The Hummingbird's Daughter, by Luis Alberto Urrea

As we travel 298 miles of wild river through the upper and lower canyons of the Rio Grande, we will finish reading Cummins' *American Dirt*, read *The Hummingbird's Daughter*, study excerpts from *The Devils Highway* and *La Frontera*, and discuss the diverse human history that influences present day border culture. We will gain firsthand experience of the Texas/Mexico border and explore its diverse history through multicultural lenses. Our studies and discussions will draw on earlier studies of colonization, systems of power and privilege, and current societal struggles with border-related issues. Students will practice inquiry and critical thinking skills in the face of nuanced perspectives. Employing their skill-sets as listeners and readers, storytellers and writers, students will weave their experiences into journal entries and writing prompts that explore the multifaceted reality of the border between the United States and Mexico. These entries, along with other writings from the semester, will become fodder for student's personal statements.

Block 7: Home

We return to Kroka brimming with new stories and perspectives. In this final week, students continue to digest, process and synthesize their semester experience. Students finalize their personal statement and present it to the community before graduation. They finish all unfinished portfolio pages and written work, and create and practice their group reflective performance and present it to the community and at graduation.

Resources

American Dirt, Jeanine Cummins, Flatiron Books, 2020

Braiding Sweetgrass, Robin Wall Kimmerer, Milkweed, 2013

The Devil's Highway, Luis Alberto Urrea, Little Brown, 2004

The Hummingbird's Daughter, Luis Alberto Urrea, Little Brown, 2006

La Frontera, Gloria Anzaldua, 2012

Big Bend, A Homesteader's Story by J. O. Langford, 2010

Fire the Imagination, Write On!, Dorit Winters, Waldorf Publication 1st edition, 2017

House of Light, Mary Oliver, Beacon Press, 1992

The Line Becomes a River, Dispatches from the Border, Francisco Cantu,
Riverhead Books, 2018

The Late Great Mexican Border, Reports from a Disappearing Line, Bobby Byrd,
Cinco Punto Press, 1996

Native American Stories, Joseph Bruchac, Fulcrum Publishing, 1991

The Wall, Ilan Stavans, University of Pittsburgh Press, 2018

Songs that Bring History to Life, Rhiannon Giddens, TED Talk

Storytelling to Teach Cultural Awareness: [1 Storytelling to Teach Cultural Awareness: The Right Story at the Right Time Mary McCullum Baldasaro, EdD Walden University Na](#)

The Danger of a Single Story, Chimamanda Ngozi Adichie, TED Talk

The Outcrowd, This American Life (Pulitzer winning episode)

Borders are Liminal Spaces, Luis Alberto Urrea, On Being

SOCIAL STUDIES
“*Humans and Nature*”
Course Syllabus
Fall Semester Program – Legends of the Rio Grande
Kroka Expeditions and Sterling College

Instructors: Misha Golfman, Ezra Fradkin, Liz Jordan

Time: September - December, 2021

Location: Field-based course in New England and Texas-Mexico Border

COURSE DESCRIPTION

This experiential, place-based social studies course examines human relationships with one another and the Earth, and is closely entwined with the *Finding our Place* humanities curriculum and *Living on Earth* science curriculum, enhancing the interconnectedness of the themes, content and the students’ lived experiences. Our studies follow our travels, from the lands and peoples of New England to the Rio Grande River and the Texas/Mexico border. Students gain historical context, and connect rich and diverse pre-history and history of land and people with modern environmental, societal and political issues.

Throughout the bikepacking expedition students read, discussed and wrote about *Gateway to the Moon*, by Mary Morris. Studying the Spanish and Portuguese Inquisition allowed us to consider the Inquisition in our world today and in our own country. All students wrote and presented an exceptional partner poem reflecting on the novel and successfully completed their final exam.

In preparation for the journey across the country, students watched documentary film *The River and the Wall*, and engaged in discussions related to power and privilege. They explored motivations underlying migration and the concept of borders (geographical, political, and psychosocial). Students studied pre-colonial history of the desert Southwest and European invasion and settlement, and created personal family migration stories. Through analysis and discussion of texts, as well as hands-on learning, community engagement and service work, our relationships to the aforementioned topics were deepened.

COURSE OUTCOMES

Successful students will:

1. Appreciate how the natural environment and environmental change shape human history
2. Draw connections between the knowledge of history and our responsibility to live an intentional future
3. Develop historical inquiry skills
4. Learn to recognize the importance of multiple view-points when interpreting history
5. Identify social, economic, ecological and political forces behind human migration patterns
6. Differentiate core components of social, environmental and political justice and privilege

METHODS

Social Interactions

- Interviews with experts, tradespeople and old-timers
- Spontaneous social interactions during travels

Observations and Discussions of Past and Present

- Examination of historical changes through remnants of the past
- Observations of human activity along 260 miles of border travel
- Cultural site visits

Literature and Performance

- Group readings and discussions
- Journaling and creative writing
- Small group research and presentations

COURSE OUTLINE

Block I: Building Community

Text:

Changes in the Land by William Cronon

From the Krocka Basecamp in Marlow, NH, we began with a brief journey into the creation of the universe to create perspective and to introduce themes prevalent within both nature and human culture, such as cycles of chaos and “order”, “collision” to introduce new material, and how slow change and progress can be. We then begin developing a sense of the post-glacial timeline of settlements in Northern New England. We will explore remnants of old mines and water-powered mills as we study the patterns of colonization and interview local historians. We look at how patterns within nature are reflected in the development of culture, and then the ways in which nature, and human nature, impact the movements of people. Students reflect on their own family’s migration and compose their Migration Story as a portfolio page.

Block 2: Paddling, Biking & Regenerative Agriculture

Text:

Reading the Forested Landscape by Tom Wessel

As we paddle down the Connecticut and Deerfield Rivers, we will explore the wealth of natural resources our region has shared with its people, and study how the discovery, extraction and depletion of those resources has influenced human history and culture. Traveling by mountain bike, we will transect the Piedmont Mountains in New Hampshire and the Green Mountains in Vermont. As we follow forest roads, abandoned railroad tracks and single-track trails, we will experience and study a variety of land-use patterns, from subdivisions to National Forest, Community Land Trusts and volunteer land stewardship models. As we stop at farms along the way from New Hampshire to Vermont, we will study the past, present and future of small-scale agriculture.

Block 3: Small Projects, Climbing and Crafting

Text:

Points North by Howard Frank Mosher

As we head further north for our final New England expedition, we will read stories from the Vermont/Canadian border and explore ideas of social justice and privilege, as our studies begin to shift towards boundaries and borders.

Block 5: New Hampshire to Texas

As we travel south towards the Texas/Mexican border, our social studies will focus on understanding border culture. Drawing on studies of *Changes in the Land* and *Braiding Sweetgrass*, we examine English colonization more deeply, and begin to study and explore Spanish colonization. Through studies of cultural, political, and social history, we begin to discuss and understand current Mexico/US border culture. Through mapping of the border and studying the history of the area we attempt to understand why the border is there. We will follow the scenic routes across the country, such as Blue Ridge and Natchez Trace Parkways, and delve momentarily into the history and current issues surrounding our extraction and use of coal. We will notice the natural and human-made borders that exist within our country, explore how boundaries and borders have divided groups of people throughout history, and begin to explore the idea of uniting people by softening these boundaries.

Block 6: Journey Through the Desert & Borderlands

Ahead of us are 300 miles of wild river along the Texas-Mexico border. On expedition, we learn about the skilled and proud people who lived on its shores before the arrival of Europeans. We study the history and legacy of colonization of what we now know as a border between the US and Mexico, with its complexities on both sides of the divide. As we study the past and experience the present, we begin to imagine a future where the river unites rather than separates the two countries. We complete our expedition and emerge from the canyons near Del Rio, Texas and Acuña, Mexico. For five days, we explore and cross the physical border, and work in the border communities to serve children and immigrants in this liminal place.

Block 7: Home

Once home, students continue the deep work of synthesizing their rich and multi-dimensional experiences. They complete projects, portfolios and the Book of Wisdom, create and polish their end of term skit, and perform it at Graduation.

EXAMPLE ASSIGNMENTS

- Journal entries
- History timeline
- Mapping of the border and indigenous lands around the now-border
- Personal Migration stories
- Partner presentations
- Social justice inquiry and small group presentations
- Direct social action (community service)

RESOURCES

Changes in the Land, William Cronon, Hill and Wang, 1983

Reading the Forested Landscape, Tom Wessels, Countryman press, 1999

Too Much Water Too Much Rain, Cassandra and Emily K. Kreek and Ian D. Relihan, Publishing Works, 2006

Hands on the Land, Jan Albers, MIT Press, 2000

Granite & Cedar, John Miller, University Press of New England, 2001

Eric Sloane's America, Eric Sloane, Galahad Books, 1982

A People's History of the United States, Howard Zinn, 2003

Empire of the Summer Moon, S.C. Gwynne, 2010

The Devil's Highway, Luis Alberto Urrea, 2004

The Story of Vermont, Christopher McGrory Klyza and Stephen C. Trombulak, University of New England press, 1999

Time and Change in Vermont: A Human Geography, by Harold A. Meeks, Globe Pequot, 1986

The Changing Face of New England, Betty Flanders Thomson, Macmillan, 1958

A Time before New Hampshire, Michael J. Caduto and Adelaide Tyrol, University of New Hampshire Press, 2003

Big Bend, A Homesteader's Story, J.O. Langford, University of Texas Press, 1980

On Being podcast with Luis Alberto Urrea

Numerous articles from Smithsonian Magazine, National Geographic, and more

NATURAL SCIENCE
“Living on Earth”
Course Syllabus
Fall Semester Program
Kroka Expeditions and Sterling College

Teachers: Misha Golfman, Lynne Boudreau, Bob Brown, Tricia Bennett
Time: September-December, 2021
Location: Field-based course in Northern New England and Texas-Mexico Border

COURSE DESCRIPTION

Understanding how Earth systems work is critical to our own wellbeing and the wellbeing of the planet. Throughout human history, we have learned how to read natural phenomena and have translated it into the language of Natural Sciences: Physics, Chemistry, Biology and Math. In this course, we study Natural Sciences in the context of life as a whole. Living outdoors on a semester-long journey from the Northern Forest to the deserts and shrublands, we emphasize hands-on observation, field identification techniques and nature journal writing in order to develop sense and appreciation for the natural world and the scientific method. This course encompasses Agriculture, Natural History, Ecology, Hydrology, Geology, Geography and Weather Observation. The course is place-based and organized in blocks according to the expedition's locations and appropriate subjects.

COURSE OUTCOMES

Successful students will

1. Demonstrate knowledge of fundamental concepts of life and natural sciences and the ability to make interdisciplinary connections across the various domains of science
2. Use science content and process to ask questions derived from curiosity about everyday experiences, as well as modern and contemporary environmental issues; discover the answers to those inquiries
3. Utilize the process of scientific inquiry including: question formation, prediction, observation, data analysis, experimental design, and communication of ideas
4. Identify and classify a variety of trees and plants found growing in the Northern Forest and in the Southwestern Desert and use information to understand ecosystems, as well as use trees and plants for fuel, crafts, building materials, and food and healing
5. Explore and appreciate the geological, biological, and cultural factors that shape the landscape
6. Practice exploration, identification and analysis of seasonal changes on the landscape and its flora and fauna
7. Experience the environmental impacts of climate change and its effect on different communities

METHODS

Plant Identification

- Daily identification of trees, shrubs, wild edible foods and medicinal plants
- In-depth study of single native tree species

Place-Based Study of Natural History

- Meet with local experts and practitioners including farmers, loggers, and historians
- Practice environmental forensics and will learn to read the stories of past landscapes based on the landscape's current features

Immersive Study of Geology and Hydrology

- Observation while paddling, along with selected readings, group discussions and small group presentations teach students about the geologic and hydrologic systems that dictate the patterns and processes they witness in the natural world
- Mapping of watersheds
- Hydrology lab

Weather Observation

- Students will record daily weather observations in their journals
- Study of global atmospheric circulation patterns and atmospheric systems

COURSE OUTLINE

Block 1: Building Community

- Intro to Sustainable Farming
- Intro to Cartography and NE Geography
- Intro to Weather Observation
- Principles of Sustainability

Block 2: Paddling, Biking and Regenerative Agriculture

- Watershed Studies: hydrology, river systems, water quality and river ecology
- Intro to Geology of New England
- Sustainable Farming
- Forest Ecology

Block 5: New Hampshire to Texas

- Watershed studies
- United States Geological History

Block 6: Journey Through the Desert & Borderlands

- Geological timeline & Sedimentary Geology

- Desert Ecology
- Climate Change
- Hydrology

EXAMPLE ASSIGNMENTS

Field Journal

The field journal is an ongoing record of observations, sketches and findings made by each student. Field journals should be a direct record of student work including dated entries, descriptions, drawings, questions, and reflections.

Hydrology/Discharge Lab

In partner groups, students record, calculate and graph the velocity of water through many different points along the Deerfield River.

Portfolio Pages

Each student will contribute at least one mineral, rock, plant or animal field guide to the group "Book of Wisdom". Each page will include information about scientific, practical and traditional use of species, and may also include color illustrations, poetry or creative writing. Students produce one portfolio page on each of the following themes: 1) Detailed tree/shrub description, 2) The rock cycle, 3) Geological eras, 4) The Hydrological cycle, 5) New England watersheds, 6) Discharge Lab, 7) The Global atmospheric circulation, Climate zones and Biomes, 8) Northern sky constellations, 9) Maps and routes.

Resources

Audubon Society Field Guide to Night Sky, Chartrand III, Knopf, 1991

Audubon Society Field Guide to North American Trees: Eastern Region, Little, E.L, Knopf, 1980

Bark, M. Wojtech, University Press of New England, 2011

Big Bend Official National Park Handbook, Moss H, National Park Service Division of Publications, 1983

The Control of Nature, John McPhee, Farrar, Straus and Giroux, 1989

Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming

Energizing Water, Schwuchow, Wilkes and Trousdell, 2010

The Meaning of Water, Veronica Strang, 2004

Water: The Element of Life, Schwenk and Schwenck, 1989

The Hidden Messages in Water, Masaru Emoto, 2001

Saving the Great Lakes, Tim Folger, *National Geographic*, December 2020

Sensitive Chaos, Theodor Schwenk, 2004

Water, Land and Climate: The Critical Connection, Jan Lambert, 2015

Too Much Water Too Much Rain, Alstead Historical Society, 2006

Your Complete Guide to the Arizona National Scenic Trail, M.J. Nelson, Wilderness Press, 2014

Understanding Earth, Siever, Grotzinger, Jordan, 4th ed. Freeman & Company, 2006

Roadside Geology of Vermont and New Hampshire, B. Van Diver, Mountain Press Publishing Company, 1992

A Naturalist's Guide to Canyon Country 2nd Ed, G. Brown & D. Williams, Falcon, 2013

Watershed, The Undamming of America, Grossman, E, Counterpoint, 2002

Reading the Forested Landscape, T. Wessels, Countryman Press, 1999

Films:

- *Damnation*
- *The River and the Wall*

LEADERSHIP AND PERSONAL DEVELOPMENT
“Mountains Within”
Course Syllabus
Fall Semester Program – Legends of the Rio Grande
Kroka Expeditions and Sterling College

Instructors: Tricia Bennett, Ruby Pinyuh-Derovan, Misha Golfman

Time: September - December, 2021

Location: Field-based course in Northern New England and Texas-Mexico Border

COURSE DESCRIPTION

The way of life on expedition is an ancient form of the human experience. Nomadic travel dates back to the roots of civilizations. It allows participants to awaken their inner senses and connection with the world around them. By living at Kroka Village and sharing in the daily tasks of life on a farm and homestead, students develop skills for living in an interdependent community, as well as gain an understanding of the basics of a self-sufficient life in rural New England. Students will develop technical, logistical, organizational and adventure sports skills necessary for a 33-day self-supported canoeing expedition through the desert canyons of Rio Grande. Over the course of the journey, students will develop a lasting bond and deep appreciation for the natural world and acquire the skills necessary for living in the wilderness with simplified material needs. Students will seize opportunities for leadership and will cultivate a group-centered expedition mentality that is exhibited through putting the needs of others over their own. Students will learn to respond to feedback from their community and adjust behavior to allow for joyful community living. Students will embrace daily individual responsibilities to the community through ‘Big Jobs’ and chores.

Throughout the 3.5-month experience, students live a strenuous, disciplined lifestyle, complete with early rising, physical and emotional challenges, and the adversities of weather, terrain and group dynamics. Students develop the willpower necessary to face these daily challenges, and learn to handle themselves effectively in critical situations. They acquire skills in the adventure sports of whitewater canoeing, mountain biking, rock climbing, caving, mountain trekking, and canyoneering. Students develop competency in camping, expedition planning, and risk management skills. Students cultivate life-long healthy recreational habits. They develop an appreciation for craftsmanship and a hand-made life—including food, housing, clothing and daily necessities—while coming to understand an appropriate blend of modern and ancient technologies. Students will learn to interact with their natural environments in a reciprocal way, using local resources intelligently to support wilderness living including creating crafts, and using wild edibles. Students will become conscientious about leaving a light environmental footprint, as well as improving conditions for plants, animals and humans. At the conclusion of the semester, students apply the skills learned in this course to their daily living with the goal of becoming capable, skilled and active participants in their communities and the greater society.

COURSE OUTCOMES

Successful students will:

1. Complete all blocks of a three and a half-month long wilderness experience
2. Demonstrate technical expedition skills and their ability to navigate the physical and emotional rigors of nomadic life
3. Embrace scarcity, deliberate discomfort, and physical challenge
4. Learn to depend on local resources and the hospitality of strangers
5. Practice decision-making and risk management skills, through listening to their inner voice, observing signs in nature, and taking the pulse of the group
6. Develop habits for intense physical and intellectual labor, and produce high quality crafts and academic work
7. Take deliberate actions towards developing an altruistic will

METHODS

Training in Adventure Sports

- Moving and whitewater canoeing and canoe camping
- Swift water rescue and swimming
- Mountain bike-packing
- Backpacking
- Rock climbing
- Caving
- Canyoneering

Mastery of Wilderness Living

- Land and water map and compass navigation
- Practices for ecologically-conscious camping
- Wilderness First Aid and the foundations of search and rescue
- Backcountry cooking
- Weather reading

Practice of Craftsmanship and Homestead Skills

- Design and construction of daily necessities of expedition life using a variety of natural and modern materials as well as traditional and modern technologies
- Use and care of knife, axe, saw and other simple hand tools
- Daily chore rotation including farm, garden, firewood, and large-group cooking over an open fire
- Completion of craft projects, including sewing project, carved spoons, paddles, knife and sheath, and leather shoes

Development of Leadership and Community Living Capacities

- Daily community meeting
- Embracing Kroka community code of conduct
- Holding a Big Job: major leadership responsibility in expedition community

- Participation in community service
- Week-long small group independent student project
- Development of a singing voice, public speaking and performance skills

COURSE OUTLINE

Block I: Building Community

As we come together at Kroka Village and farm there is much to learn. We begin with building intentional, inclusive community. We study the foundations of sustainability as we work on Kroka's organic farm, harvesting and preserving fall crops, and live into a handmade life in the village. We paddle, swim, run and bike every day for fitness, become familiar with surrounding lakes, rivers and mountains, forge our knives, and prepare for our first expedition.

Block 2: Paddling, Biking and Regenerative Agriculture

When all is ready, we canoe down the Connecticut and Deerfield rivers, studying New England's environmental history, hydrology and learning to negotiate class II and III rapids. Then we will depart on our second expedition by mountain bike. Our route will transect New Hampshire's Piedmont and Vermont's Green Mountains following forest roads, abandoned railroad beds and single tracks. Along the way we will study geology and permaculture, help on farms in exchange for food, climb at several outstanding areas.

Block 3: Small Projects, Climbing and Crafting

Back at Kroka village we will continue learning Permaculture design as we practice traditional methods of preserving food for the long winter months ahead, sow cover crops and press apples for cider. We divide into small interest groups to work on projects, ranging from forestry and biodynamic agriculture to making traditional leather shoes, and construction projects. For fitness we will hike nearby peaks including Mount Monadnock, for which our region is named. Our final New England expedition will take us to the Northeast Kingdom for pack-basket weaving and to Maine for a paddle-making workshop with our partners at Mahoosuc Guide Service. We will rock climb and complete a three-day traverse of the Presidential range, the tallest mountains in the Northeast.

Block 4: Preparations for The Journey

The time has come to make thorough preparations for the final expedition. Everyone will work with a mentor to take full ownership for their Big Job—their integral role in expedition and basecamp life this semester. We will put the farm to sleep for the winter and say goodbye to our families at parent weekend.

Block 5: New Hampshire to Texas

We will begin an exciting drive across the country, following the scenic routes such as Blue Ridge and Natchez Trace Parkways. At night we will camp at partner organizations, small farms or special wilderness areas, contributing work with our hands to worthy causes, learning new ideas and exploring new ecosystems. Our study will focus on relationships between humans and nature.

Block 6: Journey Through the Desert & Borderlands

Ahead of us are 260 miles of wild river, its deep canyons carved over the millennia through the Chihuahuan Desert limestone, topped with fantastic towers, spires and buttes. On the expedition we live with simplified personal needs as we paddle down the river camping on wild beaches and mesas with extensive views of distant mountains. We paddle rapids, soak in natural hot springs, and explore fascinating slot canyons. We get to know each other deeply and learn to depend on one another for safety and sustenance, and in this way, we form lasting bonds. We connect to the river: this green ribbon of life supporting a multitude of plants and animals as it winds through the desert. We learn about skilled and proud people who lived on its shores before the arrival of European intruders. We receive the knowledge passed down by the indigenous cultures as we study edible and medicinal plants and learn to find life in the desert.

Block 7: Home

Back at Kroka we are full of excitement for life. As we reflect on the past three and half months of living in nature in community, we synthesize the lessons we can take with us into the greater world. We will take the last week of the program to transform the potential energy of our learning and growing into the kinetic energy of making a positive difference in our schools and communities. Students will reflect on their four-month wilderness experience through a personal statement presented orally to the Kroka community. Students will culminate the semester by presenting a theatrical performance to the public.

EXAMPLE ASSIGNMENTS

Journal Entries

Students will keep a daily journal, which will include reflections on the previous day's learning, the weather, homesteading, expedition skills, wilderness and community living, and leadership. Journal entries will also include notes, diagrams, drawings and reflections on personal growth.

Major Craft Projects

Canoe paddle

Knife: handle and sheath

Handmade leather shoes

Handmade leather book covers

Handmade ash pack baskets

Big Jobs

Each student is responsible for a Big Job essential to the functioning of the group and expedition. Big Jobs include food manager, navigator, gear manager, vehicle manager, etc. Students will complete two presentations to the group on a topic relating to their individual learning through their Big Job. Each student will also create an interpretive page for the Book of Wisdom (a book of collective learning), detailing their Big Job.

Book of Wisdom Pages

Of the five general pages that each student will contribute to the Book of Wisdom, at least two will focus on Mountains Within topics, including instructional pages on technical expedition skills and craft-making.

Semester Wilderness Skills Checklist

Students will be responsible for mastering each of the skills on the Wilderness Skills Checklist by the completion of the semester.

RESOURCES

Adventure Sports

The Field Guide of Wilderness and Rescue Medicine, Wilderness Medical Associates, 2017

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Films

- *Bravo Y Grande*
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LEADERSHIP AND PERSONAL DEVELOPMENT
“Mountains Within”
Course Syllabus
Fall Semester Program – Legends of the Rio Grande
Kroka Expeditions and Sterling College

Instructors: Tricia Bennett, Ruby Pinyuh-Derovan, Misha Golfman

Time: September - December, 2021

Location: Field-based course in Northern New England and Texas-Mexico Border

COURSE DESCRIPTION

The way of life on expedition is an ancient form of the human experience. Nomadic travel dates back to the roots of civilizations. It allows participants to awaken their inner senses and connection with the world around them. By living at Kroka Village and sharing in the daily tasks of life on a farm and homestead, students develop skills for living in an interdependent community, as well as gain an understanding of the basics of a self-sufficient life in rural New England. Students will develop technical, logistical, organizational and adventure sports skills necessary for a 33-day self-supported canoeing expedition through the desert canyons of Rio Grande. Over the course of the journey, students will develop a lasting bond and deep appreciation for the natural world and acquire the skills necessary for living in the wilderness with simplified material needs. Students will seize opportunities for leadership and will cultivate a group-centered expedition mentality that is exhibited through putting the needs of others over their own. Students will learn to respond to feedback from their community and adjust behavior to allow for joyful community living. Students will embrace daily individual responsibilities to the community through ‘Big Jobs’ and chores.

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Films

- *Bravo Y Grande*
- *The River and the Wall*

HUMANITIES
“Finding Our Place”
Course Syllabus
Winter Semester Program
Kroka Expeditions and Sterling College

Instructors: Oliver Mednick, Misha Golfman, Thomas Rosenberg, Jackeline Faustinoni, Nathan Lyczak

Time: January-June, 2020

Location: Field-based course in Northern New England and Quebec

COURSE DESCRIPTION:

What do we learn about ourselves on wilderness expeditions? What are the stories that live within us and in the cultures we encounter? What is the meaning of a sense of place? What are the qualities of a hero in the modern world? Using the relationship of humans and nature as a backdrop to our studies, we will examine the concepts of sense of place and human attitude through the lens of time, place, culture, and belief systems. Relating concerns of the past with those of the present, we will examine the work ahead for modern heroes in overcoming spiraling consumption and egocentrism. As humanity faces unprecedented challenges, it will take heroic efforts to steer our planet to a course of socio-economic, political, and ecological balance.

This course will emphasize literature with three frames; one as self-reflective journaling about the wilderness experience; two, as essays connecting personal experience in a place with historical context from the text; and three, as oral tradition through spoken word, poetry and performance. We will work on our writing together via peer reviews, and group readings. At the end of the semester we will collaborate to create a group publication (a Book of Wisdom) and organize a public reading of our work to share with other students and Kroka families. We will continually share our ideas and rethink our assumptions about humans, nature, and the writing process.

COURSE OUTCOMES:

Languages and Literatures

Description: Languages and literature are vital to expressing and understanding ourselves and others. Through language, we express and experience the creativity and diversity of human thought, experience, and culture.

Successful students will:

- 1) Critically read and analyze written texts, including fiction, nonfiction, poetry, and drama, which feature imaginative or creative use of language
- 2) Become more proficient readers who are better able to comprehend and enjoy works of literature
- 3) Create one’s own fictional or non-fictional narratives or other creative texts to convey ideas about the human experience.

Self and Society

Description: The relationship between self and society is fundamental to the human condition. There is a focus on understanding individual and group identity in the context of experiences, theories, institutions, and values that shape and inform human thought and behavior. They allow students to explore the physical, emotional, and cognitive dimensions of identity development, as well as the impact of societal beliefs, institutions, cultures, and systems on human beings.

Successful students will:

- 1) Demonstrate an understanding of the workings and histories of social, political, religious, and/or economic institutions and their influences on individuals and/or societies
- 2) Gain knowledge about the ways human cultures develop and how individuals and groups behave within the context of their cultures
- 3) Analyze biological, psychological, and/or sociocultural contexts of human development;
- 4) Explore the meaning of personal identity and experience as shaped by factors such as gender, race, ethnicity, class, language, religion, sexual orientation and age.

METHODS:

The semester program is filled with daily wilderness living, learning nature crafts and skills, and academic study. The following experiences embedded in the program will enrich and complement this course.

- i. **WRITING AND LITERATURE** – Daily journaling and evening read aloud of texts and essays are a daily component of the semester program. All students produce written work related to their reading, observations of nature, discussions, and self-reflections – these components are integrated into this course. Additionally, other activities such as writing workshops will give students the opportunity to give peer feedback to one another.
- ii. **COMMUNICATIONS** – Students participate in an intensive, interpersonal, conscious-communications workshop to develop a shared vocabulary among the group on listening and speaking in order to promote a cohesive cohort. These communication skills will enrich discussions on nature observations, personal journeys, and insights on myth and heroes.
- iii. **THEATER** – Students participate in many theater workshops and use this as a basis for creating their own theatrical enactments to showcase their learning of a given text or highlighted character.
- iv. **COMMUNITY ENGAGEMENT** – Course time includes many community visits, as well as independent research project time where students search to understand their texts through cultural immersion.

COURSE OUTLINE

In studies of the literature below, 60 – 80% of the text will be read as a read-aloud, and 20 - 40% of the text will be presented by 2-3 member teams as a theatrical presentations.

Block 1: Kroka Village (January- February)

Braiding Sweetgrass: Indigenous Wisdom, Scientific Knowledge and the Teachings of Plants
by **Robin Wall Kimmerer**

Perkins Pen Pals

We will work with students from the Perkins Elementary School on the Kroka campus, and create pen-pal relationships with the students that will last throughout the duration of the semester culminating in a theatrical presentation to the Perkins community.

Block 2: First Winter Expedition: Catamount Trail, Vermont (February-March)

Reading the Forested Landscape by Tom Wessells

Example assignments: journal entries, verbal quizzes, small-group theatrical presentations, a 1000-word final analytical or creative essay orally presented to the class.

Block 2: Second Winter Expedition: Gaspé Peninsula, PQ (February-March)

The Old American by Ernest Hebert

Example assignments: journal entries, verbal quizzes, theatrical presentation

Where the Rivers Flow North, Points North by Howard Frank Mosher

Example Assignments: journal entries, verbal quizzes, small-group theatrical presentations, a 1000-word final analytical or creative essay orally presented to the class.

Block 4: Third Winter Expedition: Uapishka, PQ (March)

Endurance: Shackleton's Incredible Voyage, by Alfred Lansing

Example Assignments: Students will re-create one of the logistical tasks from the Endurance Expedition. Example projects include creating an expedition map, logistics/supplies list, ship construction drawings, etc. Students will write a 1000-word leadership essay

Block 4: Spring Expedition: Lake Champlain and Hudson River, VT and NY (April-May)

***The Odyssey* by Emily Wilson**

***A Tree Grows in Brooklyn* by Betty Smith**

***The New Colossus*, by Emma Lazarus**

Block 5: New York City, NY (May)

Mannahatta by Eric Sanderson

Block 6: Kroka Expeditions Basecamp (June)

Biography of a Modern Hero, selected biographies: Working cooperatively, in groups of two, students will study a chosen biography by reading from at least two sources and watching a documentary film.

Example Assignments: Journal Entries, Performance Script, Presentation of a 10-minute theatrical performance conveying a chosen hero

Final essay: Students will reflect on their five-months wilderness experience through a personal statement presented orally to the Kroka community at the end of semester.

EXAMPLE ASSIGNMENTS:

PREPARATION, PARTICIPATION, AND DISCUSSION: This is an experiential and discussion-based course for which success depends on your careful preparation by listening, reading, taking notes, analyzing, and writing in your journal about the assigned materials and the questions they raise. Teacher and student-led discussions and debates will take place to highlight and work through salient and controversial topics from every chapter/section. Theatrical presentations will be prepared by small groups to illustrate and interpret portions of texts. Listening to the interpretations of others cannot substitute for developing your own views, ideas, and analysis. Take ownership of your thoughts, words, and writing—this is possible when you engage in self-reflection and discussions with others.

JOURNAL ENTRIES: You will maintain a regular journal which will include reflections, responses to the course readings, and drafts of your essays, prose, and drawings. Everything we do during the semester will be fodder for this journal.

UNDERSTANDING TEXTS THROUGH GUIDES, QUIZZES, AND WRITTEN ESSAYS: Periodic review of texts will be provided by teachers. Frequent quizzes will assess progress. Four final essays will be required for selected texts.

COOPERATIVE LEARNING AND PEER EDITING: Throughout the semester you will be reading, listening to, and responding to the written work of your peers. You will be evaluated on your engagement during peer review sessions and a critical review of a peer-written document.

RESOURCES

Texts:

Braiding Sweetgrass by Robin Wall Kimmerer. Minneapolis, MN: Milkweed Editions, 2013. Print.

Winter World by Bernd Henrich, Harper Collins

The Caribou Hunter by Serge Bouchard

Dancing with the Ghost by Rupert Ross, Penguin, Canada

Endurance by Alfred Lansing, Basic Books, 1959

The Odyssey by Emily Wilson, WW Norton and company, 2018

Where the Rivers Flow North by Howard Frank Mosher, Novellas, 1978, UVM Press.

Points North by Howard Frank Mosher, St. Martin's Press, 2018

The Old American by Ernest Hebert, University Press of NE, 2001.

Mannahatta by Eric Sanderson, Abrams, NY, 2009

Selected biographies

SOCIAL STUDIES
“Humans and Nature”
Course Syllabus
Winter Semester Program
Kroka Expeditions and Sterling College

Instructors: Oliver Mednick, Misha Golfman, Thomas Rosenberg, Jackeline Faustinoni, Nathan Lyczak
Time: January-June, 2020
Location: Field-based course in Northern New England and Quebec

COURSE DESCRIPTION:

There was a time when small nomadic groups walked the land and followed natural rhythms, taking that which they needed for sustenance and allowing the earth beneath their feet to rest in between periods of habitation. Then came the time of permanent settlements. We caught fish, grew food, built dams, cut some forests and protected others. Settlements grew bigger and became cities, and agriculture made way for industry, which in turn made way for our current post-industrial society. In this course, we will examine the ever-changing relationship of humans to nature. Is nature an object of worship, a source of irrational fear, an inspiration for the works of art, literature and music, a place we can subdivide and sell for profit and a classroom for the observant? We will live on the land, travel 750 kilometers through the dead of winter into spring and summer. We will ski and paddle the ancient pathways, learning to recognize signs via that which has been left behind: stone walls, cellar holes, abandoned mine shafts and washed out dams. We will interview people who made their home in Northern New England and Northern Quebec for many generations and who continue to make their living off the land. We will use natural resources for our daily sustenance and crafts. We will grow food. Through hands-on living experiences, observation, interviews, reading and discussions we will begin to understand the land and develop our own relationship with it.

COURSE OUTCOMES

Successful students will

- Appreciate how natural environment and environmental change shape human history
- Draw connections between the knowledge of history and our ability to design the intentional future
- Develop historical inquiry skills
- Learn to recognize the importance of objective evidence, original sources and multiple viewpoints in interpreting history
- Identify social, economic, ecological and political forces behind human migrations
- Differentiate core components of social, environmental and political justice

METHODS

- Interviews with experts, tradespeople and old timers
- Observations of historical changes through remains of the past
- Visits to cultural sites

- Reading and discussion
- Journaling, sketching and creative writing
- Small group research and theatrical presentations
- Week-long social justice intensive in NY City

COURSE OUTLINE

- Block 1: Kroka Village (January- February)

Braiding Sweetgrass, by Robin Wall Kimmerer

Visits to local mills and mines

Exploration of the history underneath Kroka Campus

Block 2: First Winter Expedition: Catamount Trail, Vermont (February-March)

Reading the Forested Landscape, by Tom Wessel

Selected readings from local authors

Exploring the differences between New Hampshire and Vermont through a historical lens

Visit various outcomes of the creation of national forests

Block 3: Second Winter Expedition: Chic Chocs, Gaspe, PC (March)

Selected readings from Howard Frank Mosher

Block 4: Third Winter Expedition: Uapishka, PQ (March - April)

The Endurance, by Alfred Lansing

Exploring the social, environmental, and political differences between Canada and the United States

Inquiry into French Canada

Visit Quebec City

Study the history of energy, with a focus on HydroQuebec

Block 5: Spring Expedition: Lake Champlain and Hudson River, VT and NY (April-May)

The Odyssey- Emily Wilson

Visit Fort Ticonderoga, Crown Point, and other historical sites on Lake Champlain

Visit the Maritime Museum, exploring the conflicts centered around the lake

Visit to Whitehall and explore the effects of the Champlain Canal

Exploring the roots of colonization along the river

Examining waterpower and mill towns and their lasting effect on the river

Paddling around Manhattan Island

Block 6: New York City, NY (May)

Ethnic history of neighborhoods

Environmental history of Guwanas canal

Social justice project

Service work with NY City Composting project, Red Hook Farm and NY City

Department of Parks

SAMPLE ASSIGNMENTS

Mapping ethnic neighborhoods
Social justice inquiry and small group presentations
Public theatrical presentations
Persuasive letter on subjects of concern
Direct social action
Service projects
Modern hero research and presentation
Final personal statement

RESOURCES:

Texts:

The Old American, Ernest Hebert, University of New England press, 2000

Changes in the Land, William Cronon, Hill and Wang, 1983

Reading the Forested Landscape, Tom Wessels, Countryman press, 1999

Too Much Water Too Much Rain, Cassandra and Emily K. Kreek and Ian D. Relihan, Publishing Works, 2006

Four Days of Fury, PCTV productions, 2008

Hands on the Land, Jan Albers, MIT Press, 2000

Granite & Cedar, John Miller, University Press of New England, 2001

Eric Sloane's America, Eric Sloane, Galahad Books, 1982

The Story of Vermont, Christopher McGrory Klyza and Stephen C. Trombulak, University of New England press, 1999

Time and Change in Vermont: A Human Geography, by Harold A. Meeks, Globe Pequot, 1986

The Changing Face of New England, Betty Flanders Thomson, Macmillan, 1958

A Time before New Hampshire, Michael J. Caduto and Adelaide Tyrol, University of New Hampshire press, 2003

Voices from the Bay, Miriam McDonald, et all, Canadian Arctic Resources Committee, 1997

Canada and the United States, David Thomas and David Biette, University of Toronto Press, 2014

Caribou hunter, Serge Bouchard, Greystone Books, 2006

The upside of down, Thomas Homer-Dixon, Island Press, 2008

Natural capital and human economic survival, Thomas Prugh, ISEE Press, 1995

What the rest think of the West, Laura Nader, University of California Press, 2015

Manahatta, Eric Sanderson, Abrams, 2009

The Island at the Center of the World, Russel Shorto, Vintage, 2005

Films:

Three Days of Fury

Captain Fantastic

The Human Flow

The Eagle Huntress

Happy People

NATURAL SCIENCE
“Living on Earth”
Course Syllabus
Winter Semester Program
Kroka Expeditions and Sterling College

Instructors: Oliver Mednick, Misha Golfman, Thomas Rosenberg, Jackeline Faustinoni, Nathan Lyczak

Time: January-June, 2020

Location: Field-based course in Northern New England and Quebec

COURSE DESCRIPTION:

Living outdoors in a semester-long journey through New England and Quebec, we will focus on the relationships between plants, animals, and the living Earth. Emphasizing hands-on observation, field identification techniques and nature journal writing, students will understand the relationship between seasonal cycles, the ecosystems they travel through, and the effect that animals and humans have on these systems. Students will keep a field journal to record their findings throughout the semester, and will submit a field guide detailing their New England studies as the final, culminating project.

COURSE OUTCOMES

Successful students will:

1. Demonstrate knowledge of fundamental concepts of life and physical sciences and the ability to make interdisciplinary connections across the various domains of science.
2. Use science content and process knowledge to ask, find, or determine answers to questions derived from curiosity about everyday experiences as well as modern environmental issues.
3. Utilize the process of scientific inquiry including: question formation, prediction, observation, data analysis, experimental design, and communication of ideas.
4. Identify and classify a variety of trees and plants found growing in northern New England and Quebec and to use this information to understand the ecosystem and plant communities, as well as use of individual trees and plants for fuel, crafts, building materials, food and healing.
5. Explore and appreciate the geological, cultural, seasonal, and biological factors that shape the landscape including natural phenomenon, elevation change, human and animal disturbance, and the presence of water.
6. Experience the environmental impacts of climate change and its effect on the natural communities.
7. Practice exploration, identification, and analysis of seasonal changes on the landscape and its flora and fauna.

COURSE OUTLINE

Block 1: Cold, Short Winter Days and Long Nights Kroka Village, (January -February)

- o Ecosystem: wetlands and mixed northern forest

- Winter ecology and forestry
- Introduction to weather science
- Introduction to geology

Block 2: Life on Winter Trail First Winter Expedition: Catamount Trail, Vermont (February-March)

- Ecosystem: mixed northern forest, boreal forest
- Forest forensics: understand the natural history of New England
- Tracking
- Northern Appalachian geography and expedition mapping (students will continue to map every subsequent leg of the expedition)

Block 2: Return of the Light Second Winter Expedition: Chic Choc Mountains, Gaspé, PQ, (February-March)

- Boreal forest ecology in winter and cold weather adaptations

Block 4: In the Grip of the Polar Vortex, Second Winter Expedition, Uapishka. PQ (March-April)

- Ecosystem: boreal forest, alpine mountain tundra
- Cold weather adaptations
- Canadian Shield geography

Block 5: The Battle of the Seasons, Spring Expedition, Lake Champlain and Hudson River, VT and NY (April-May)

- Watershed studies: river ecology, hydrology,
- Water quality testing and data comparison
- Phenology
- Introduction to spring ephemerals, wild edibles, and medicinal plants
- Geography of Lake Champlain and the Hudson River Valley

Block 5: Human Ecosystem, New York City, NY (May)

- Urbanscapes
- Urban farming and composting

Block 6: Explosion of Life, Kroka Village (June)

- Introduction to sustainable agriculture
- Animal husbandry
- Organic and biodynamic methods
- Intensive rotational grazing

METHODS

- Botany and Forestry:** Students will understand the ecological interactions in New England ecosystems, practice identification of trees, shrubs, wild edible foods and medicinal plants as an integral part of their daily life. Students will each be assigned a native tree species to study in greater depth.

- ii. Animal Studies: Students will learn about how wild and domestic animals survive and thrive throughout the seasons. Students will practice tracking and track identification, and will memorize a list of common species that inhabit the areas that they will travel through.
- iii. Natural History: Students will study the cultural and natural history of the regions of travel. As a group, students will meet with local experts and practitioners including farmers, loggers, and historians. Students will practice environmental forensics and will learn to read the stories of past landscapes based on the landscape's current features.
- iv. Geology and Hydrology: Students will learn about the geologic and hydrologic systems that dictate the patterns and processes they witness in the natural world. Students will participate in mapping exercises to further contextualize this knowledge.
- v. Weather: Students will perform daily weather observations and will record these observations in their journals.

EXAMPLE ASSIGNMENTS

FIELD JOURNAL: The field journal is an ongoing record of observations, sketches and findings made by each student. Field journals should be a direct record of student work including dated entries, descriptions, drawings, questions, and reflections.

FINAL PROJECT: Each student will contribute at least one plant and one animal field guide to the group "Book of Wisdom". Each page will include information about scientific, practical and traditional use of species, and may also include color illustrations, poetry or creative writing documenting the student's 5-month relationship to this species.

SPECIES EXAM: Each student will take a written and oral practical species examination which will include identification of trees, shrubs, flowers, fungi, birds, and edible and medicinal plants. Students will test with a minimum of 80% accuracy.

RESOURCES

Texts:

Winter World, Bernd Heinrich, Ecco, 2003

Bark, Michel Wojtech, University Press of New England, 2011

Tracking & the Art of Seeing, Paul Rezendes, Camden House, 1992.

Reading the Forested Landscape, Tom Wessels, Countryman press, 1999

Sensitive Chaos, Theodor Schwenk, Rudolf Steiner press, 2004

The Control of Nature, John McPhee, Farrar, Straus and Giroux, 1989

Eastern Alpine Guide, Mike Jones and Liz Willey, University Press of NE, 1966

Watershed, The Undamming of America, Elizabeth Grossman, Counterpoint, 2002

Films:

Dam nation

This syllabus was developed in collaboration with the Kroka Semester staff, Stephanie Cox Suarez (Wheelock College, Integrated Elementary and Special Education)

ADVENTURE EDUCATION
“Mountains Within”
Course Syllabus
Winter Semester Program
Kroka Expeditions and Sterling College

Instructors: Oliver Mednick, Misha Golfman, Thomas Rosenberg, Jackeline Faustinoni,
Nathan Lyczak
Time: January-June, 2020
Location: Field-based course in Northern New England and Quebec

COURSE DESCRIPTION:

The way of life on expedition is an ancient form of the human experience. Nomadic travel dates back to the roots of civilizations. It allows participants to awaken their inner senses and connection with the world around them. Living at Kroka village, sharing in the daily tasks of life on a farm and homestead, students develop skills for living in an interdependent community, as well as gain an understanding of the basics of a self-sufficient life in rural New England. In the process of preparing for a 4-month, 700-kilometer wilderness expedition, students develop technical, logistical, organizational and adventure sports skills. During the course of the journey, students develop a lasting bond and deep appreciation for the natural world and acquire the skills necessary for living in the wilderness with simplified material needs.

Throughout the 5-month experience, students live a strenuous disciplined lifestyle complete with early rising, physical and emotional challenges, and the adversities of weather, terrain and group dynamics. Students develop the willpower necessary to face these daily challenges, as well as learn to handle themselves effectively in critical situations. They acquire skills in adventure sports and develop competency in four-season camping, expedition planning, and risk management skills. Students cultivate life-long healthy recreational habits and develop an appreciation for craftsmanship and a hand-made life including food, housing, clothing and daily necessities, while coming to understand an appropriate blend of modern and ancient technologies. At the conclusion of the semester students apply skills learned in this course to their daily living with the goal of becoming capable, skilled and active participants in their communities and the greater society.

COURSE OUTCOMES

Successful students will:

1. Complete all blocks of a five-month long wilderness experience
2. Embrace scarcity, deliberate discomfort, and physical challenge
3. Learn to depend on local resources and hospitality of strangers
4. Practice decision-making and risk management skills, through listening to their inner voice, observing signs in nature, and taking in the pulse of the group
5. Develop habits for intense physical and intellectual labor, produce high quality crafts and academic work
6. Take deliberate actions towards developing an altruistic will

METHODS:

ADVENTURE SPORTS

Students will develop technical competence in means of expedition travel including:

- Backcountry skiing and snowshoeing, traditional winter travel and camping
- Open water paddling and canoe camping
- Square rig sailing
- Introduction to Nordic and telemark skiing, ice skating and hockey, ice climbing

WILDERNESS LIVING

- Land and open water map and compass navigation
- Practices for ecologically- conscious camping
- Wilderness first aid and the foundations of search and rescue
- Backcountry cooking
- Weather reading and astronomy

CRAFTSMANSHIP AND HOMESTEAD SKILLS

Students will learn to interact with their natural environments in a reciprocal way, using local resources intelligently to support wilderness living including creating crafts, using wild edibles and building natural structures. Students will become conscientious about leaving a light environmental footprint as well as improving conditions for plants, animals and humans

- Design and construction of daily necessities of expedition life using a variety of natural and modern materials as well as traditional and modern technologies
- Use and care of knife, axe, saw and other simple hand tools
- Daily chore rotation including farm, garden, firewood, and large-group cooking
- Craft projects including sewing project, carved spoons, paddles, knife and sheath, birch bark crafts, and leather shoes

LEADERSHIP AND COMMUNITY LIVING

Students will seize opportunities for leadership and will cultivate a group-centered expedition mentality that is exhibited through putting needs of others over needs of their own. Students will learn to respond to feedback from their community and adjust behavior to allow for joyful community living. Students will embrace daily individual responsibilities to the community through 'Big Jobs' and chores.

- Daily community meeting
- Embracing Kroka community code of conduct
- Big Job: major leadership responsibility in expedition community
- Participation in community service
- Week-long small group independent student project
- Development of a singing voice, public speaking and performance skills

COURSE OUTLINE:

Block 1: Kroka Village (January- February)

During the five-week Expedition Preparation intensive students will:

1. Study expedition history and theory
2. Develop, assign, and complete “Big Job” responsibilities
3. Create articles of clothing and equipment in preparation for expedition
4. Develop endurance, strength, agility, and technical winter adventure sports skills through daily training

Block 2: First Winter Expedition: Catamount Trail, Vermont (February-March)

A 12-day winter expedition will take students from the Kroka base camp to the winter wilderness of northern New England, focusing on an introduction to winter camping skills including shelter building, firewood processing, winter cooking and nutrition and navigation in the forested terrain.

Block 2: Second Winter Expedition: Gaspé Peninsula, PQ (February-March)

A 12-day winter expedition will take students to the Chic Choc Mountains in the Gaspé Peninsula, where they will leave behind their heavy winter camping equipment to focus on navigation, backcountry skiing, academics and community development while staying in mountain huts or snow shelters each night.

Block 4: Third Winter Expedition: Uapishka, PQ (March)

The culmination of the winter expedition will take students to the 50th parallel in northern Quebec on a 22-day self-supported wilderness expedition. Here in the heart of the sub-arctic wilderness students will test their skills and comradery in the face of difficult mountain terrain, open-country navigation and wilderness living in an extreme environment.

Block 4: Spring Expedition: Lake Champlain and Hudson River, VT and NY (April-May)

As winter turns to spring and the ice melts on the waterways, students will begin their southward journey from the northern border toward New York City via the 120-mile long Lake Champlain, 60-mile long Champlain Canal, and the 140-mile long Hudson River in handmade wood-canvas canoes, culminating in New York Harbor.

Block 5: New York City, NY (May)

As we move from wilderness to a modern landscape, we will apply the concepts learned on expedition of community, fairness, justice, and equal opportunity to a life in urban New York City. Together, we will struggle to find a way to join our learned values with that of the modern world.

Block 6: Kroka Expeditions Basecamp (June)

During two final weeks of semester students will complete a small group practicum resulting in a project that will benefit the local community, ranging from small-scale building, farming and trail crew to working with local elementary school students. Students will reflect on their five-month wilderness experience through a personal statement presented orally to the Kroka community. Students will culminate semester by presenting a theatrical performance to the public.

EXAMPLE ASSIGNMENTS:

JOURNAL ENTRIES

Students will keep a daily journal which will include reflections on the previous day's learning and weather story. Journal entries will also include notes, diagrams, drawings and reflections on expedition skills, wilderness living and homesteading skills, and leadership and community living.

MAJOR CRAFT PROJECTS:

Canoe paddle
Knife: blade, handle and sheath
Sewn expedition gaiters

BIG JOBS:

Each student is responsible for a Big Job essential to the functioning of the group and expedition. Big Jobs include food manager, navigator, gear manager, vehicle manager, etc. Students will complete two presentations to the group on a topic relating to their individual learning through their Big Job. Each student will also create an interpretive page for the book of collective learning, the Book of Wisdom, detailing their Big Job. Of the five general pages that each student will contribute to the Book of Wisdom, at least one will focus on Mountains Within topics, including instructional pages on technical expedition skills and craft-making.

SKILLS ASSESSMENT

Block 1:

Firewood Practicum
Navigation Quiz
Fitness Evaluation
Nutrition Test

Block 2:

Solo Navigation
Cooking Challenge assessment
Wilderness First Aid Certification

Block 3:

Snow Shelter building assessment
Winter Skills Checklist
Small group travel assessment
Independent student travel assessment
Backcountry skiing checklist

Blocks 4 and 5:

Spring Skills Checklist

Block 6:

Small group practicum completion

Personal statement

Winter Skills Checklist

Tent: set up the winter tent and fly with a partner

Fire Making

Fire on snow

Fire in wet weather

Fire in the stove

Fire-screen:

Set the fire screen with appropriate knots

Boil a pot of water within ten minutes of match strike

Firewood

Identify hard vs. soft wood

Identify wet vs. dry wood

Find a good dry tree then cut, limb, and process into firewood in <20 minutes

Cut trees with minimum impact and a caretaker's ethic

Boughs

Collect a huge load of boughs ($\frac{1}{4}$ of tent floor)

Set the full floor of boughs in the tent with a partner

Cook

Cook a meal for 14 with a partner

Make tasty bannocks

Pass Cooks Challenge

Identify safe and unsafe drinking water sources

Navigation

Lead the group for one day, successfully

Take a bearing and travel on a bearing

Give clear, concise and complete navigation updates

Determine cardinal direction by the sun

Find the North Star

Orient a map

Knife

Pass shaving sharp test

Complete at least one beautiful spoon

Knots

Bowline

Tent knot (two slip half hitches on a munter)

Taut line hitch or a prussic

Clove hitch

Trucker's hitch

Square knot

Water knot

Spring Skills Checklist

Spring tent and tarp

Set up a tent and fly (solo)

Set a tarp, considering rain, wind, and usable space

Canoeing

Demonstrate competence with all paddle strokes

Complete a boat-to-boat rescue

Complete a self-rescue

Use all paddle signals correctly

Fire Making

Set up the summer stove

Start a bow drill fire with a partner

RESOURCES:

Adventure Sports

AMC Guide to Winter Hiking and Camping, Lucas St. Clair and Yemaya Maurer, AMC books, 2008

Chic Chocs Backcountry Touring Guidebook, Avalanche Quebec

Backcountry Skiing: Skills for Ski Touring and Ski Mountaineering, by Martin Volken, Scott Schell and Margaret Wheeler, 2007

Northern Forest Canoe Trail Guidebook, Northern Forest Canoe Trail Association, 2010.

A Kayaker's Guide to Lake Champlain, Catherine L. Frank and Margaret Dodge Holden. Black Dome, 2009

Mountaineering: The Freedom of the Hills, 5th Edition, ed. Ronald C. Eng, 2010.

The Field Guide of Wilderness and Rescue Medicine, Wilderness Medical Associates, 2017.

Wilderness Living

Snow Walker's Companion: Winter Camping Skills for the North, Garrett and Alexandra Conover, Stone Ridge, 2006

Ski Mountaineering, Peter Cliff, Pacific search press, 1987

North, adventures in the frozen wild, Nicholas Vanier, Harry Abrams

Winter in the Wilderness: A Field Guide to Primitive Survival Skills, Dave Hall, 2015.

Reading the Forested Landscape, Tom Wessels, Countryman Press, 2005.

Life in the Cold, Peter Marchand and Libby Walker, University Press of NE, 1996.

Tracking & the Art of Seeing, Paul Rezendes, Camden House, 1992.

Delorme New Hampshire/Vermont/Maine Atlas and Gazetteer. Delorme, 2015

Be An Expert with Map and Compass, Björn Kjellström, Wiley, 2009

A Field Guide to Edible Wild Plants, Lee Peterson, Houghton Mifflin, 1987

Craftsmanship and Homesteading Skills

The Craftsman, Richard Sennett, Penguin, 2009.

Celebrating Birch, North House Folk School, Chapel publishing, 2007

Leadership and Community Living

Shackleton's way, Margot Morrell, Stephanie Capparell, Penguin books, 2002

Everyone leads, Paul Schmitz, Wiley, 2012

Films:

Mother Natures Child

Nanook of the North

One Man's Wilderness

NATURAL SCIENCE
“New England Ecology”
Course Syllabus
Winter Semester Program
Kroka Expeditions and Sterling College

Instructors: Oliver Mednick, Misha Golfman, Thomas Rosenberg, Jackeline Faustinoni, Nathan Lyczak

Time: January-June, 2020

Location: Field-based course in Northern New England and Quebec

COURSE DESCRIPTION:

Living outdoors in a semester-long journey through New England and Quebec, we will focus on the relationships between plants, animals, and the living Earth. Emphasizing hands-on observation, field identification techniques and nature journal writing, students will understand the relationship between seasonal cycles, the ecosystems they travel through, and the effect that animals and humans have on these systems. Students will keep a field journal to record their findings throughout the semester, and will submit a field guide detailing their New England studies as the final, culminating project.

COURSE OUTCOMES

Successful students will:

1. Demonstrate knowledge of fundamental concepts of life and physical sciences and the ability to make interdisciplinary connections across the various domains of science.
2. Use science content and process knowledge to ask, find, or determine answers to questions derived from curiosity about everyday experiences as well as modern environmental issues.
3. Utilize the process of scientific inquiry including: question formation, prediction, observation, data analysis, experimental design, and communication of ideas.
4. Identify and classify a variety of trees and plants found growing in northern New England and Quebec and to use this information to understand the ecosystem and plant communities, as well as use of individual trees and plants for fuel, crafts, building materials, food and healing.
5. Explore and appreciate the geological, cultural, seasonal, and biological factors that shape the landscape including natural phenomenon, elevation change, human and animal disturbance, and the presence of water.
6. Experience the environmental impacts of climate change and its effect on the natural communities.
7. Practice exploration, identification, and analysis of seasonal changes on the landscape and its flora and fauna.

COURSE OUTLINE

- Block 1: Cold, Short Winter Days and Long Nights** Kroka Village, (January-February)
- o Ecosystem: wetlands and mixed northern forest

- o Winter ecology and forestry
- o Introduction to weather science
- o Introduction to geology

Block 2: Life on Winter Trail First Winter Expedition: Catamount Trail, Vermont (February-March)

- o Ecosystem: mixed northern forest, boreal forest
- o Forest forensics: understand the natural history of New England
- o Tracking
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- o Boreal forest ecology in winter and cold weather adaptations

Block 4: In the Grip of the Polar Vortex, Second Winter Expedition, Uapishka. PQ (March-April)

- o Ecosystem: boreal forest, alpine mountain tundra
- o Cold weather adaptations
- o Canadian Shield geography

Block 5: The Battle of the Seasons, Spring Expedition, Lake Champlain and Hudson River, VT and NY (April-May)

- o Watershed studies: river ecology, hydrology,
- o Water quality testing and data comparison
- o Phenology
- o Introduction to spring ephemerals, wild edibles, and medicinal plants
- o Geography of Lake Champlain and the Hudson River Valley

Block 5: Human Ecosystem, New York City, NY (May)

- o Urbanscapes
- o Urban farming and composting

Block 6: Explosion of Life, Kroka Village (June)

- o Introduction to sustainable agriculture
- o Animal husbandry
- o Organic and biodynamic methods
- o Intensive rotational grazing

METHODS

- Botany and Forestry**: Students will understand the ecological interactions in New England ecosystems, practice identification of trees, shrubs, wild edible foods and medicinal plants as an integral part of their daily life. Students will each be assigned a native tree species to study in greater depth.

- ii. Animal Studies: Students will learn about how wild and domestic animals survive and thrive throughout the seasons. Students will practice tracking and track identification, and will memorize a list of common species that inhabit the areas that they will travel through.
- iii. Natural History: Students will study the cultural and natural history of the regions of travel. As a group, students will meet with local experts and practitioners including farmers, loggers, and historians. Students will practice environmental forensics and will learn to read the stories of past landscapes based on the landscape's current features.
- iv. Geology and Hydrology: Students will learn about the geologic and hydrologic systems that dictate the patterns and processes they witness in the natural world. Students will participate in mapping exercises to further contextualize this knowledge.
- v. Weather: Students will perform daily weather observations and will record these observations in their journals.

EXAMPLE ASSIGNMENTS

FIELD JOURNAL: The field journal is an ongoing record of observations, sketches and findings made by each student. Field journals should be a direct record of student work including dated entries, descriptions, drawings, questions, and reflections.

FINAL PROJECT: Each student will contribute at least one plant and one animal field guide to the group "Book of Wisdom". Each page will include information about scientific, practical and traditional use of species, and may also include color illustrations, poetry or creative writing documenting the student's 5-month relationship to this species.

SPECIES EXAM: Each student will take a written and oral practical species examination which will include identification of trees, shrubs, flowers, fungi, birds, and edible and medicinal plants. Students will test with a minimum of 80% accuracy.

RESOURCES

Texts:

Winter World, Bernd Heinrich, Ecco, 2003

Bark, Michel Wojtech, University Press of New England, 2011

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Eastern Alpine Guide, Mike Jones and Liz Willey, University Press of NE, 1966

Watershed, The Undamming of America, Elizabeth Grossman, Counterpoint, 2002

Films:

Dam nation

****This syllabus was developed in collaboration with the Kroka Semester staff, Stephanie Cox Suarez (Wheelock College, Integrated Elementary and Special Education)****

****Actual course material was altered and expanded due to logistical changes as a result of the global pandemic. Below are descriptions of additional material.**

Along the Blue Hill and East Penobscot Bays, students canoed and sailed on wooden-canvas voyageur canoes for circa 100 miles, learning about the oceanic environment and practicing seamanship. Living on different islands, they became familiar with Maine geology, territory and history, harvested seafood and engaged in an exigent science component of curriculum. Weather studies and climatology became increasingly relevant as spring developed throughout the extended expedition, sometimes creating challenging travel conditions. By the end of the ocean expedition students completed a 24h individual solo and a 24h group solo travel.

The study of *The Sea Around Us* (Rachel Carson) equipped students with an extensive background on introductory Geology, Marine ecology, Oceanography and Coastal Systems. All the knowledge acquired was rooted in experiences landing and launching boats, living tydal cycles, oceanic microclimates and the fog, observing wildlife (seals, sea birds, fish) and harvesting sea food.

The second expedition of spring journey started at the Connecticut Lakes, headwaters of the Connecticut River. With the same wooden canvas vessels, in a different water environment, we travelled 215 miles on a 22-day journey, studying the land around us.

On the Connecticut river leg, we studied more in depth about local geology and geography of the CT River. Topics included watershed studies, river physics, hydrology, wild edibles, climate study and applied forest ecology through the changing ecoregions of New Hampshire and Vermont as the expedition traveled from the boreal northern highlands to the deciduous lower river.

Kroka Expeditions

Assessment

E.8 Evaluation of achievement of objectives

Kroka students are evaluated both formally, through Mid-Term and Final written evaluations and rubrics, and informally through daily observation. Because students live, learn and work with Kroka staff all day, every day, there is ongoing, qualitative assessment of students' skills throughout every aspect of the program. In addition to formal, narrative evaluations, students receive a graded transcript at the completion of the semester.

Please see the attached documents as examples of the formal evaluations.

**LEGENDS OF THE RIO GRANDE SEMESTER PROGRAM 2021
Midterm Evaluation**



Dates: **September 6 – October 22nd, 2021**

Instructors: **Tricia Bennet, Ruby Pinyuh-Derovan, Misha Golfman, Samuel Foucher, Liz Jordan, Ezra Fradkin, Emily Turner**

Student:

SEMESTER DESCRIPTION:

Kroka Expeditions Legends of the Rio Grande Semester is a high school and college accredited fall semester program. The semester is divided into four blocks: *1. Building Community & Basecamp Living* *2. Training Expeditions: Paddling, Biking, Climbing & Regenerative Agriculture;* *3. Journey Through The Borderlands* *4. Home.* The first two blocks take place in New England at the Kroka Farm and Basecamp in Marlow, NH, and on three self-sufficient expeditions in the greater vicinity. The semester continues in a cross-country journey from New Hampshire to Texas, and then culminates in the final, four week expedition exploring the mysteries of the borderland desert by open-decked tandem canoe in the Rio Grande. The curriculum of this semester is divided into four four-credit courses: *Mountains Within (Adventure Education), Humans and Nature (Social Studies), Finding Our Place (Humanities), and Living on Earth (Natural Sciences).*

OVERVIEW OF THE FOUR BLOCKS :

1. Building Community & Basecamp Living (Marlow, NH): Over these two months at basecamp students have been building a cohesive community, developing skills, increasing their fitness capacity, and preparing for their travels. They have been engaged in four core academic classes, biodynamic farming, woodcraft and carpentry, sewing, cooking delicious and nutritious community meals over an open fire, and embracing the art of living a rigorous farm-based lifestyle. Each student has taken on a Big Job--assuming responsibility for a core area of life, both at basecamp and on expedition--such as repairs, navigation, food, energy, and hygiene managers. In addition, students have crafted coal-burned wooden spoons, wooden knife handles and leather sheaths, a hand-sewn leather journal bag, and stuff-sacks to use on expedition.

Students also engaged in small group projects on and around the Kroka Campus with a staff mentor. Fixers & Makers sewed ditty bags, tarps, and gear bags; Farmers overhauled the summer greenhouse to be the chickens' winter home; Trail Crew maintained and finished a trail project through the Kroka Woods; Shoe Makers hand-sewed 15 pairs of leather boots for all semester students and leaders; Yurt-Rebuilders deconstructed the workshop yurt, built a new foundation and floor and reassembled the yurt; and the 21st Century Gamme Project crew built an octagonal dwelling in basecamp to replace a broken lodge.

2. Training Expeditions: Paddling, Biking, Climbing & Regenerative Agriculture (Deerfield River, MA, Connecticut River NH & VT, Green Mountains, VT, Taconic Mountains, NY, White Mountains, NH & Mahoosuc Mountains, ME): Students have trained on three intensive expeditions: seven days of whitewater paddling training, twelve days of bikepacking, and three days of backpacking in the White Mountains and carving their own canoe paddle, or rock climbing and weaving ash pack baskets.

3. Journey Through The Borderlands (NH to TX and along the Rio Grande): As the cold weather sets in and the vibrant fall colors fade from the hills, we will bid farewell to the North East and load into two vans with trailers to travel West across the country and adventure through the canyons of the Rio Grande. We will continue our studies through classes and hands-on service work, while deepening our relationships with self, each other, the greater community and the surrounding world.

4. Home (Marlow, NH): After more than 6 weeks of travel, expedition and service work, we will return Home to Kroka Basecamp to metabolize the entirety of the semester and prepare for graduation.

Course Descriptions

MOUNTAINS WITHIN (Adventure Education)

The *Mountains Within* curriculum is woven into all aspects of life at Kroka. Students are expected to strive--in both their inner and outer worlds, and across a variety of terrain--towards the most integrous, competent versions of themselves. Students have been actively:

1. Demonstrating technical expedition skills
2. Navigating the physical and emotional rigors of nomadic life
3. Embracing scarcity, deliberate discomfort, and physical challenge
4. Learning to depend on local resources and the hospitality of strangers
5. Practicing decision-making and risk management skills, through listening to their inner voice, observing signs in nature, and taking in the pulse of the group
6. Developing habits for intense physical and intellectual labor
7. Producing high quality crafts and academic work
8. Taking deliberate actions towards developing altruistic will

Students have gained an understanding of expeditionary travel and lifestyle on three types of expeditions: white-water canoeing, bikepacking, and backpacking or climbing.

On the whitewater training expedition, students gained the foundation for low-impact canoe expedition travel and became proficient tandem canoe paddlers in class II white water in both bow and stern. All students passed the paddling exam as well as tests on self-rescue, partner rescue and boat recovery. Students demonstrated a high level of teamwork, cooperation and concern for well-being of each other, their equipment and the natural world around them.

On the bikepacking expedition, students practiced living with minimal belongings, navigating roads and single track with their well-packed mountain bikes, and performing bike maintenance. All students, without exception, excelled at bikepacking, developing stamina and grit necessary to push up the mountains, safely navigate challenging single tracks, and descend steep narrow paths in form and style.

While backpacking or climbing, students deepened their connections with self, community and surroundings as they either navigated exposed mountain terrain and cold temperatures with heavy packs, or pushed their personal limits and fears on challenging outdoor, multi-pitch climbs.

HUMANS AND NATURE (Social Studies/History)

Humans and Nature is integrally woven into both *Living on Earth* and *Finding Our Place* curricula, enhancing the interconnectedness of the themes, content and the students' lived experiences. We began with a brief journey into the creation of the universe to create perspective and to introduce themes prevalent within both nature and human culture, such as cycles of chaos and "order", "collision" to introduce new material, and how slow change and progress can be. Students engaged in studies of pre-colonial history of the desert southwest regions, and studied European invasion and settlement. Students began work on their personal family migration stories, and will continue to explore motivations underlying migration and the concept of borders.

Throughout the bikepacking expedition students read, discussed and wrote about *Gateway to the Moon*, by Mary Morris. Studying the Spanish and Portuguese Inquisition allowed us to consider the Inquisition in our world today and in our own country. All students wrote and presented an exceptional partner poem reflecting on the novel and successfully completed their final exam.

In preparation for journeying across the country, students watched documentary film *The River and the Wall*, and engaged in discussions related to power and privilege. Through analysis and discussion of texts, as

well as hands-on learning, community engagement and service work, our relationships to the aforementioned topics will be deepened.

FINDING OUR PLACE (Humanities)

Finding Our Place has been a tool for reflection and integration so far this semester. Each day, students make detailed daily journal entries expressing their inner and outer landscapes. Students share their entries at Morning Meetings, with the goal of honing their writing, speaking and listening skills. Each evening, students are invited to share from their hearts in response to "Go-Around Questions" during Evening Meetings. These sharings and writings are the foundations of the humanities curriculum, the bulk of which will be taught on our journey across the country and down the Rio Grande. Theater and public speaking have been woven into our curriculum, and students created and rehearsed a skit which will be performed with the community on Parent Weekend. Academic performance has been assessed based on rubrics for written work, journal entries, and letter writing skills.

LIVING ON EARTH (Natural Sciences)

Living on Earth is rooted in consistent observations of the natural world and its cycles. Each day, students record nature observations: detailed accounts of daily weather, soil, rock and water formations, changes in the flora and fauna, and the lunar cycle.

Our Watershed studies began by experiencing and "living into" the hydrological cycle. As we paddled down the Connecticut River, students internalized the components and driving forces behind the endless cycling of water and how this makes life on Earth possible. Next, we dove into concepts of watersheds, looking at the map of our country undivided by state lines and highways, but instead united by rivers and streams, flowing freely across political boundaries. We focused locally on the Connecticut River watershed, while simultaneously studying our largest continental watershed, the Mississippi. We read *Atchafalaya* from John McPhee's *Control of Nature*, appreciating the grandeur and power of the world's third largest river and the war humans have been waging with nature in the Mississippi Delta for the past 300 years.

As students became better river paddlers and developed new ways of communicating with water, we studied stream morphology and learned to appreciate the power of moving water through a Discharge Lab. We moved to the Deerfield Valley and experienced life in the mountains amongst crystal clear mountain streams, where we began studying qualities of surface water, while we enjoyed drinking the sweet mountain water. As we paddled on this dam-controlled river we studied dams and their effects on river ecology, humans, and the hydrological cycle. We then took a field trip and swam to the Bellows Falls Sewage Treatment plant to begin our study of water quality issues. Finally, we addressed human's effects on the hydrological cycle. We revisited these themes throughout our later bikepacking expedition, as well.

Students successfully completed a final exam, an essay on *Control of Nature*, and created portfolio pages on the hydrological cycle and Discharge Lab. Students prepared and presented creative and engaging partner presentations on topics ranging from the spirituality and archetypal patterns in water, the connection between Water and Climate, and the history of Great Alstead Flood.

While at basecamp between expeditions, students explored the intersecting social, economic, and environmental pillars of Sustainability, beginning with global initiatives, and the potential and limitations of policy for driving systemic change. We focused on the complexity of interacting systems, with broad themes including agriculture, energy use, and consumer choice and responsibility. Students took part in practical experiences relating to these questions, including comparing the efficiency of cutting and splitting firewood by hand versus with motor power, and experiencing the value choices and compromises of a local homestead. Students prepared and shared presentations from the book *Drawdown: The Most Comprehensive Plan Ever Proposed to Reverse Global Warming*, and discussed areas of personal agency within sustainability action.

Our Geology studies began with our 12-day bikepacking expedition. Over the 200 km journey we crossed into five physio-geographical regions, looked at connections between geological processes and patterns of colonization, and made sense out of the various types of rock. As we traveled from the granitic soils of New

Hampshire's piedmont through Vermont's schist, limestone, marble, shale, and slate we experienced vast differences in types of forests and agricultural soils, and equally vast differences between patterns of human settlement and resulting social, economic and political differences. We studied the extraction of natural resources and the effects of regional and global economic processes on the local economy, and subsequently on nature. We drank sweet, calcific water from the marble mountain springs and worked at Someday Farm where the food grows like magic, resulting from hard work, dedication and rich, mineralized soils. Traveling from the valley floors up the mountains we experienced the effects of elevation on forest communities as well as the distribution of tree species. Each student met, studied and documented in greater depth one of the trees representative to Northern New England ecology. Our expedition ended at the Slate Museum in Granville, NY. Students documented their expedition by creating a map of the region to scale, along which they plotted their travels and encounters along the way.

STUDENT COMMENTS:

KROKA EXPEDITIONS PORTFOLIO PAGE RUBRIC

DATE:	ASSIGNMENT:	STUDENT NAME:		
	4 EXCEEDS EXPECTATIONS	3 MEETS EXPECTATIONS	2 SHOWS EFFORT, BUT DOES NOT MEET MINIMUM EXPECTATIONS	1 UNSATISFACTORY INCOMPLETE
FACTUAL CONTENT	The right amount of clear and correct factual information is presented in a thoughtful educational way. Worthy of publication in a magazine or museum.	Correctly represents sufficient information to be an educational resource for others.	Has a few facts and details, but some errors or omissions.	Misleading, empty of details, confusing, little or no educational value.
CREATIVITY	Unusually memorable creative details capture attention, generate humor, and interest, and convey the unique personality of the artist.	Creative details show some personality of the artist and attract attention of the viewer.	Follows examples or imitates peers with few attempts at creative personal touches.	Lack of creativity and clear lack of effort.
PAGE LAYOUT	The information on the page is perfectly organized. Elements (Including a Title and Background and/or Border) are placed in a way to use the entire space well. All elements are present, and beautifully arranged.	Elements (Including a Title and Background and/or border) are mostly placed in a way to use the entire space. All elements are present, and most are neatly completed to the best of the student's ability	Some elements are placed thoughtfully on the page showing some relationship to each other.	Complete lack of visual coherence. .
ARTWORK	Beautiful use of lines, color, shading. Artistic work demonstrates excellent effort and is aesthetically outstanding.	Careful artistic work shows thought and effort, and complements the facts and details.	Some artistic effort has resulted in nice aspects of the illustration, however there is room for improvement.	Care was not taken to show student's ability. Line qualities are erratic and/or sloppy. Colors do not exhibit a sense of harmony.
TEXT / LETTERING	The text is beautifully and perfectly presented upon the page.	The text is pleasing to read, with only a few small smudges, corrections, or crooked lines.	Some efforts at visual presentation have been made (margins, straight lines, and visually distinct letters) but many flaws remain to detract from the reading experience.	It is very challenging to read this work due to the sloppy presentation of the letters and lines upon the paper.
OTHER COMMENTS:				
INSTRUCTOR SIGNATURE:		STUDENT SIGNATURE:		

KROKA EXPEDITIONS RUBRIC FOR EVALUATING STUDENT WORK

This rubric is used to evaluate participation, journal work and assignments in each of the five classes.

DATE:	ASSIGNMENT:	STUDENT NAME:		
	A Exceeds Expectations	B Meets Expectations	C Meets Minimum Expectations	D / F Unsatisfactory/ Incomplete
Effort	<ul style="list-style-type: none"> - Strives towards challenge - Initiative and risk-taking in expanding capabilities. - Inspires others in showing dedication and attention, and welcoming discomfort. 	<ul style="list-style-type: none"> - Takes manageable risks with unfamiliar topics or approaches. - Solid independent worker, growing in strength and skills. 	When in a situation conducive to the student's learning style and interest, the student needs frequent reminders, support, and coaching in order to be motivated towards work.	When in a situation conducive to the student's learning style and interest, the student remains unwilling to put forth full effort despite support and special accommodations.
Purpose	<ul style="list-style-type: none"> - Intention and application of the work relates learning to the ability to help others - The work is defined by consciousness of a direct and meaningful relationship between the student and the topic of study. 	<ul style="list-style-type: none"> - Significance of the work to the student is clear. - Shows some changes in personal behavior and relationships emerging from what has been learned. 	<ul style="list-style-type: none"> - Completes work to the minimum standards for the sake of external approval. - Has not yet developed leadership in their own learning process. 	Absolute lack of genuine investment in the topic of study.
Depth	<ul style="list-style-type: none"> - Deep critical thinking - Initiates further investigation - Combines learning from observation, class and primary sources - Interrogation and reflection transforms the student's understanding of personal experiences. 	<ul style="list-style-type: none"> - Work allows student to see some aspects of their personal experience in a new light. - Draws connections between multiple sources. - Recalls learning in a variety of new settings. - Asks pertinent questions. 	Needs to strive to make connections between multiple sources and ask questions to investigate further.	Work is superficial, inaccurate or irrelevant
Cooperation	<ul style="list-style-type: none"> - Is trusted to bring fellow learners together in a focused, joyful, inspiring and productive way - Actively seeks out feedback and mentorship, showing humility to ask for help - Balances completion of work with self-care and dedication to community tasks. 	<ul style="list-style-type: none"> - Takes advantage of living resources when offered. - Integrates feedback and accepts mentorship. - Enjoys working as part of a team, does more than the minimum requirements. - Approach to work helps others be heard and understood. 	<ul style="list-style-type: none"> - Prefers to work alone. - Has not yet found a voice to contribute in group work. - When placed in a team, does not help other be heard and understood. 	<ul style="list-style-type: none"> - Group members are obstructed in their study. - Distracting, passive, uncooperative.
Composition	<ul style="list-style-type: none"> - Able to present learning in an accessible way - The craft of the work shows outstanding competency. - Excellent attentiveness to presentation - Technical skill allows the student to articulately and beautifully convey complex vision and intention. 	The craft of the work adequately conveys meaning and does not interfere with comprehension, showing some areas of technical excellence and some inaccuracies.	Student lacks attention and makes errors which interfere with the utility or comprehension of the work created.	It is nearly impossible to understand the work due to sloppiness, lack of organization, or mechanical errors.
COMMENTS:				
INSTRUCTOR SIGNATURE:		STUDENT SIGNATURE:		

KROKA EXPEDITIONS RUBRIC FOR EVALUATING STUDENT WORK

This rubric is used to evaluate participation, journal work and assignments in each of the five classes.

DATE:	ASSIGNMENT:		STUDENT NAME:	
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Effort	<ul style="list-style-type: none"> - Strives towards challenge - Initiative and risk-taking in expanding capabilities. - Inspires others in showing dedication and attention, and welcoming discomfort. 	<ul style="list-style-type: none"> - Takes manageable risks with unfamiliar topics or approaches. - Solid independent worker, growing in strength and skills. 	<p>When in a situation conducive to the student's learning style and interest, the student needs frequent reminders, support, and coaching in order to be motivated towards work.</p>	<p>When in a situation conducive to the student's learning style and interest, the student remains unwilling to put forth full effort despite support and special accommodations.</p>
Purpose	<ul style="list-style-type: none"> - Intention and application of the work relates learning to the ability to help others - The work is defined by consciousness of a direct and meaningful relationship between the student and the topic of study. 	<ul style="list-style-type: none"> - Significance of the work to the student is clear. - Shows some changes in personal behavior and relationships emerging from what has been learned. 	<ul style="list-style-type: none"> - Completes work to the minimum standards for the sake of external approval. - Has not yet developed leadership in their own learning process. 	<p>Absolute lack of genuine investment in the topic of study.</p>
Depth	<ul style="list-style-type: none"> - Deep critical thinking - Initiates further investigation - Combines learning from observation, class and primary sources - Interrogation and reflection transforms the student's understanding of personal experiences. 	<ul style="list-style-type: none"> - Work allows student to see some aspects of their personal experience in a new light. - Draws connections between multiple sources. - Recalls learning in a variety of new settings. - Asks pertinent questions. 	<p>Needs to strive to make connections between multiple sources and ask questions to investigate further.</p>	<p>Work is superficial, inaccurate or irrelevant</p>
Cooperation	<ul style="list-style-type: none"> - Is trusted to bring fellow learners together in a focused, joyful, inspiring and productive way - Actively seeks out feedback and mentorship, showing humility to ask for help - Balances completion of work with self-care and dedication to community tasks. 	<ul style="list-style-type: none"> - Takes advantage of living resources when offered. - Integrates feedback and accepts mentorship. - Enjoys working as part of a team, does more than the minimum requirements. - Approach to work helps others be heard and understood. 	<ul style="list-style-type: none"> - Prefers to work alone. - Has not yet found a voice to contribute in group work. - When placed in a team, does not help other be heard and understood. 	<ul style="list-style-type: none"> - Group members are obstructed in their study. - Distracting, passive, uncooperative.
Composition	<ul style="list-style-type: none"> - Able to present learning in an accessible way - The craft of the work shows outstanding competency. - Excellent attentiveness to presentation - Technical skill allows the student to articulately and beautifully convey complex vision and intention. 	<p>The craft of the work adequately conveys meaning and does not interfere with comprehension, showing some areas of technical excellence and some inaccuracies.</p>	<p>Student lacks attention and makes errors which interfere with the utility or comprehension of the work created.</p>	<p>It is nearly impossible to understand the work due to sloppiness, lack of organization, or mechanical errors.</p>
COMMENTS:				
INSTRUCTOR SIGNATURE:			STUDENT SIGNATURE:	

KROKA EXPEDITIONS RUBRIC FOR LEADERSHIP & PERSONAL DEVELOPMENT

DATE:	ASSIGNMENT:		STUDENT NAME:	
	4 EXCEEDS EXPECTATIONS	3 MEETS EXPECTATIONS	2 SHOWS EFFORT	1 UNSATISFACTORY or INCOMPLETE
Cleanliness & Personal Hygiene	Living space is exemplary model of order and cleanliness. Radiant personal grooming and care for appearance & beauty.	Living space is clean and presentable. Items are cared for. Body and clothing are almost always very well groomed and clean.	Living space dirty and somewhat disorganized. Personal items are occasionally lost or broken. Minimum of care for personal appearance.	Living space is a general disaster area. No sign of order or cleanliness. Lack of personal hygiene offends the senses of nearby people.
Communication	Holds the group to a high level of communication. Helps others communicate more clearly and be heard and understood.	A strong, positive, clear communicator – can share his or her ideas, needs, feelings without hesitation.	Needs to be reminded or encouraged, shares occasionally, learning to communicate.	Uses inappropriate language, does not share with others, gossips and talks behind people's backs.
Conflict Resolution	Helps resolve conflicts between others. Retains objectivity.	Speaks honestly, works to resolve personal conflicts.	Works with help to resolve conflicts, subjective, takes sides.	Creates conflict, resorts to aggression with no resolution
Confidentiality	Places the needs of the group above personal interest. Respects confidentiality of private information but will seek help from leadership when the group is threatened by someone's inappropriate behavior.		Hides or shares information in an inappropriate or self-interested way that is a detrimental to the group and upsets the safety and confidence of group members.	
Consciousness	Acts mindfully and altruistically in all situations, with deep respect for the earth and its inhabitants.	Almost always makes thoughtful decisions and actions, treats others with respect and consideration.	Can articulate conscious thinking and make good decisions, but sometimes fails to live up to rhetoric.	Acts and speaks without thought of others, self-centered worldview, abuse of natural resources.
Cooperation	Brings together people to form a team and helps the team work better together in a joyful and productive way.	Enjoys working as part of a team, fits in well, does more than the minimum requirements.	Sometimes enjoys participating in teamwork, but is not always an exemplary team member, does the minimum necessary.	Group members prefer not to have this person on their team. Distracting, absent, uncooperative, shirker.
Health	Radiates good physical and emotional health at all times. Cares for self and others. Takes responsibility for own needs.	Is almost always in good health and able to fully participate in all activities.	Program participation is hindered by occasional fatigue, illness, or emotional issues.	Struggles to fully participate in the program due to physical and emotional health issues.
Initiative	Inspires others by taking great personal initiative in urgent or difficult challenging moments.	Often volunteers for difficult tasks that are necessary for the functioning of the group.	Occasionally offers ideas or takes initiative for personal or group activities.	Avoids responsibility, does not offer ideas or volunteer for any extra work.
Inclusivity	Is a social nucleus of the group without favoring one person over another.	Works to create positive inclusive relationships for all members of the group.	Has certain special friendships within the group, but is otherwise a solid well-rounded group member.	Divisive exclusive behavior hurts the community, creates unsafe feelings and emotional wounds.
Respect & Responsibility	Exemplifies ownership and personal responsibility for self and others. Ever-growing circle of influence and connection.	Takes responsibility for all actions, respects the boundaries of others, learns from mistakes.	Does not take responsibility, but when approached, admits failure.	Has failed to take responsibility for actions or inaction.
Safety	Excellent judgment and wisdom in balancing risk with adventure. Holds the safety of the entire group.	Follows all safety protocols, and helps monitor the group.	Sometimes a safety risk due to lack of awareness, misuse of equipment, or disregard for instructions.	Has deliberately led self and others into unsafe activities
Work	Embraces and rejoices in manual labor, sees tasks through to completion beyond expectations	Solid independent worker, growing in strength and skills.	Needs frequent reminders, support, and coaching in order to complete assigned work.	Avoids work whenever possible. Sloppy, incomplete, careless, unmotivated.
OTHER COMMENTS:				
INSTRUCTOR SIGNATURE:			STUDENT SIGNATURE:	

KROKA EXPEDITIONS – RUBRIC FOR EVALUATING A STUDENT PRESENTATION

DATE:	ASSIGNMENT:		STUDENT NAME:	
	4	3	2	1
EYE CONTACT	Holds attention of entire audience with the use of direct eye contact, seldom looking at notes.	Consistent use of direct eye contact with audience, but still returns to notes.	Displayed minimal eye contact with audience, while reading mostly from the notes.	No eye contact with audience, as entire report is read from notes.
MOVEMENT	Fluid graceful movements help the audience visualize	Made movements or gestures to enhance communication	Very little movement or descriptive gestures	No movement or descriptive gestures
CONFIDENCE	Displays relaxed self-confident nature that puts audience at ease.	Makes minor mistakes but quickly recovers from them, displays little or no tension.	Displays mild tension, has trouble recovering from mistakes	Tension and nervousness are obvious, has trouble recovering from mistakes.
EMOTION & EXCITEMENT	Demonstrates strong positive feeling and interest in the topic	Occasionally shows sincere positive feelings about the subject being presented.		Shows absolutely no genuine interest in the topic being presented.
VOICE	Uses clear strong voice and correct precise pronunciation of terms.	Students voice is clear and audible to most of the audience and most words pronounced correctly.	Student's voice is low, with some incorrect pronunciation. Some difficulty in hearing presentation at times.	Student mumbles, incorrectly pronounces terms, and speaks to quietly for the majority of the audience to hear.
KNOWLEDGE	Student demonstrates full knowledge by answering questions with strong and elaborate explanations.	Student is at-ease at answering questions.	Student is uncomfortable with information and only able to answer rudimentary questions.	Student does not have a grasp of the information being presented, cannot answer questions.
ORGANIZATION	Information is presented in a logical, interesting sequence which the audience can follow.	Information is presented in a mostly logical way.	Audience has difficulty following the presentation, which sometimes jumps from one topic to another.	Audience cannot follow the presentation because there is no logical sequence to the ideas presented.
CURIOSITY	Audience was full of questions and left the presentation deeply curious and motivated to learn more on their own.	Most of the audience had questions and left the presentation more interested than when they arrived.	A few audience members were curious enough about the topic to ask questions.	Audience would prefer to never hear about this topic again.
SUSPENSE	Audience is riveted: on the edge of their seats during the entire presentation!	There were one or two moments of suspense when the audience was attentive to find out what would happen next.		Audience was bored throughout the presentation and easily distracted.
HUMOR	Uproarious laughter! A very funny and entertaining presentation.	Appropriate use of humor throughout the presentation keeps the audience engaged and pleased.	A few attempts at appropriate humor lead to moments of smiles or even laughter.	There is no attempt at humor, and thus no laughter or smiles from the audience.
ARTISTIC CREATIVITY & LEARNING STYLES	Presentation had stunning artistic beauty and consistently simultaneously engaged and audience with a variety of learning styles.	Presentation clearly used a variety of artistic, creative, and experiential techniques to engage most of the audience.	Presentation had a few artistic and visual or hands-on movement elements that engaged the audience.	Presentation had no creative artistic elements and did not engage students with different learning styles.
INSTRUCTOR SIGNATURE:		STUDENT SIGNATURE:		

KROKA EXPEDITIONS RUBRIC FOR EVALUATING STUDENT WRITING

DATE:	ASSIGNMENT:		STUDENT NAME:	
	4	3	2	1
Focus & Details	There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information.	There is one clear, well-focused topic. Main ideas are clear but are not well supported by detailed information.	There is one topic. Main ideas are somewhat clear.	The topic and main ideas are not clear.
Organization	The introduction is inviting, states the main topic, and provides an overview of the paper. Information is relevant & presented in logical order with a strong conclusion.	The introduction states the main topic and provides an overview of the paper. There is a clear body and a good conclusion.	The introduction states the main topic, and there is some sense of main arguments and conclusion.	There is no clear introduction, structure, or conclusion.
Purpose	The author's purpose of writing is very clear, and there is strong evidence of attention to audience. The author's extensive knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is some evidence of attention to audience. The author's knowledge and/or experience with the topic is/are evident.	The author's purpose of writing is somewhat clear, and there is evidence of attention to audience. The author's knowledge and/or experience with the topic is/are limited.	The author's purpose of writing is unclear.
Word Choice	The author uses vivid words and phrases. The choice and placement of words seems accurate, natural, and not forced.	The author uses vivid words and phrases. The choice and placement of words is inaccurate at times and/or seems overdone.	The author uses words that communicate clearly, but the writing lacks variety.	The writer uses a limited vocabulary. Jargon or clichés may be present and detract from the meaning.
Sentence Structure, Grammar, Syntax & Spelling	All sentences are well constructed and have varied structure and length. The author makes no errors in grammar, mechanics, or spelling.	Most sentences are well constructed and have varied structure and length. The author makes a few errors in grammar, mechanics, and/or spelling, but they do not interfere with understanding.	Most sentences are well constructed, but they have a similar structure and/or length. The author makes several errors in grammar, mechanics, and/or spelling that interfere with understanding.	Sentences sound awkward, are distractingly repetitive, or are difficult to understand. The author makes numerous errors in grammar, mechanics, and/or spelling that interfere with understanding.
Appearance	The text is beautifully and perfectly presented upon the page.	The text is pleasing to read, with only a few small smudges, corrections, or crooked lines.	Some efforts at visual presentation have been made (margins, straight lines, and visually distinct letters) but many flaws remain to detract from the reading experience.	It is very challenging to read this work due to the sloppy presentation of the letters and lines upon the paper.
OTHER COMMENTS:				
INSTRUCTOR SIGNATURE:			STUDENT SIGNATURE:	

WINTER SEMESTER PROGRAM 2021
Expeditions [] Evaluation



Dates:

Instructors:

Student:

ROUTE OVERVIEW

“E.g.: During the third and fourth legs of their winter expedition, the group covered 212.8 kilometers over 21 days, with 16 moving and five live-over days. The first portion of our route took us north along the Catamount Trail from Waitsfield to the Trapp Family Lodge in Stowe. En route, we worked our way along the western flanks of the iconic Camel’s Hump, crossed the Winooski River, and ticked off one of the crown jewels of Vermont backcountry skiing, the Bolton-Trapp traverse. An abrupt transition from winter to spring caused us to cache our skis in Stowe, and we continued on by foot to Craftsbury Outdoor Center. The students left the Catamount in Craftsbury, and continued on dirt roads through the Northeast Kingdom for five full days of independent travel in teams of two or three. The northern terminus of our route was Northwoods Stewardship Center, on the Clyde River.”

COURSE DESCRIPTIONS

MOUNTAINS WITHIN (ADVENTURE EDUCATION)

“E.g.: On leg three, we focused on the progression towards overnight, independent, small group travel. Students first traveled together as a large group with minimum instructor coaching, then broke camp independently and traveled on their own, meeting the instructors at the next camp. For their next challenge, they traveled for a full day without instructors in smaller groups, and finally, the whole group conducted a two day, one night, independent large group expedition. Each step along this journey helped the students build confidence in their collective ability to traverse the Green Mountains in late winter, managing and minimizing risks as they arose.

In order to set students up for success on their independent travel, our outdoor skills curriculum focused on navigation, group awareness, and judgement and decision making. The students completed detailed written travel plans before the instructors would depart. Each evening two designated students would participate in an in-depth briefing on the hazards and challenges anticipated for the next day. In the morning they would brief the rest of the group in turn. After arriving to camp, the whole group would debrief the day in order to explicitly discuss how they would apply their learnings to the next travel day.”

FINDING OUR PLACE (HUMANITIES)

“E.g.: Our text for leg three was The Endurance, by Alfred Lansing. This dense but gripping narrative tells the story of Ernest Shackleton’s ill-fated 1914-1917 Imperial Trans-Antarctic Expedition. Shackleton’s team never set foot on Antarctica, but did survive almost two years camped on ice floes and in small open boats. Through discussions, group presentations, quizzes, and journal prompts, we explored Shackleton’s leadership style and compared the experience of his men with our own on Winter Semester.

Supplemental readings introduced us to the world of modern polar exploration as we made a close study of recent feats by Borge Ousland, Mike Horn, and Colin O’Brady. Finally, we read about the tragic fate of the Ross Sea Party, a team that supported Shackleton’s attempted crossing, but didn’t fare as well as the sailors under his direct command. As on past legs, each student wrote a formal 1,000 word essay. But this time around, these essays were subjected to an intense peer editing workshop. Students took a final exam on The Endurance, and other academic topics, in Craftsbury.”

LIVING ON EARTH (SCIENCE)

“E.g.: On this leg we explored basic human anatomy and physiology by beginning our Wilderness First Aid course. We initiated a Species List, to catalogue and share information about the various flora and fauna we encountered as winter melted into spring. We connected with the porcupine, in particular, by making quill bracelets for one another, a traditional craft. Students continued their daily observation, recording and discussing of the previous day’s weather, which allows for gradual development of weather prediction skills, as student’s senses have become attuned to slightest changes in wind speed and direction, cloud cover, humidity, temperature, precipitation, phases of the moon, length of day, and multitudes of signs signaling the approach of a storm.

Our most profound nature connection on this leg was our 24 hour solos, which allowed each student to contemplate a small transect of the boreal forest in silence for an extended period of time. Many students chose to seek a deeper understanding of their own bodily processes by fasting during this experience.”

HUMANS AND NATURE (SOCIAL STUDIES)

“E.g.: The evolving relationship between humans and nature was the academic focus of leg four, during which the students crossed Vermont’s Northeast Kingdom in small groups. Journal prompts challenged students to put their own relationship to nature into words. A scavenger hunt necessitated COVID safe, outdoor interactions with Vermont locals. Students conducted interviews with “old timers” who were born in the state, sought out opportunities for service projects, and relied on locals for help. They asked for directions, begged for water, and bummed baked goods. Some successfully made lasting connections. At least three were offered jobs. Most came into contact with close associates of Howard Frank Mosher, the author of A Stranger in the Kingdom, which was one of their texts on leg one.”

STUDENT COMMENTS

“E.g.: Sylvan has been an integral member of our expedition, carrying the winter stove each day for three legs without a word of complaint. Sylvan’s approach to packing and self care tends to gravitate towards “If I can avoid bringing this thing by just being tougher, why don’t I try that?” While this often served him well within the Kroka system, this won’t always be the case on his future trips. Sylvan prefers almost any other productive task to doing his academic work, and often had to be reminded to put down his carving and pick up his journal. That said, he clearly put significant work into his essay. His fictional narrative was imaginative, and the essay portion was tidy. Sylvan’s positivity and sense of humor were appreciated by students and instructors alike. His tongue-in-cheek suggestions for how to move forward in a given situation were almost universally impractical, but always served to lighten the mood. Sylvan has an almost uncanny ability to always be grinning, even when it’s 33 degrees and raining. Going forward, we encourage him to emphasize being on the same page with the group during organized activities, rather than marching to the beat of his own drum.

Mountains Within B+
Finding Our Place B+
Living on Earth B+
Humans and Nature A+”

Kroka Expeditions

Graduation and Grade Progression Requirements

Kroka Semester School Graduation and Promotion Requirements

	MATH	SCIENCE	HISTORY	Electives and Physical Education	LANGUAGE ARTS 4	ART .5	Health 1	Digital literacy & Economics
Requirements for entering 10th grade	1 credit of math, completed independently (not offered at Kroka)	1 credit of <i>Living on Earth</i> or equivalent credit in natural or physical science from another school		1 credit of <i>Mountains Within</i> , 1 credit <i>Adventure Sports/Skills</i> , or equivalent credits from another school	1 credit of <i>Finding our Place</i> or equivalent credit in Language Arts from another school			
Requirements for entering 11th grade	2 credits of math, completed independently (not offered at Kroka)	2 credits of <i>Living on Earth</i> or equivalent credits in natural or physical science from another school		2 credits of <i>Mountains Within</i> , 2 credits <i>Adventure Sports/Skills</i> , or equivalent credits from another school	2 credits of <i>Finding our Place</i> or equivalent credit in Language Arts from another school			
Requirements for entering 12th grade	3 credits of math, completed independently	2 credits of <i>Living on Earth</i> (or equivalent	1 credit of <i>Humans and Nature</i> or	3 credits of <i>Mountains Within</i> ,	3 credits of <i>Finding our Place</i> or			

Kroka Semester School Graduation and Promotion Requirements

	(not offered at Kroka)	credits in natural or physical science from another school	equivalent credit in Global Studies or US History from another school	3 credits <i>Adventure Sports/Skills</i> , or equivalent credits from another school	equivalent credit in Language Arts from another school			
GRADUATION	4 credits of Math completed independently (not offered at Kroka)	3 credits of <i>Living on Earth</i> or equivalent credits in natural or physical sciences from another school	2 credits of <i>Humans and Nature</i> or equivalent credits in US History and Global Studies from another school And .5 credits in US/NH Government completed independently (not offered at Kroka)	10 credits total of <i>Mountains Within</i> , <i>Adventure Sports/Skills</i> , or equivalent credits in electives from another school	4 credits of <i>Finding our Place</i> or equivalent credit in Language Arts from another school	.5 credit of <i>Art</i> through completion of any single Semester Program. (Field journaling, drawing, and water colour are taught and practiced extensively in every semester.)	1 credit of <i>Health Education</i> through completion of any 2 Semester Programs. Ongoing and comprehensive education in nutrition, hygiene, health, healing and fitness are integrated into every semester program.	.5 credits of Digital Literacy And .5 credits of Economics completed independently (not offered at Kroka)

EXPLANATIONS:

Kroka Semester School Graduation and Promotion Requirements

The academic content of Fall and Spring Semester Programs is organized into 4 courses, in addition to Adventure Sports and Skills practica. The content of these courses differs from Fall and Spring Semester, such that a student attending multiple semesters will be taking courses that bear the same name but which are comprised of different content. These courses can be taken in any sequence and one is not a requisite for another.

In addition, our curricula are differentiated in response to the needs to the needs of individual students. This differentiation, including any specific accommodations, are noted in the narrative reports.

COURSE NAMES AND NUMBERS:

Science: *Living on Earth 1, 2, and 3* (LOE.FSP.101, LOE.ESP.102, LOE.WSP.103)

Social Studies: *Humans and Nature 1, 2, and 3* (HAN.FSP.101, HAN.ESP.102, HAN.WSP103)

English: *Finding Our Place 1, 2 and 3* (FOP.FSP.101, FOP.ESP.102, FOP.WSP.103)

Adventure and Leadership Education: *Mountains Within 1, 2 and 3* (MW.FSP.101, MW.ESP.102, MW.WSP.103)

Kroka Expeditions

Student Handbook

E.10
STUDENT HANDBOOK

Dear Parents, Students, Teachers,

This handbook is designed to paint a clear picture of what you or your child/student will experience with Kroka Expeditions. If you have questions about any of the policies described in this handbook please contact our office. Our programs are intentionally designed to be unique, with much thought, understanding, and wisdom. It is in everyone's best interest to make sure that our students, families, and participating schools feel that what we offer is what they want in an outdoor education experience. Through this process, we are able to provide exceptional programs for our students, and help with the development of capable, responsible, and respectful citizens of the future.

Sincerely,

Lynne Boudreau and Misha Golfman, co-founders

SAFETY

All outdoor activities carry with them some element of inherent risk. In addition to the general risks associated with adventure sports and wilderness pursuits, there are other risks that come with our daily rhythms. For example, on a white-water paddling trip there is water safety to be aware of, as well as the possibility of cutting one's self while preparing dinner. We have an excellent safety record, which we achieve through year-round practice in simple living, wilderness medical training, providing special safety equipment, and trust in our intuitive sense. This, however, does not excuse individuals from being responsible for their own safety. Any outdoor activity requires common sense and thought before action. This personal responsibility is expected of all participants with respect to age. We realize some students have more difficulty than others in the area of self-monitoring personal safety. If you feel your child may need extra attention in this area, please let us know. If you have any questions or concerns, please call us and we will share with you our comprehensive risk-management plan and protocols. Read more about safety at Kroka [here](#), or read more about our [tick protocols here](#).

Some of our programs, such as advanced remote expeditions, Class IV white water paddling, advanced rock climbing and caving, go far beyond what children are allowed to do in a typical camp. In such programs, there may be an increased level of risk due to unpredictable environments. Participation in these advanced programs is a privilege that students earn through hard training, experience, and the development of exceptional personal qualities. In addition to this privilege, there must be trust between families and Kroka's teachers, with mutual respect and the awareness that while all safety precautions are taken, there is an inherent risk involved that must be understood and accepted.

EQUIPMENT

We provide all specialty gear, such as life jackets, helmets, paddles, harnesses, etc. Our equipment is very dear to us and we like it to last for many years in order to bring pleasure to many people. Students will be instructed on proper care and maintenance of all items and will be held responsible for the gear they are using. With permission of the program instructor, students are welcome to bring their own boat, climbing harness, or other special gear.

CHALLENGE

Programs are developmentally appropriate and are adapted to the individual students' ability level. Advanced programs for older students are designed to be physically and mentally demanding, which require a willingness to push beyond one's limits. We want our students to become stronger and more capable individuals at the end of their experience.

COMMUNITY

A primary objective of every Kroka program is to create a strong and loving community within our groups and to then extend this relationship to the greater community. In daily life students are asked to do difficult things for the wellbeing of the group. Students will learn the joy of working for others. We will complete many service projects for farmers, elderly folks, and people who just need a hand. We strive to create an environment in which everyone's comfort, happiness and sense of belonging are more important than individual accomplishments. Every day's success is measured by how the group feels as a whole and how each person has contributed to the success of others. We nurture an environment where one's accomplishments become everyone's joy and one's mistakes become a learning experience for all. We strive for an environment of cooperation rather than competition.

FOOD

Please note that students may be offered or served a variety of wild, raw, and unprocessed foods. Examples of this include wild blueberries, fish caught in lakes and rivers, fresh pressed cider and herbs and vegetables from our garden. If you have any concerns about this, we would be happy to talk with you.

SWIMMING

All students must pass a swim test prior to swimming without a life jacket. The swim test is not mandatory. Students may choose not to take the swim test and instead wear their life jackets while in the water. Life jackets are worn during all boating activities. Swimming activities are always supervised by a certified lifeguard, except in rare cases on advanced programs for adolescents and adults. Swimming alone is never permitted. If your child is not a swimmer, this should be noted on the Medical Questionnaire.

BATHING

All students are required to bathe while on Kroka programs. When on an expedition, students will separate by gender and bathe in the stream or pond. Soap is used for hand washing before all meals at the campsite.

LATE ARRIVALS & EARLY DEPARTURES

We do not allow late arrivals or early departures due to the disruption it causes to the expedition process and the logistical complications that compromise the safety and integrity of our programs.

SOLO ACTIVITIES

All programs have time set aside for students to be by themselves in nature. This time allows for one to sit quietly and reflect away from the activity of the day. Advanced summer, middle and high school, and semester programs typically have a group solo component to their experience. This is done with groups after they have spent time learning all the necessary skills of living and traveling on expedition, and have demonstrated their ability to successfully complete these tasks independently. Depending on the group and age this can take many different forms. It may be for the duration of one full day, one day and one night, or in semester programs it may be for a few days. In the end, the decision to offer the students a solo experience is always determined during the program by the curriculum, the environment, and a thorough assessment of the students by the teaching team.

LEARNING TO USE TOOLS

During most programs we teach students, at age-appropriate times, to use sharp tools such as knives, saws and axes for wilderness craft projects, preparing meals, and cutting and splitting firewood. While we instruct students on safe and appropriate use of these tools, continuously remind them of all safety precautions, and supervise them during their use, it remains likely that some students will still cut themselves while working. This is a normal part of learning about sharp tools.

MEDICATIONS

Students may not bring any medications unless indicated on their Medical Questionnaire. This includes over the counter pain medications. All medications will be carried and dispensed by Kroka's teachers unless, prior to the program, parents have made other arrangements. Please give all medications to your child's teacher after the parent circle and include dosage and other written instructions directly on the Medical Questionnaire.

It has been our experience that many students who are taking prescription drugs for attention deficit during the school year have done well without medication while at Kroka. If this is something you would like to consider for your child we would be happy to discuss this with you.

MEDICAL TREATMENT

All lead teachers are certified Wilderness First Responders. Our most common injuries are shallow knife cuts and scraped feet, however we are always prepared to treat serious injuries. Prompt professional backcountry treatment is given to serious injuries and conventional treatment is given to serious injuries in non-remote environments. Homeopathic and herbal remedies such as Arnica and Echinacea are some of the natural products we use to help with healing.

HOMESICKNESS

You know your child better than anyone else. We want to make sure the children feel ready to come to camp and sleep away from their families for an extended period of time, as children all develop at different rates. It is of course absolutely normal for children to experience some sadness and missing of their families. During moments of homesickness we work to support children by singing and telling stories and jokes. If there is some cuddly friend your child would like to bring with him/her to help with these moments, they are more than welcome to do so. We always do our best to make your child feel at home, however if it just does not seem to be the right timing for your child to be here, we will ask you to come and get them. From our past experience, children are not able to invest in camp if they are asked to try it with the promise that if it doesn't work you (the parents) will come and pick them up. We ask you to carefully consider the question of homesickness on the registration form, and would be more than happy to speak with you about any concerns.

MAIL & PHONE CALLS

While we completely understand the desire to stay connected to your child during a week away from home, we ask parents to refrain from sending letters or making phone calls to your child during the week of camp. It has been our experience that it is hard when one or two students in a group receive mail and others do not. We also do not have a regular time for students to write letters home. Their experience is so short here and we feel it is important for them to be fully engaged in Kroka life, rather than thinking about home, but if your child requests time to write a letter or a card, we would certainly accommodate and encourage this. If you feel strongly about sending your child mail, just let us know. You should also always feel welcome to call our office and see how things are going. Generally speaking, students do not call home during the program, other than in special circumstances. We appreciate your understanding.

ELECTRONIC MEDIA & TECHNOLOGY

We do our best to honor every moment of a Kroka program by allowing students to directly and fully experience the real-world adventures we are having. For this reason, our programs typically do not ever watch videos or movies, or use any electronic entertainment devices. (We may on rare occasions watch a slideshow at the conclusion of a program or listen to an audio book while on a long road trip.)

Kroka students are prohibited from bringing any personal electronic devices on an expedition, including computers, cameras, watches, cell phones, and gaming devices. In addition to this clear rule, we also ask students during a program to avoid introducing or commenting on the modern entertainment world of games and videos, as these conversational references tend to distract children away from the present moment, and make it harder to experience the sacredness of a beautiful mountaintop view or a quiet evening circle around a campfire.

We need your help and support with this important issue! If your child uses electronic media or entertainment systems for more than one hour per day, we ask that you consider reducing that time for the week prior to coming to Kroka. In addition, if your student has trouble abstaining

from media or game references in their social conversations during a Kroka program, it may affect our willingness to accept him or her into future programs, and we may contact you ask that you more strictly limit exposure to media before he or she arrives.

MULTIPLE PROGRAMS & LAYOVER LOGISTICS

For students needing to stay before, after, or in-between their program(s), arrangements can be made with the office. There is a fee depending on the needs of the student. Please contact the office, 603-835-9087, to request layover arrangements.

TRIP ITINERARIES

Interested and concerned parents often ask us for day-by-day itineraries for our programs. While we are always happy to give a general outline of a program's activities, curriculum, and area of travel, we cannot provide a location or time-specific itinerary. An important part of our teaching philosophy is to follow the needs of a particular group of children as they evolve – and retain the flexibility to best respond to the changing weather and environmental conditions, as well as the particular skills and abilities of our teaching team. Our office and program directors are always kept aware of changes in plans, and we look forward to sharing the details with you once we reunite at the conclusion of the program.

IF YOUR CHILD IS NOT WELL

If a student comes to a Kroka program sick (fever, flu, cold, etc.), parents or guardians will be asked to take the student home to be cared for. They will be welcome to return, if logistically feasible, once they are well. If a student has been sick prior to camp, we ask parents to check with the summer program coordinator to assure the student's ability to attend camp. If students become sick during camp, parents will be notified, and the student will be removed from their group and cared for by a Kroka staff in our wellness room for a period of 24 hours. If the student is not better after that period of time, parents will be asked to come and pick their child up. Students will be welcome to return to their program, if logistically feasible, once they have recovered.

CONSEQUENCES FOR INAPPROPRIATE BEHAVIOR

As specified in the Code of Conduct, Kroka Expeditions has a zero-tolerance policy for alcohol, tobacco, or any substance use or possession during our programs. Students violating this rule will immediately be dismissed from the program.

Staff may also dismiss students on the basis of unacceptable behavior, including breaking community agreements or disregarding directions from an instructor. Determination is at the discretion of the staff and is based on the well-being of the group as a whole.

In the case of other unacceptable behaviors, the following steps will be taken:

- 1) Behavior in question will be discussed privately with the student.
- 2) Parents will be notified of the issue and of possible dismissal.
- 3) An action plan will be created between the family and Kroka.

4) Failure to comply will result in dismissal. Parents will be called and must come and pick their child up from the program, regardless of where that may be. No refunds are given in the above dismissal situations.

KROKA CODE OF CONDUCT

We believe that consciousness and altruistic will can be brought forward through a living relationship with the natural world and by taking our places within the circle of community. Our code of conduct allows us to live and work together in a way that balances the needs of the individual with the needs of the community.

Work

I accept and embrace manual labor as an essential part of daily life in the Kroka community. I will put forth my utmost effort to work with intention and focus to see each assigned task through to completion. I will report any incomplete tasks.

Cleanliness

I will maintain my living space and belongings in a clean presentable order. Clothing, equipment, and personal space will be kept clean and arranged neatly.

Personal Health

I will safeguard the health of the group by taking responsibility for my own physical, mental, and emotional health and safety. I will take the highest standards of care for my appearance and hygiene. This includes adequate nutrition, rest, and finding supportive guidance from staff and peers. I will not possess, offer, purchase or consume any substances that will adversely impact physical health, state of consciousness, or the ability to exercise good judgment at any time while on a Kroka program. This includes (but is not limited to) tobacco, electronic cigarettes, marijuana, pharmaceutical drugs not prescribed to me, psychotropic or psychedelic substances (chemical and wild-gathered), alcohol, or other illegal drugs.

Safety

I will follow all safety procedures and use all equipment as instructed. I will embrace the challenge and risk of adventure sports while also realizing that crossing the line of common sense will endanger my life and the lives of others in the group.

Respect & Responsibility

I will take personal responsibility for any animals, buildings, supplies and equipment that are placed within my care or within my reach. I will not take things that do not belong to me. When I make a mistake, which I will, I will take honest responsibility for it, and enjoy the support of the community in making things right again.

Communications

I will strive to express my ideas and feelings fully and freely within the community. I will model

healthy positive communication without gossip or behind-the-back criticism. I will use respectful language, avoiding profanity and offensive expressions.

Conflict Resolution

When conflict or resentment occurs, I will immediately speak out honestly to the group or staff members in order to promptly move the issue to resolution.

Disclosure & Confidentiality

I will place the needs of the group above any personal interests within the community. At Kroka we value our ability to share personally with each other and see this as an essential way to connect and build common understanding. I agree to uphold the privacy of the community & maintain confidentiality to the best of my ability. I understand that Kroka staff are mandated reporters and will respond seriously to concerns for the physical or emotional safety of the group. I agree to disclose with Kroka staff any threats to the physical or emotional safety of myself or another member of the community.

Inclusivity & Tolerance

I will share in the work of creating and maintaining a strong and fully inclusive community for people from many diverse backgrounds. Kroka is a safe place for students who are questioning their sexual orientation or gender identity, and Kroka staff and students will work to openly accommodate and affirm the full diversity of human beings who may be part of the community.

Exclusive Relationships

Students on programs will naturally develop close friendships and even romantic feelings for one another. It is normal and healthy to enjoy and express these feelings, as long as they do not interfere with the overall social and emotional well-being of the community. To that end, I will refrain from exclusive behavior and I will respond to feedback about how my personal relationships affect the group. If I feel drawn towards a romantic relationship while at Kroka, I will communicate with program staff and ask for support and feedback about my behavior. Finally, I understand that Kroka does not permit any romantic or exclusive relationships between staff and students.

Sexuality

Kroka's curriculum demands extraordinary levels of focus during a brief period of time in one's life. While sexuality is a normal and healthy aspect of being human, exploring intimate or sexual relationships while on a Kroka program will inevitably draw energy away from the personal and community experience of Kroka. Therefore, in order to embrace my full potential as a student or leader, I will not engage in intimate sexual activity with other students or staff during a Kroka program.

Consequences of Violation

I agree to the terms of the Code of Conduct and understand that violation of the Code may result in my immediate dismissal.

Kroka Expeditions

Grievance Policy

APPENDIX E.12

SCHOOL GRIEVANCE POLICY

Bullying, Harassment and Discrimination

Kroka Expeditions has adopted a zero-tolerance policy toward bullying, discrimination and all forms of harassment. This zero-tolerance policy means that no form of bullying, discriminatory or harassing conduct, as described in more detail below, by or towards any employee, member, vendor, student, or other person on our campus or in our programs will be tolerated. Kroka is committed to enforcing its policy at all levels within our community. Any staff member, student, guest teacher, visitor or volunteer who engages in bullying, discrimination or harassment will be subject to discipline, up to and including immediate suspension or dismissal from a program, discharge from employment, or removal from leadership.

Kroka Expeditions absolutely prohibits bullying, and harassment or discrimination based on sex, age, gender identity, physical or mental disability, perceived disability, marital status, personal appearance, sexual orientation, race, color, religion, national origin, genetic information, military or veteran status or any other characteristic protected by federal, state, or local law.

“Harassment” means an incident or incidents of verbal, written, visual, or physical conduct, including any incident conducted by electronic means, based on or motivated by a student’s, employee’s or an employee family member’s actual or perceived race, creed, color, national origin, marital status, disability, sex, sexual orientation, or gender identity, or any other characteristic, that has the purpose or effect of objectively and substantially undermining, detracting from, or interfering with a person's ability to participate or do their job, or which creates an objectively intimidating, hostile, or offensive environment.

“Bullying” means a single significant incident or a pattern of incidents involving a written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another student or community member which causes physical harm or damages individual or community property; causes emotional distress; interferes with a student’s educational experience or opportunities; creates a hostile environment; or substantially disrupts the orderly operation of the school or community.

Teacher Conduct

All Kroka staff shall exemplify honesty and integrity in the course of professional practice, maintain a professional relationship with all students, both inside and outside the educational setting, and make reasonable efforts to protect students from conditions which are harmful to their health and safety.

Dismissal or Withdrawal from the School

Kroka reserves the right to dismiss a student from the school if the Faculty, Staff, or Board of Trustees determine that their behavior is not in accordance with the *Code of Conduct (see below)* or is jeopardizing the functioning of the program or the education of any student. Since our operating expenses in planning and staffing the program do not diminish if a student departs during the course of the semester, families are unconditionally obligated to pay fees for the full program. No deduction, remission, or refund of fees or tuition charges will be made by Kroka for any absence, dismissal, or withdrawal from the program due to disciplinary, academic, social, emotional, or personal reasons. Students and family will be held accountable, to the extent permitted by law, for Kroka's expenses of enforcement and collection of those fees.

Use of Restraint and Seclusion

Restraint is used by Kroka Staff only when a student presents a risk of harming themselves or others or attempts to run away, and after they do not respond to verbal instructions. Restraint training is covered during staff training. (Seclusion is never used at Kroka. A staff member remains with students at all times until a parent or guardian is able to take over.)

Conflict Resolution and the Grievance Process

Kroka Expeditions makes every effort to resolve conflict internally. Opportunities are provided for students, staff, and parents to submit feedback and grievances to the organization. Examples of these opportunities are outlined below:

- 1-on-1 student-teacher conferences held 3x per semester
- Parent-teacher conferences held 2x per semester
- Parent conferences with the Executive Director/Director of Education held 1-2x per semester
- Student feedback forms provided at the end of the term
- Parent feedback forms provided at the end of the term
- Ongoing parent-student-teacher dialogue during and after the term

Should a complaint arise, we make space for the following internal processes:

Student: Student conversation
Student: Teacher conversation
Student: Administrator conversation

Parent: Teacher conversation
Parent: Administrator conversation

Teacher: Teacher conversation
Teacher: Administrator conversation

In the event of an unresolved conflict between the above parties, the dispute will be brought before the Leadership Council for resolution.

If a conflict is not resolved by Leadership Council, it will be brought before the Board of Trustees for resolution.

If a board member is not able to resolve a conflict, they may choose to hire an outside mediator or to implement any other outside process for dispute resolution.

If needed, the Board of Trustees may choose to work with the NH Department of Education to resolve an unmediated conflict.

Financial Grievance

Kroka reserves the right to dismiss a student from the program if the Faculty, Staff, or Board of Trustees determine that their behavior is not in accordance with the *Code of Conduct* or is jeopardizing the functioning of the program or the education of any student. Since our operating expenses in planning and staffing the program do not diminish if a student departs during the course of the semester, you acknowledge that your obligation to pay fees for the full program is unconditional. *No deduction, remission, or refund of fees or tuition charges will be made by Kroka or Sterling College for any absence, dismissal, or withdrawal from the program due to disciplinary, academic, social, emotional, or personal reasons.* Students and family will be held accountable, to the extent permitted by law, for Kroka's expenses of enforcement and collection of those fees. Should a student be unable to complete the program due to lack of fitness, injury, or illness, Kroka will offer to apply the unused portion of their tuition (less fees) towards a future program with Kroka for that student or a sibling. Fees in these cases may include administrative costs, evacuation transportation costs, equipment, medical appointments, or extra staff time.

If any family or staff member has a financial grievance with Kroka, it will be brought to the Business Office. If it is not able to be resolved, the grievance would be brought to the Executive Director, and then The Board of Trustees.

Kroka's Code of Conduct

All students and staff sign the Code of Conduct prior to participation or employment with Kroka.

We believe that consciousness and altruistic will can be brought forward through a living relationship with the natural world and by taking our places within the circle of

community. *Our code of conduct allows us to live and work together in a way that balances the needs of the individual with the needs of the community.*

Work

I accept and embrace manual labor as an essential part of daily life in the Kroka community. I will put forth my utmost effort to work with intention and focus to see each assigned task through to completion. I will report any incomplete tasks.

Cleanliness

I will maintain my living space and belongings in a clean presentable order. Clothing, equipment, and personal space will be kept clean and arranged neatly.

Personal Health

I will safeguard the health of the group by taking responsibility for my own physical, mental, and emotional health and safety. I will take the highest standards of care for my appearance and hygiene. This includes adequate nutrition, rest, and finding supportive guidance from staff and peers.

Substance Use

I will not possess, offer, purchase or consume any substances that will adversely impact physical health, state of consciousness, or the ability to exercise good judgment at any time while on a Kroka program. This includes (but is not limited to) tobacco, electronic cigarettes, marijuana, pharmaceutical drugs, psychotropic or psychedelic substances (chemical and wild-gathered), alcohol, or other illegal drugs.

Safety

I will follow all safety procedures and use all equipment as instructed. I will embrace the challenge and risk of adventure sports while also realizing that crossing the line of common sense will endanger my life and the lives of others in the group.

Respect & Responsibility

I will take personal responsibility for any animals, buildings, supplies and equipment that are placed within my care or within my reach. I will not take things that do not belong to me. When I make a mistake, which I will, I will take honest responsibility for it, and enjoy the support of the community in making things right again.

Communications

I will strive to express my ideas and feelings fully and freely within the community. I will model healthy positive communication without gossip or behind-the-back criticism. I will practice kindness and sensitivity and use respectful language, avoiding teasing, profanity, and offensive expressions.

Conflict Resolution

When conflict or resentment occurs, I will immediately speak out honestly to the group or staff members in order to promptly move the issue to resolution.

Confidentiality & Disclosure

Anything said confidentially within the group will remain within the group....

At Kroka we value our ability to share personally with each other and see this as an essential way to connect and build common understanding. I agree to uphold the privacy of the community & maintain confidentiality to the best of my ability. At the same time, I understand that Kroka staff are mandated reporters and will respond seriously to concerns for the physical or emotional safety of the group. I agree to disclose with Kroka staff any threats to the physical or emotional safety of myself or another member of the community. I will place the needs of the group above any personal interests within the community.

Inclusivity & Tolerance

I will share in the work of creating and maintaining a strong and fully inclusive community for people from many diverse backgrounds. Kroka is a safe place for students who are questioning their sexual orientation or gender identity, and Kroka staff and students will work to openly accommodate and affirm the full diversity of human beings who may be part of the community.

Exclusive Relationships

Students on programs will naturally develop close friendships and even romantic feelings for one another. It is normal and healthy to enjoy and express these feelings, as long as they do not interfere with the overall social and emotional well-being of the community. To that end, I will refrain from exclusive behavior and I will respond to feedback about how my personal relationships affect the group. If I feel drawn towards a romantic relationship while at Kroka, I will communicate with program staff and ask for support and feedback about my behavior. Finally, I understand that Kroka does not permit any romantic or exclusive relationships between staff and students.

Sexuality

Kroka's curriculum demands extraordinary levels of focus during a brief period of time in one's life. While sexuality is a normal and healthy aspect of being human, exploring intimate or sexual relationships while on a Kroka program will inevitably draw energy away from the personal and community experience of Kroka. Therefore, in order to embrace my full potential as a student or leader, I will not engage in intimate sexual activity with other students or staff during a Kroka program.

Consequences of Violation

I agree to the terms of the Code of Conduct and understand that violation of the Code may result in my immediate dismissal.

Kroka Expeditions

Supporting Services

Appendix E.11 Supporting Services

Medical Support:

Kroka Expeditions requires that staff possess current Wilderness First Responder certification or higher degrees of applicable wilderness medicine. Kroka follows WMA protocols for administering medication and emergency first aid. Staff have access to medical supplies as needed from the First Aid Room. We keep a roll-away bed and have a designated infirmary where sick students may rest. In addition, students receive Wilderness First Aid certification. Kroka also has an on-call nurse and medical advisor, should the need arise to consult with a medical professional about a medical situation or concern. Kroka maintains standing orders with the local hospital, Cheshire Medical Center, in Keene, NH. Staff prepare Emergency Response Plans for all expeditions with the locations and contact information of local emergency services and medical providers.

Psychological Counseling Support:

Kroka has a Mental Health Advisor available to give advice and support Kroka staff in responding to emergent mental health needs. Further counseling is provided on an as-needed basis via referral.

Transportation Services:

Kroka does not provide transportation to and from the school. Kroka maintains a fleet of 15-passenger vans, which we use for field trips and extracurricular activities. Staff drivers must be 21 years of age, pass a background check, have a clean driver's license, and pass a road test before driving students.

Food Services:

Kroka provides three meals per day plus snacks to students for the duration of the program. Food is stored and prepared in our Farmhouse kitchen by a designated Food Manager. On expeditions food is prepared by students with staff supervision. Food provided is adequate to meet students dietary and nutritional needs in an active outdoors lifestyle.

Library:

Kroka's library of relevant books and materials are available for use as teaching resources and for student reading. The library is catalogued and made available to staff and students when appropriate. Kroka's library includes an extensive collection of USGS

topographical maps and gazetteers for navigation, professional guidebooks to rivers and wilderness areas around the world, a collection of fiction and non-fiction literature, and curriculum-specific books for teaching English, Natural Sciences, Social Studies, and History. Teaching staff have access to laptop computers for planning, teaching and supporting student learning. The staff librarian maintains the library and supports student use of library resources.

Kroka Expeditions

Budget

**KROKA EXPEDITIONS
2022 SEMESTER SCHOOL OPERATING BUDGET**

	WINTER/SPRING	FALL	TOTAL
INCOME			
TUITION & FEES	\$ 240,000	\$ 160,000	\$ 400,000
DONATIONS	\$ 12,000	\$ 8,000	\$ 20,000
EXPENSE			
YEAR-ROUND STAFF			
Liz Jordan	\$ 18,000	\$ 18,000	\$ 36,000
Jackie Faustinoni	\$ 6,500	\$ 12,000	\$ 18,500
Tricia Bennett	\$ 4,000	\$ 16,000	\$ 20,000
Nathan Lyczak	\$ 4,000	\$ 3,500	\$ 7,500
Ezra Fradkin	\$ 3,500	\$ 3,000	\$ 6,500
SEASONAL TEACHERS			
Nick Paul	\$ 6,000	\$ 6,000	\$ 12,000
Tom Rosenburg	\$ 5,000		\$ 5,000
Other Support Staff	\$ 8,000	\$ 7,000	\$ 15,000
GUEST TEACHERS	\$ 4,900	\$ 3,000	\$ 7,900
CONTRACTED PROGRAMS	\$ 1,300	\$ 4,000	\$ 5,300
FOOD	\$ 22,765	\$ 8,000	\$ 30,765
EQUIPMENT	\$ 4,800	\$ 6,500	\$ 11,300
SUPPLIES	\$ 6,300	\$ 3,500	\$ 9,800
VEHICLES, TRAVEL, GASOLINE	\$ 14,700	\$ 8,500	\$ 23,200
PERMITS & FEES	\$ 1,400	\$ 1,000	\$ 2,400
MARKETING	\$ 12,500	\$ 6,000	\$ 18,500
INSURANCE	\$ 35,000	\$ 24,000	\$ 59,000
ADMINISTRATION (Utilities & Campus Se	\$ 34,000	\$ 28,000	\$ 62,000
TOTAL EXPENSE	\$ 192,665	\$ 158,000	\$ 350,665
NET INCOME	\$ 59,335	\$ 10,000	\$ 69,335

Kroka Expeditions

Certificate of Occupancy

Zoning Verification

Fire and Life Safety Report

Health Inspection

NHED Proposed Non-public School Facility Inspection Form



Building Permit No: 8/29/19

Certificate of Occupancy

Permit #

Inspection date: 3/1/21

Reviewed the Health and Fire department inspection reports

Occupancy granted with the following Conditions that will need to be completed by 7-1-21 and reinspected.

- 1. Handicap parking needs to be designated with the proper signage.
- 2. parking along rt 123 designated in a way that does not require backing out into the flow of traffic.
- ✓ 3. signage directing delivery trks to enter and unload by the Farm House and exit at the lower end of the Loop driveway.
- 4. Stair railings do not meet code requirements additional work ,code requires that the spacing of the Balustrades [area between the rail and the floor or stairs] does not exceed 4"

Town of Marlow Building inspector

Robert E. Allen

2-17-22
 work complete
 No Issue
 Full occupancy
 [Handwritten signature]

9/20/16 Copy

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
101 PLEASANT STREET
CONCORD, NEW HAMPSHIRE 03301-3860

NONPUBLIC SCHOOL ZONING VERIFICATION FORM

(Please Print)

Name of Nonpublic School: Kroka Expeditions
School's Physical Address: 767 Forest Rd, Marlow, NH 03456
Applicant's Name: Misha Golfman, Director Tel Number: 603-885-9087

Instructions: If zoning action is not required, complete Section 1. If zoning action is needed, complete Section 2. Indicate any zoning restrictions placed on this nonpublic school on this form or attach signed copies of the zoning board's decision.

Section 1:

The Nonpublic School named above DOES CONFORM to the zoning requirements of

(City/Town) MARLOW, NH

Comments:

Name of Official: (please print) JOSEPH FEUER Signature: Joseph Feuer
Date: 12/11/12 Telephone: 603 446 7361 Email: jfeuer@worldpath.net

Section 2:

The Nonpublic School named above has been granted approval by the Zoning Board of

(City/Town) MARLOW

Check one.

No restrictions were specified by the zoning authority.
 Restrictions specified by the zoning authority are noted below or attached.

Comments:

Name of Official: (please print) JOSEPH FEUER Signature: Joseph Feuer
Date: 12/11/12 Telephone: 603 446-7361 Email: jfeuer@worldpath.net



Division of Fire Safety
OFFICE OF THE STATE FIRE MARSHAL
Paul J. Parisi, State Fire Marshal

Office: 110 Smokey Bear Blvd, Concord, NH
Mailing Address: 33 Hazen Drive, Concord, NH 03305
603-223-4289, FAX 603-223-4294

SCHOOL FIRE AND LIFE SAFETY INSPECTION CHECKLIST

School Name: Kroka Expeditions
 School Address: 767 NH Rte. 123
 School Phone Number: (603) 835-9087
 Inspected By (Please Print): Sean T. Brewer
 Inspection Organization Name: Marlow Fire & EMS
 Inspector Contact Number: (603) 499-6662
 Date of Inspection: 7/31/22
 Building Name: Farm House

1. This checklist is intended for use by local authorities in conducting required inspections of educational facilities. Specific chapter and section references are from **NFPA 101, 2015 edition, NFPA 1, 2009 edition** and other current applicable codes.
2. The educational facility fire and life safety inspection is part of the NH Department of Education school approval process. An inspection is required to show that a public school is in compliance with NH Administrative Rule Ed 306.07 and that a nonpublic school is in compliance with NH Administrative Rule Ed 403.01(c). The annual inspection of schools is also required and regulated by RSA 153:14, II (b).
3. Each local fire chief shall furnish a copy of this report to each school district superintendent and all school board members upon completion.
4. Each local fire chief shall submit this report each year, after the completion of the inspection, to the NH Division of Fire Safety, Office of the State Fire Marshal no later than December 15th.
5. NFPA defines an Educational Occupancy as an occupancy used for educational purposes through the twelfth grade by six or more persons for 4 or more hours per day or more than 12 hours per week. (NFPA 101 Ch. 3.3.190.6*)
6. NFPA defines an Assembly Occupancy as an occupancy (1) used for a gathering of 50 or more persons for deliberation, worship, entertainment, eating, drinking, amusement, awaiting transportation, or similar uses; or (2) used as a special amusement building, regardless of occupant load. (NFPA 101 Ch. 3.3.190.2*)



STATE OF NEW HAMPSHIRE DEPARTMENT OF SAFETY

John J. Barthelmes, Commissioner



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NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Assembly Occupancies				
1. All assembly occupancies meet the general requirements of Chapter 13 of the Life Safety Code. NFPA 101 Ch. 13.1.1	✓			
2. Occupant loads for assembly spaces have been calculated and are posted by the authority having jurisdiction. NFPA 101 Ch. 13.7.9.3.1			✓	
3. Egress/relocation drills are conducted prior to all public events in assembly occupancies. NFPA 101 Ch. 13.7.7.3			✓	
4. When the occupant load of an assembly area is 250 persons or more, there are trained crowd control managers available at all public events. NFPA 101 Ch. 13.7.6.1			✓	
Means of Egress				
1. Pre-School, Kindergarten, and Grade 1 students are restricted to the level of exit discharge. NFPA 101 Ch. 15.2.1.2	✓			
2. Grade 2 students are restricted from occupying any floor level more than one level above exit discharge. NFPA 101 Ch. 15.2.1.3	✓			
3. All doors serving 100 or more persons are equipped with approved panic hardware or fire exit hardware. NFPA 101 Ch. 15.2.2.2.2			✓	
4. There are not any exit doors which are locked from the inside or chained that prevent egress from the building. NFPA 101 Ch. 13.2.5.4.2	✓			
5. Exit doors open in the direction of egress travel. NFPA 101 Ch. 7.2.1.4.2	✓			
6. All exit access corridors are at least 6 feet wide. NFPA 101 Ch. 7.2.6.4.1	✓			
7. There are not any non-compliant Dead-end corridors. NFPA 101 Ch. 7.5.1.5	✓			
8. There are not any non-compliant Common Paths of Travel. NFPA 101 Ch. 7.5.1.1.4	✓			
9. All rooms larger than 1000 square feet have at least two exits doors that lead to separate exits. NFPA 101 Ch. 15.2.5.4			✓	



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NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
10. There are not any doors that swing into exit access corridors and interfere with travel. NFPA 101 Ch. 15.2.5.6	✓			
11. All doors which could be mistaken as exit doors are clearly marked as "NOT AN EXIT". NFPA 101 Ch. 7.10.8.3.1	✓			
12. All aisles are not less than 30 inches wide. NFPA 101 Ch. 15.2.5.7	✓			
13. No travel distances exceed 150 feet in a non-sprinklered building or 200 feet in a sprinklered building. NFPA 101 Ch. 15.2.6.2	✓			
14. All means of egress are properly marked and illuminated. NFPA 101 Ch. 7.10.1.2.1	✓			
15. Emergency lighting is properly installed, tested and functional. NFPA 101 Ch. 15.2.9.1	✓			
16. There is at least one acceptable rescue window in each classroom below fourth floor, (unless the building has a sprinkler system or room has direct exit to outside). NFPA 101 Ch. 15.2.11.1.1			✓	
17. Lockup or time-out rooms meet the requirements. NFPA 101 Ch. 15.2.11.2			✓	
18. There is not any storage under the stairwells. NFPA 101 Ch. 7.2.2.5.3		✓		Remove recycling center from stairs
19. There are no less than two separate exits on every story that are accessible from every part of every story and mezzanine. NFPA 101 Ch. 15.2.4.2	✓			
Protection				
1. All vertical openings are enclosed or protected, unless they meet the criteria for exception. NFPA 101 Ch. 15.3.1.1	✓			
2. All storage, janitor, and mechanical rooms are properly separated from the rest of the building. NFPA 101 Ch. 15.3.2.1	✓			
3. All hazardous and flammable materials are stored properly. NFPA 101 Ch. 8.7.3.1	✓			
4. Commercial kitchen facilities have the required hood suppression system. NFPA 101 Ch. 15.3.2.2			✓	
5. The hood suppression system been cleaned and inspected within the last 6 months. NFPA 96 Ch. 11.2.1			✓	



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NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
6. There is a vertical clearance of at least 18 inches between sprinkler heads and any objects below. NFPA 13 Ch. 8.5.6			✓	
7. The required manual fire alarm pull stations are unobstructed. NFPA 101 Ch. 9.6.2.7	✓			
8. Pull stations are installed in the natural exit access path near each required exit or within 5 feet of exit doorways. NFPA 101 Ch. 9.6.2.3	✓			
9. The fire alarm system provides audible signals in all occupied spaces. NFPA 101 Ch. 9.6.3.7	✓			
10. The fire alarm system provides visual signals in all occupied spaces. NFPA 101 Ch. 9.6.3.5	✓			
11. All student occupied areas below the exit level of discharge are properly protected by an approved automatic sprinkler system. NFPA 101 Ch. 15.3.5.3			✓	
12. There is proper fire rated separation between floors, corridors, and compartments to include fire caulking/collars in any penetrations. NFPA 101 Ch. 15.3.1.1 and NFPA 101 Ch. 8.5.6.2	✓			
13. All fire doors operate properly and are free from obstructions. NFPA 101 Ch. 4.6.12.1	✓			
14. All fire extinguishers are properly charged, marked, and accessible. NFPA 1 Ch. 13.6.8.1.3.1	✓			
Building Services				
1. All panelboard and switchboards, pull boxes, junction boxes, switches, receptacles, and conduit bodies shall be provided with covers. NFPA 1 Ch. 11.1.10	✓			
Operating Features				
1. There an approved emergency plan available. NFPA 101 Ch. 15.7.1	✓			
2. Fire/emergency drills are being conducted and documented as required. NFPA 101 Ch. 15.7.2.1	✓			
3. Documentation is available that routes of egress and exits are inspected daily. NFPA 101 Ch. 15.7.3.1	✓			
4. There is not any clothing and/or personal effects stored in corridors. (Exception: Fire Sprinklers, Smoke Detection, or Metal Lockers) NFPA 101 Ch. 15.7.4.2	✓			
5. The artwork and teaching materials on the walls does not exceed the requirements for a sprinklered building (>50%) or a non-sprinklered building (>20%). NFPA 101 Ch. 15.7.4.3	✓			



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NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Portable Classrooms				
1. Modular classrooms are labeled with the required certification. Saf-C 3300			✓	
2. If the modular classroom has been moved from a different town/location it has been recertified to meet the requirements in the current town. Saf-C 3300			✓	
Required Building Inspection Documentation				
1. Fire extinguisher monthly visual inspection and annual inspection.		✓		Inspect monthly and fill out tags
2. Emergency lighting testing monthly and annually		✓		Inspect monthly
3. Commercial kitchen hood cleaning and inspection within 6 months			✓	
4. Daily egress check by school staff	✓			
5. Annual fire alarm test report any with deficiencies noted.		✓		Annual test and report required
6. All deficiencies noted in the annual report have been addressed.			✓	
7. Annual sprinkler test report with any deficiencies noted.			✓	
8. All deficiencies noted in the annual report have been addressed.			✓	
School Security and Emergency Planning				
<i>This new section was developed as a result of the work completed by the Governor's School Safety Preparedness Taskforce and consists as a list of best practices.</i>				
1. All classroom door locking devices are compliant with the provisions of the 2018 Life Safety Code, Educational Occupancies Chapter			✓	
2. If provided, the positive alarm sequence for the fire alarm system complies with NFPA 72. <i>(Positive fire alarm sequence was included in the NFPA 72, National Fire Alarm and Signaling Code, in the 1980s. It provides an alarm delay of up to 180 seconds if trained personnel acknowledge the alarm at the control panel within 15 seconds. This action provides the responding personnel time to investigate an alarm before evacuating a building.)</i>			✓	
3. The school conducts All-Hazard drills in compliance with the latest edition of the NH State Fire Code [NH Code of Administrative Rules Saf-C 6008.05(a)]	✓			
4. The school has developed an emergency response plan as required by RSA 189:64, Emergency Response Plans	✓			
END OF CHECKLIST				



STATE OF NEW HAMPSHIRE DEPARTMENT OF SAFETY
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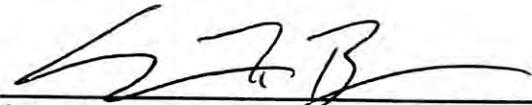
Office: 110 Smokey Bear Blvd, Concord, NH
Mailing Address: 33 Hazen Drive, Concord, NH 03305
603-223-4289, FAX 603-223-4294

Comments/Notations:

Remove recycling center from under stairs
Inspect fire extinguishers monthly and fill out tags
Inspect emergency lighting monthly and document.
Annual fire alarm devices to be tested and inspected annually
and report filed.
Recommend a central alarm monitoring system for entire
property.

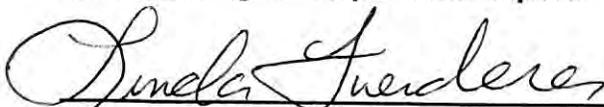
FOLLOW-UP:

1. Based upon the information collected on this form, a corrective action (check one) IS OR IS NOT required. If corrective action is required, when do you anticipate it will be completed? Date: _____
2. An approved plan of correction will OR will not be submitted to the local fire department.
3. A re-inspection of this facility (check one) IS OR IS NOT required. If a re-inspection is required, it will occur on or before? Date: _____


Signature of Inspector or Fire Chief

7/31/2022
Date

I acknowledge receipt of this report.


Signature of School Contact

7/31/2022
Date



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SCHOOL FIRE AND LIFE SAFETY INSPECTION CHECKLIST

School Name: Kroka Expeditions
 School Address: 767 NH Rte. 123
 School Phone Number: (603) 835-9087
 Inspected By (Please Print): Sean T. Brewer
 Inspection Organization Name: Marlow Fire & EMS
 Inspector Contact Number: (603) 499-6662
 Date of Inspection: 7/31/22
 Building Name: Farm Barn

1. This checklist is intended for use by local authorities in conducting required inspections of educational facilities. Specific chapter and section references are from **NFPA 101, 2015 edition, NFPA 1, 2009 edition** and other current applicable codes.
2. The educational facility fire and life safety inspection is part of the NH Department of Education school approval process. An inspection is required to show that a public school is in compliance with NH Administrative Rule Ed 306.07 and that a nonpublic school is in compliance with NH Administrative Rule Ed 403.01(c). The annual inspection of schools is also required and regulated by RSA 153:14, II (b).
3. Each local fire chief shall furnish a copy of this report to each school district superintendent and all school board members upon completion.
4. Each local fire chief shall submit this report each year, after the completion of the inspection, to the NH Division of Fire Safety, Office of the State Fire Marshal no later than December 15th.
5. NFPA defines an Educational Occupancy as an occupancy used for educational purposes through the twelfth grade by six or more persons for 4 or more hours per day or more than 12 hours per week. (NFPA 101 Ch. 3.3.190.6*)
6. NFPA defines an Assembly Occupancy as an occupancy (1) used for a gathering of 50 or more persons for deliberation, worship, entertainment, eating, drinking, amusement, awaiting transportation, or similar uses; or (2) used as a special amusement building, regardless of occupant load. (NFPA 101 Ch. 3.3.190.2*)



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603-223-4289, FAX 603-223-4294

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Assembly Occupancies				
1. All assembly occupancies meet the general requirements of Chapter 13 of the Life Safety Code. NFPA 101 Ch. 13.1.1			✓	
2. Occupant loads for assembly spaces have been calculated and are posted by the authority having jurisdiction. NFPA 101 Ch. 13.7.9.3.1			✓	
3. Egress/relocation drills are conducted prior to all public events in assembly occupancies. NFPA 101 Ch. 13.7.7.3			✓	
4. When the occupant load of an assembly area is 250 persons or more, there are trained crowd control managers available at all public events. NFPA 101 Ch. 13.7.6.1			✓	
Means of Egress				
1. Pre-School, Kindergarten, and Grade 1 students are restricted to the level of exit discharge. NFPA 101 Ch. 15.2.1.2	✓			
2. Grade 2 students are restricted from occupying any floor level more than one level above exit discharge. NFPA 101 Ch. 15.2.1.3	✓			
3. All doors serving 100 or more persons are equipped with approved panic hardware or fire exit hardware. NFPA 101 Ch. 15.2.2.2.2			✓	
4. There are not any exit doors which are locked from the inside or chained that prevent egress from the building. NFPA 101 Ch. 13.2.5.4.2	✓			
5. Exit doors open in the direction of egress travel. NFPA 101 Ch. 7.2.1.4.2	✓			
6. All exit access corridors are at least 6 feet wide. NFPA 101 Ch. 7.2.6.4.1	✓			
7. There are not any non-compliant Dead-end corridors. NFPA 101 Ch. 7.5.1.5	✓			
8. There are not any non-compliant Common Paths of Travel. NFPA 101 Ch. 7.5.1.1.4	✓			
9. All rooms larger than 1000 square feet have at least two exits doors that lead to separate exits. NFPA 101 Ch. 15.2.5.4			✓	



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NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
10. There are not any doors that swing into exit access corridors and interfere with travel. NFPA 101 Ch. 15.2.5.6	✓			
11. All doors which could be mistaken as exit doors are clearly marked as "NOT AN EXIT". NFPA 101 Ch. 7.10.8.3.1			✓	
12. All aisles are not less than 30 inches wide. NFPA 101 Ch. 15.2.5.7	✓			
13. No travel distances exceed 150 feet in a non-sprinklered building or 200 feet in a sprinklered building. NFPA 101 Ch. 15.2.6.2	✓			
14. All means of egress are properly marked and illuminated. NFPA 101 Ch. 7.10.1.2.1	✓			
15. Emergency lighting is properly installed, tested and functional. NFPA 101 Ch. 15.2.9.1			✓	
16. There is at least one acceptable rescue window in each classroom below fourth floor, (unless the building has a sprinkler system or room has direct exit to outside). NFPA 101 Ch. 15.2.11.1.1	✓			
17. Lockup or time-out rooms meet the requirements. NFPA 101 Ch. 15.2.11.2			✓	
18. There is not any storage under the stairwells. NFPA 101 Ch. 7.2.2.5.3			✓	
19. There are no less than two separate exits on every story that are accessible from every part of every story and mezzanine. NFPA 101 Ch. 15.2.4.2	✓			
Protection				
1. All vertical openings are enclosed or protected, unless they meet the criteria for exception. NFPA 101 Ch. 15.3.1.1			✓	
2. All storage, janitor, and mechanical rooms are properly separated from the rest of the building. NFPA 101 Ch. 15.3.2.1			✓	
3. All hazardous and flammable materials are stored properly. NFPA 101 Ch. 8.7.3.1			✓	
4. Commercial kitchen facilities have the required hood suppression system. NFPA 101 Ch. 15.3.2.2			✓	
5. The hood suppression system been cleaned and inspected within the last 6 months. NFPA 96 Ch. 11.2.1			✓	



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NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
6. There is a vertical clearance of at least 18 inches between sprinkler heads and any objects below. NFPA 13 Ch. 8.5.6			✓	
7. The required manual fire alarm pull stations are unobstructed. NFPA 101 Ch. 9.6.2.7			✓	
8. Pull stations are installed in the natural exit access path near each required exit or within 5 feet of exit doorways. NFPA 101 Ch. 9.6.2.3			✓	
9. The fire alarm system provides audible signals in all occupied spaces. NFPA 101 Ch. 9.6.3.7			✓	
10. The fire alarm system provides visual signals in all occupied spaces. NFPA 101 Ch. 9.6.3.5			✓	
11. All student occupied areas below the exit level of discharge are properly protected by an approved automatic sprinkler system. NFPA 101 Ch. 15.3.5.3			✓	
12. There is proper fire rated separation between floors, corridors, and compartments to include fire caulking/collars in any penetrations. NFPA 101 Ch. 15.3.1.1 and NFPA 101 Ch. 8.5.6.2			✓	
13. All fire doors operate properly and are free from obstructions. NFPA 101 Ch. 4.6.12.1			✓	
14. All fire extinguishers are properly charged, marked, and accessible. NFPA 1 Ch. 13.6.8.1.3.1	✓			
Building Services				
1. All panelboard and switchboards, pull boxes, junction boxes, switches, receptacles, and conduit bodies shall be provided with covers. NFPA 1 Ch. 11.1.10	✓			
Operating Features				
1. There an approved emergency plan available. NFPA 101 Ch. 15.7.1	✓			
2. Fire/emergency drills are being conducted and documented as required. NFPA 101 Ch. 15.7.2.1	✓			
3. Documentation is available that routes of egress and exits are inspected daily. NFPA 101 Ch. 15.7.3.1			✓	
4. There is not any clothing and/or personal effects stored in corridors. (Exception: Fire Sprinklers, Smoke Detection, or Metal Lockers) NFPA 101 Ch. 15.7.4.2			✓	
5. The artwork and teaching materials on the walls does not exceed the requirements for a sprinklered building (>50%) or a non-sprinklered building (>20%). NFPA 101 Ch. 15.7.4.3			✓	



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NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Portable Classrooms				
1. Modular classrooms are labeled with the required certification. Saf-C 3300			✓	
2. If the modular classroom has been moved from a different town/location it has been recertified to meet the requirements in the current town. Saf-C 3300			✓	
Required Building Inspection Documentation				
1. Fire extinguisher monthly visual inspection and annual inspection.		✓		<i>Inspect monthly and fill out tags</i>
2. Emergency lighting testing monthly and annually			✓	
3. Commercial kitchen hood cleaning and inspection within 6 months			✓	
4. Daily egress check by school staff	✓			
5. Annual fire alarm test report any with deficiencies noted.			✓	
6. All deficiencies noted in the annual report have been addressed.			✓	
7. Annual sprinkler test report with any deficiencies noted.			✓	
8. All deficiencies noted in the annual report have been addressed.			✓	
School Security and Emergency Planning				
<i>This new section was developed as a result of the work completed by the Governor's School Safety Preparedness Taskforce and consists as a list of best practices.</i>				
1. All classroom door locking devices are compliant with the provisions of the 2018 Life Safety Code, Educational Occupancies Chapter			✓	
2. If provided, the positive alarm sequence for the fire alarm system complies with NFPA 72. <i>(Positive fire alarm sequence was included in the NFPA 72, National Fire Alarm and Signaling Code, in the 1980s. It provides an alarm delay of up to 180 seconds if trained personnel acknowledge the alarm at the control panel within 15 seconds. This action provides the responding personnel time to investigate an alarm before evacuating a building.)</i>			✓	
3. The school conducts All-Hazard drills in compliance with the latest edition of the NH State Fire Code [NH Code of Administrative Rules Saf-C 6008.05(a)]	✓			
4. The school has developed an emergency response plan as required by RSA 189:64, Emergency Response Plans	✓			
END OF CHECKLIST				



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Comments/Notations:

Smoke detectors needed in building
Inspect fire extinguishers monthly and fill out tags

FOLLOW-UP:

- 1. Based upon the information collected on this form, a corrective action (check one) IS OR IS NOT required. If corrective action is required, when do you anticipate it will be completed? Date: _____
- 2. An approved plan of correction will OR will not be submitted to the local fire department.
- 3. A re-inspection of this facility (check one) IS OR IS NOT required. If a re-inspection is required, it will occur on or before? Date: _____

S. J. B.
Signature of Inspector or Fire Chief

7/31/2022
Date

I acknowledge receipt of this report.

Signature of School Contact

Date



Division of Fire Safety
OFFICE OF THE STATE FIRE MARSHAL
Paul J. Parisi, State Fire Marshal

Office: 110 Smokey Bear Blvd, Concord, NH
Mailing Address: 33 Hazen Drive, Concord, NH 03305
603-223-4289, FAX 603-223-4294

SCHOOL FIRE AND LIFE SAFETY INSPECTION CHECKLIST

School Name: Kroka Expeditions

School Address: 767 NH Rte. 123

School Phone Number: (603) 835-9087

Inspected By (Please Print): Sean T. Brewer

Inspection Organization Name: Marlow Fire + EMS

Inspector Contact Number: (603) 499-6662

Date of Inspection: 7/31/22

Building Name: Workshop

1. This checklist is intended for use by local authorities in conducting required inspections of educational facilities. Specific chapter and section references are from **NFPA 101, 2015 edition, NFPA 1, 2009 edition** and other current applicable codes.
2. The educational facility fire and life safety inspection is part of the NH Department of Education school approval process. An inspection is required to show that a public school is in compliance with NH Administrative Rule Ed 306.07 and that a nonpublic school is in compliance with NH Administrative Rule Ed 403.01(c). The annual inspection of schools is also required and regulated by RSA 153:14, II (b).
3. Each local fire chief shall furnish a copy of this report to each school district superintendent and all school board members upon completion.
4. Each local fire chief shall submit this report each year, after the completion of the inspection, to the NH Division of Fire Safety, Office of the State Fire Marshal no later than December 15th.
5. NFPA defines an Educational Occupancy as an occupancy used for educational purposes through the twelfth grade by six or more persons for 4 or more hours per day or more than 12 hours per week. (NFPA 101 Ch. 3.3.190.6*)
6. NFPA defines an Assembly Occupancy as an occupancy (1) used for a gathering of 50 or more persons for deliberation, worship, entertainment, eating, drinking, amusement, awaiting transportation, or similar uses; or (2) used as a special amusement building, regardless of occupant load. (NFPA 101 Ch. 3.3.190.2*)



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NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Assembly Occupancies				
1. All assembly occupancies meet the general requirements of Chapter 13 of the Life Safety Code. NFPA 101 Ch. 13.1.1			✓	
2. Occupant loads for assembly spaces have been calculated and are posted by the authority having jurisdiction. NFPA 101 Ch. 13.7.9.3.1			✓	
3. Egress/relocation drills are conducted prior to all public events in assembly occupancies. NFPA 101 Ch. 13.7.7.3			✓	
4. When the occupant load of an assembly area is 250 persons or more, there are trained crowd control managers available at all public events. NFPA 101 Ch. 13.7.6.1			✓	
Means of Egress				
1. Pre-School, Kindergarten, and Grade 1 students are restricted to the level of exit discharge. NFPA 101 Ch. 15.2.1.2			✓	
2. Grade 2 students are restricted from occupying any floor level more than one level above exit discharge. NFPA 101 Ch. 15.2.1.3			✓	
3. All doors serving 100 or more persons are equipped with approved panic hardware or fire exit hardware. NFPA 101 Ch. 15.2.2.2.2			✓	
4. There are not any exit doors which are locked from the inside or chained that prevent egress from the building. NFPA 101 Ch. 13.2.5.4.2	✓			
5. Exit doors open in the direction of egress travel. NFPA 101 Ch. 7.2.1.4.2	✓			
6. All exit access corridors are at least 6 feet wide. NFPA 101 Ch. 7.2.6.4.1			✓	
7. There are not any non-compliant Dead-end corridors. NFPA 101 Ch. 7.5.1.5	✓			
8. There are not any non-compliant Common Paths of Travel. NFPA 101 Ch. 7.5.1.1.4	✓			
9. All rooms larger than 1000 square feet have at least two exits doors that lead to separate exits. NFPA 101 Ch. 15.2.5.4			✓	



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NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
10. There are not any doors that swing into exit access corridors and interfere with travel. NFPA 101 Ch. 15.2.5.6	✓			
11. All doors which could be mistaken as exit doors are clearly marked as "NOT AN EXIT". NFPA 101 Ch. 7.10.8.3.1			✓	
12. All aisles are not less than 30 inches wide. NFPA 101 Ch. 15.2.5.7			✓	
13. No travel distances exceed 150 feet in a non-sprinklered building or 200 feet in a sprinklered building. NFPA 101 Ch. 15.2.6.2	✓			
14. All means of egress are properly marked and illuminated. NFPA 101 Ch. 7.10.1.2.1			✓	
15. Emergency lighting is properly installed, tested and functional. NFPA 101 Ch. 15.2.9.1			✓	
16. There is at least one acceptable rescue window in each classroom below fourth floor, (unless the building has a sprinkler system or room has direct exit to outside). NFPA 101 Ch. 15.2.11.1.1	✓			
17. Lockup or time-out rooms meet the requirements. NFPA 101 Ch. 15.2.11.2			✓	
18. There is not any storage under the stairwells. NFPA 101 Ch. 7.2.2.5.3			✓	
19. There are no less than two separate exits on every story that are accessible from every part of every story and mezzanine. NFPA 101 Ch. 15.2.4.2	✓			
Protection				
1. All vertical openings are enclosed or protected, unless they meet the criteria for exception. NFPA 101 Ch. 15.3.1.1	✓			
2. All storage, janitor, and mechanical rooms are properly separated from the rest of the building. NFPA 101 Ch. 15.3.2.1			✓	
3. All hazardous and flammable materials are stored properly. NFPA 101 Ch. 8.7.3.1	✓			
4. Commercial kitchen facilities have the required hood suppression system. NFPA 101 Ch. 15.3.2.2			✓	
5. The hood suppression system been cleaned and inspected within the last 6 months. NFPA 96 Ch. 11.2.1			✓	



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NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
6. There is a vertical clearance of at least 18 inches between sprinkler heads and any objects below. NFPA 13 Ch. 8.5.6			✓	
7. The required manual fire alarm pull stations are unobstructed. NFPA 101 Ch. 9.6.2.7			✓	
8. Pull stations are installed in the natural exit access path near each required exit or within 5 feet of exit doorways. NFPA 101 Ch. 9.6.2.3			✓	
9. The fire alarm system provides audible signals in all occupied spaces. NFPA 101 Ch. 9.6.3.7			✓	
10. The fire alarm system provides visual signals in all occupied spaces. NFPA 101 Ch. 9.6.3.5			✓	
11. All student occupied areas below the exit level of discharge are properly protected by an approved automatic sprinkler system. NFPA 101 Ch. 15.3.5.3			✓	
12. There is proper fire rated separation between floors, corridors, and compartments to include fire caulking/collars in any penetrations. NFPA 101 Ch. 15.3.1.1 and NFPA 101 Ch. 8.5.6.2			✓	
13. All fire doors operate properly and are free from obstructions. NFPA 101 Ch. 4.6.12.1			✓	
14. All fire extinguishers are properly charged, marked, and accessible. NFPA 1 Ch. 13.6.8.1.3.1	✓			
Building Services				
1. All panelboard and switchboards, pull boxes, junction boxes, switches, receptacles, and conduit bodies shall be provided with covers. NFPA 1 Ch. 11.1.10	✓			
Operating Features				
1. There an approved emergency plan available. NFPA 101 Ch. 15.7.1	✓			
2. Fire/emergency drills are being conducted and documented as required. NFPA 101 Ch. 15.7.2.1	✓			
3. Documentation is available that routes of egress and exits are inspected daily. NFPA 101 Ch. 15.7.3.1			✓	
4. There is not any clothing and/or personal effects stored in corridors. (Exception: Fire Sprinklers, Smoke Detection, or Metal Lockers) NFPA 101 Ch. 15.7.4.2			✓	
5. The artwork and teaching materials on the walls does not exceed the requirements for a sprinklered building (>50%) or a non-sprinklered building (>20%). NFPA 101 Ch. 15.7.4.3	✓			



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NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Portable Classrooms				
1. Modular classrooms are labeled with the required certification. Saf-C 3300			✓	
2. If the modular classroom has been moved from a different town/location it has been recertified to meet the requirements in the current town. Saf-C 3300			✓	
Required Building Inspection Documentation				
1. Fire extinguisher monthly visual inspection and annual inspection.		✓		Inspect monthly and fill out tags
2. Emergency lighting testing monthly and annually			✓	
3. Commercial kitchen hood cleaning and inspection within 6 months			✓	
4. Daily egress check by school staff			✓	
5. Annual fire alarm test report any with deficiencies noted.			✓	
6. All deficiencies noted in the annual report have been addressed.			✓	
7. Annual sprinkler test report with any deficiencies noted.			✓	
8. All deficiencies noted in the annual report have been addressed.			✓	
School Security and Emergency Planning				
<i>This new section was developed as a result of the work completed by the Governor's School Safety Preparedness Taskforce and consists as a list of best practices.</i>				
1. All classroom door locking devices are compliant with the provisions of the 2018 Life Safety Code, Educational Occupancies Chapter			✓	
2. If provided, the positive alarm sequence for the fire alarm system complies with NFPA 72. <i>(Positive fire alarm sequence was included in the NFPA 72, National Fire Alarm and Signaling Code, in the 1980s. It provides an alarm delay of up to 180 seconds if trained personnel acknowledge the alarm at the control panel within 15 seconds. This action provides the responding personnel time to investigate an alarm before evacuating a building.)</i>			✓	
3. The school conducts All-Hazard drills in compliance with the latest edition of the NH State Fire Code [NH Code of Administrative Rules Saf-C 6008.05(a)]	✓			
4. The school has developed an emergency response plan as required by RSA 189:64, Emergency Response Plans	✓			
END OF CHECKLIST				



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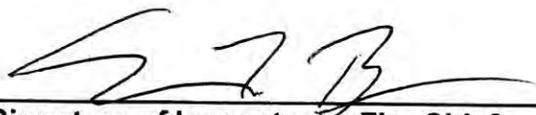
Office: 110 Smokey Bear Blvd, Concord, NH
Mailing Address: 33 Hazen Drive, Concord, NH 03305
603-223-4289, FAX 603-223-4294

Comments/Notations:

Hardwire smoke detector and clean of sawdust on a
regular basis.

FOLLOW-UP:

1. Based upon the information collected on this form, a corrective action (check one)
IS OR IS NOT required. If corrective action is required, when do you anticipate it will be completed? Date: _____
2. An approved plan of correction will OR will not be submitted to the local fire department.
3. A re-inspection of this facility (check one) IS OR IS NOT required. If a re-inspection is required, it will occur on or before? Date: _____


Signature of Inspector or Fire Chief

2/3/2022
Date

I acknowledge receipt of this report.

Signature of School Contact

Date



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SCHOOL FIRE AND LIFE SAFETY INSPECTION CHECKLIST

School Name: Kroka Expeditions
 School Address: 767 NH Rte. 123
 School Phone Number: (603) 835-9087
 Inspected By (Please Print): Sean T. Brewer
 Inspection Organization Name: Marlow Fire + EMS
 Inspector Contact Number: (603) 499-6662
 Date of Inspection: 7/31/22
 Building Name: Gaspe

1. This checklist is intended for use by local authorities in conducting required inspections of educational facilities. Specific chapter and section references are from **NFPA 101, 2015 edition, NFPA 1, 2009 edition** and other current applicable codes.
2. The educational facility fire and life safety inspection is part of the NH Department of Education school approval process. An inspection is required to show that a public school is in compliance with NH Administrative Rule Ed 306.07 and that a nonpublic school is in compliance with NH Administrative Rule Ed 403.01(c). The annual inspection of schools is also required and regulated by RSA 153:14, II (b).
3. Each local fire chief shall furnish a copy of this report to each school district superintendent and all school board members upon completion.
4. Each local fire chief shall submit this report each year, after the completion of the inspection, to the NH Division of Fire Safety, Office of the State Fire Marshal no later than December 15th.
5. NFPA defines an Educational Occupancy as an occupancy used for educational purposes through the twelfth grade by six or more persons for 4 or more hours per day or more than 12 hours per week. (NFPA 101 Ch. 3.3.190.6*)
6. NFPA defines an Assembly Occupancy as an occupancy (1) used for a gathering of 50 or more persons for deliberation, worship, entertainment, eating, drinking, amusement, awaiting transportation, or similar uses; or (2) used as a special amusement building, regardless of occupant load. (NFPA 101 Ch. 3.3.190.2*)



STATE OF NEW HAMPSHIRE DEPARTMENT OF SAFETY
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NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Assembly Occupancies				
1. All assembly occupancies meet the general requirements of Chapter 13 of the Life Safety Code. NFPA 101 Ch. 13.1.1			✓	
2. Occupant loads for assembly spaces have been calculated and are posted by the authority having jurisdiction. NFPA 101 Ch. 13.7.9.3.1			✓	
3. Egress/relocation drills are conducted prior to all public events in assembly occupancies. NFPA 101 Ch. 13.7.7.3			✓	
4. When the occupant load of an assembly area is 250 persons or more, there are trained crowd control managers available at all public events. NFPA 101 Ch. 13.7.6.1			✓	
Means of Egress				
1. Pre-School, Kindergarten, and Grade 1 students are restricted to the level of exit discharge. NFPA 101 Ch. 15.2.1.2			✓	
2. Grade 2 students are restricted from occupying any floor level more than one level above exit discharge. NFPA 101 Ch. 15.2.1.3			✓	
3. All doors serving 100 or more persons are equipped with approved panic hardware or fire exit hardware. NFPA 101 Ch. 15.2.2.2.2			✓	
4. There are not any exit doors which are locked from the inside or chained that prevent egress from the building. NFPA 101 Ch. 13.2.5.4.2	✓			
5. Exit doors open in the direction of egress travel. NFPA 101 Ch. 7.2.1.4.2	✓			
6. All exit access corridors are at least 6 feet wide. NFPA 101 Ch. 7.2.6.4.1	✓			
7. There are not any non-compliant Dead-end corridors. NFPA 101 Ch. 7.5.1.5	✓			
8. There are not any non-compliant Common Paths of Travel. NFPA 101 Ch. 7.5.1.1.4	✓			
9. All rooms larger than 1000 square feet have at least two exits doors that lead to separate exits. NFPA 101 Ch. 15.2.5.4			✓	



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NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
10. There are not any doors that swing into exit access corridors and interfere with travel. NFPA 101 Ch. 15.2.5.6	✓			
11. All doors which could be mistaken as exit doors are clearly marked as "NOT AN EXIT". NFPA 101 Ch. 7.10.8.3.1			✓	
12. All aisles are not less than 30 inches wide. NFPA 101 Ch. 15.2.5.7	✓			
13. No travel distances exceed 150 feet in a non-sprinklered building or 200 feet in a sprinklered building. NFPA 101 Ch. 15.2.6.2			✓	
14. All means of egress are properly marked and illuminated. NFPA 101 Ch. 7.10.1.2.1	✓			
15. Emergency lighting is properly installed, tested and functional. NFPA 101 Ch. 15.2.9.1	✓			
16. There is at least one acceptable rescue window in each classroom below fourth floor, (unless the building has a sprinkler system or room has direct exit to outside). NFPA 101 Ch. 15.2.11.1.1			✓	
17. Lockup or time-out rooms meet the requirements. NFPA 101 Ch. 15.2.11.2			✓	
18. There is not any storage under the stairwells. NFPA 101 Ch. 7.2.2.5.3	✓			
19. There are no less than two separate exits on every story that are accessible from every part of every story and mezzanine. NFPA 101 Ch. 15.2.4.2	✓			
Protection				
1. All vertical openings are enclosed or protected, unless they meet the criteria for exception. NFPA 101 Ch. 15.3.1.1			✓	
2. All storage, janitor, and mechanical rooms are properly separated from the rest of the building. NFPA 101 Ch. 15.3.2.1			✓	
3. All hazardous and flammable materials are stored properly. NFPA 101 Ch. 8.7.3.1			✓	
4. Commercial kitchen facilities have the required hood suppression system. NFPA 101 Ch. 15.3.2.2			✓	
5. The hood suppression system been cleaned and inspected within the last 6 months. NFPA 96 Ch. 11.2.1			✓	



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NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
6. There is a vertical clearance of at least 18 inches between sprinkler heads and any objects below. NFPA 13 Ch. 8.5.6			✓	
7. The required manual fire alarm pull stations are unobstructed. NFPA 101 Ch. 9.6.2.7			✓	
8. Pull stations are installed in the natural exit access path near each required exit or within 5 feet of exit doorways. NFPA 101 Ch. 9.6.2.3			✓	
9. The fire alarm system provides audible signals in all occupied spaces. NFPA 101 Ch. 9.6.3.7			✓	
10. The fire alarm system provides visual signals in all occupied spaces. NFPA 101 Ch. 9.6.3.5			✓	
11. All student occupied areas below the exit level of discharge are properly protected by an approved automatic sprinkler system. NFPA 101 Ch. 15.3.5.3			✓	
12. There is proper fire rated separation between floors, corridors, and compartments to include fire caulking/collars in any penetrations. NFPA 101 Ch. 15.3.1.1 and NFPA 101 Ch. 8.5.6.2			✓	
13. All fire doors operate properly and are free from obstructions. NFPA 101 Ch. 4.6.12.1			✓	
14. All fire extinguishers are properly charged, marked, and accessible. NFPA 1 Ch. 13.6.8.1.3.1	✓			
Building Services				
1. All panelboard and switchboards, pull boxes, junction boxes, switches, receptacles, and conduit bodies shall be provided with covers. NFPA 1 Ch. 11.1.10	✓			
Operating Features				
1. There an approved emergency plan available. NFPA 101 Ch. 15.7.1	✓			
2. Fire/emergency drills are being conducted and documented as required. NFPA 101 Ch. 15.7.2.1	✓			
3. Documentation is available that routes of egress and exits are inspected daily. NFPA 101 Ch. 15.7.3.1			✓	
4. There is not any clothing and/or personal effects stored in corridors. (Exception: Fire Sprinklers, Smoke Detection, or Metal Lockers) NFPA 101 Ch. 15.7.4.2			✓	
5. The artwork and teaching materials on the walls does not exceed the requirements for a sprinklered building (>50%) or a non-sprinklered building (>20%). NFPA 101 Ch. 15.7.4.3			✓	



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NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Portable Classrooms				
1. Modular classrooms are labeled with the required certification. Saf-C 3300			✓	
2. If the modular classroom has been moved from a different town/location it has been recertified to meet the requirements in the current town. Saf-C 3300			✓	
Required Building Inspection Documentation				
1. Fire extinguisher monthly visual inspection and annual inspection.		✓		<i>Inspect monthly and fill out tags</i>
2. Emergency lighting testing monthly and annually			✓	
3. Commercial kitchen hood cleaning and inspection within 6 months			✓	
4. Daily egress check by school staff			✓	
5. Annual fire alarm test report any with deficiencies noted.			✓	
6. All deficiencies noted in the annual report have been addressed.			✓	
7. Annual sprinkler test report with any deficiencies noted.			✓	
8. All deficiencies noted in the annual report have been addressed.			✓	
School Security and Emergency Planning				
<i>This new section was developed as a result of the work completed by the Governor's School Safety Preparedness Taskforce and consists as a list of best practices.</i>				
1. All classroom door locking devices are compliant with the provisions of the 2018 Life Safety Code, Educational Occupancies Chapter			✓	
2. If provided, the positive alarm sequence for the fire alarm system complies with NFPA 72. <i>(Positive fire alarm sequence was included in the NFPA 72, National Fire Alarm and Signaling Code, in the 1980s. It provides an alarm delay of up to 180 seconds if trained personnel acknowledge the alarm at the control panel within 15 seconds. This action provides the responding personnel time to investigate an alarm before evacuating a building.)</i>			✓	
3. The school conducts All-Hazard drills in compliance with the latest edition of the NH State Fire Code [NH Code of Administrative Rules Saf-C 6008.05(a)]	✓			
4. The school has developed an emergency response plan as required by RSA 189:64, Emergency Response Plans	✓			
END OF CHECKLIST				



STATE OF NEW HAMPSHIRE DEPARTMENT OF SAFETY
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Comments/Notations:

Inspect fire extinguishers monthly and fill out tags

FOLLOW-UP:

- 1. Based upon the information collected on this form, a corrective action (check one) IS OR IS NOT required. If corrective action is required, when do you anticipate it will be completed? Date: _____
- 2. An approved plan of correction will OR will not be submitted to the local fire department.
- 3. A re-inspection of this facility (check one) IS OR IS NOT required. If a re-inspection is required, it will occur on or before? Date: _____

[Signature]
Signature of Inspector or Fire Chief

7/31/2022
Date

I acknowledge receipt of this report.

Signature of School Contact

Date



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SCHOOL FIRE AND LIFE SAFETY INSPECTION CHECKLIST

School Name: Kroka Expeditions

School Address: 767 NH Rte. 123

School Phone Number: (603) 835-9087

Inspected By (Please Print): Sean T. Brewer

Inspection Organization Name: Marlow Fire + EMS

Inspector Contact Number: (603) 499-6602

Date of Inspection: 7/31/22

Building Name: Boat House

1. This checklist is intended for use by local authorities in conducting required inspections of educational facilities. Specific chapter and section references are from **NFPA 101, 2015 edition, NFPA 1, 2009 edition** and other current applicable codes.
2. The educational facility fire and life safety inspection is part of the NH Department of Education school approval process. An inspection is required to show that a public school is in compliance with NH Administrative Rule Ed 306.07 and that a nonpublic school is in compliance with NH Administrative Rule Ed 403.01(c). The annual inspection of schools is also required and regulated by RSA 153:14, II (b).
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NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Assembly Occupancies				
1. All assembly occupancies meet the general requirements of Chapter 13 of the Life Safety Code. NFPA 101 Ch. 13.1.1	✓			
2. Occupant loads for assembly spaces have been calculated and are posted by the authority having jurisdiction. NFPA 101 Ch. 13.7.9.3.1			✓	
3. Egress/relocation drills are conducted prior to all public events in assembly occupancies. NFPA 101 Ch. 13.7.7.3			✓	
4. When the occupant load of an assembly area is 250 persons or more, there are trained crowd control managers available at all public events. NFPA 101 Ch. 13.7.6.1			✓	
Means of Egress				
1. Pre-School, Kindergarten, and Grade 1 students are restricted to the level of exit discharge. NFPA 101 Ch. 15.2.1.2	✓			
2. Grade 2 students are restricted from occupying any floor level more than one level above exit discharge. NFPA 101 Ch. 15.2.1.3	✓			
3. All doors serving 100 or more persons are equipped with approved panic hardware or fire exit hardware. NFPA 101 Ch. 15.2.2.2			✓	
4. There are not any exit doors which are locked from the inside or chained that prevent egress from the building. NFPA 101 Ch. 13.2.5.4.2	✓			
5. Exit doors open in the direction of egress travel. NFPA 101 Ch. 7.2.1.4.2	✓			
6. All exit access corridors are at least 6 feet wide. NFPA 101 Ch. 7.2.6.4.1	✓			
7. There are not any non-compliant Dead-end corridors. NFPA 101 Ch. 7.5.1.5	✓			
8. There are not any non-compliant Common Paths of Travel. NFPA 101 Ch. 7.5.1.1.4	✓			
9. All rooms larger than 1000 square feet have at least two exits doors that lead to separate exits. NFPA 101 Ch. 15.2.5.4			✓	



Division of Fire Safety
OFFICE OF THE STATE FIRE MARSHAL
Paul J. Parisi, State Fire Marshal

Office: 110 Smokey Bear Blvd, Concord, NH
Mailing Address: 33 Hazen Drive, Concord, NH 03305
603-223-4289, FAX 603-223-4294

NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
10. There are not any doors that swing into exit access corridors and interfere with travel. NFPA 101 Ch. 15.2.5.6	✓			
11. All doors which could be mistaken as exit doors are clearly marked as "NOT AN EXIT". NFPA 101 Ch. 7.10.8.3.1			✓	
12. All aisles are not less than 30 inches wide. NFPA 101 Ch. 15.2.5.7	✓			
13. No travel distances exceed 150 feet in a non-sprinklered building or 200 feet in a sprinklered building. NFPA 101 Ch. 15.2.6.2	✓			
14. All means of egress are properly marked and illuminated. NFPA 101 Ch. 7.10.1.2.1	✓			
15. Emergency lighting is properly installed, tested and functional. NFPA 101 Ch. 15.2.9.1	✓			
16. There is at least one acceptable rescue window in each classroom below fourth floor, (unless the building has a sprinkler system or room has direct exit to outside). NFPA 101 Ch. 15.2.11.1.1	✓			
17. Lockup or time-out rooms meet the requirements. NFPA 101 Ch. 15.2.11.2			✓	
18. There is not any storage under the stairwells. NFPA 101 Ch. 7.2.2.5.3	✓			
19. There are no less than two separate exits on every story that are accessible from every part of every story and mezzanine. NFPA 101 Ch. 15.2.4.2	✓			
Protection				
1. All vertical openings are enclosed or protected, unless they meet the criteria for exception. NFPA 101 Ch. 15.3.1.1	✓			
2. All storage, janitor, and mechanical rooms are properly separated from the rest of the building. NFPA 101 Ch. 15.3.2.1			✓	
3. All hazardous and flammable materials are stored properly. NFPA 101 Ch. 8.7.3.1	✓			
4. Commercial kitchen facilities have the required hood suppression system. NFPA 101 Ch. 15.3.2.2			✓	
5. The hood suppression system been cleaned and inspected within the last 6 months. NFPA 96 Ch. 11.2.1			✓	



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NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
6. There is a vertical clearance of at least 18 inches between sprinkler heads and any objects below. NFPA 13 Ch. 8.5.6			✓	
7. The required manual fire alarm pull stations are unobstructed. NFPA 101 Ch. 9.6.2.7			✓	
8. Pull stations are installed in the natural exit access path near each required exit or within 5 feet of exit doorways. NFPA 101 Ch. 9.6.2.3			✓	
9. The fire alarm system provides audible signals in all occupied spaces. NFPA 101 Ch. 9.6.3.7			✓	
10. The fire alarm system provides visual signals in all occupied spaces. NFPA 101 Ch. 9.6.3.5			✓	
11. All student occupied areas below the exit level of discharge are properly protected by an approved automatic sprinkler system. NFPA 101 Ch. 15.3.5.3			✓	
12. There is proper fire rated separation between floors, corridors, and compartments to include fire caulking/collars in any penetrations. NFPA 101 Ch. 15.3.1.1 and NFPA 101 Ch. 8.5.6.2			✓	
13. All fire doors operate properly and are free from obstructions. NFPA 101 Ch. 4.6.12.1			✓	
14. All fire extinguishers are properly charged, marked, and accessible. NFPA 1 Ch. 13.6.8.1.3.1	✓			
Building Services				
1. All panelboard and switchboards, pull boxes, junction boxes, switches, receptacles, and conduit bodies shall be provided with covers. NFPA 1 Ch. 11.1.10	✓			
Operating Features				
1. There an approved emergency plan available. NFPA 101 Ch. 15.7.1	✓			
2. Fire/emergency drills are being conducted and documented as required. NFPA 101 Ch. 15.7.2.1	✓			
3. Documentation is available that routes of egress and exits are inspected daily. NFPA 101 Ch. 15.7.3.1	✓			
4. There is not any clothing and/or personal effects stored in corridors. (Exception: Fire Sprinklers, Smoke Detection, or Metal Lockers) NFPA 101 Ch. 15.7.4.2	✓			
5. The artwork and teaching materials on the walls does not exceed the requirements for a sprinklered building (>50%) or a non-sprinklered building (>20%). NFPA 101 Ch. 15.7.4.3	✓			



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NFPA CODE REFERENCE	PASS	FAIL	N/A	COMMENTS
Portable Classrooms				
1. Modular classrooms are labeled with the required certification. Saf-C 3300			✓	
2. If the modular classroom has been moved from a different town/location it has been recertified to meet the requirements in the current town. Saf-C 3300			✓	
Required Building Inspection Documentation				
1. Fire extinguisher monthly visual inspection and annual inspection.		✓		Inspect monthly and fill out tags
2. Emergency lighting testing monthly and annually		SR	✓	last monthly SR
3. Commercial kitchen hood cleaning and inspection within 6 months			✓	
4. Daily egress check by school staff	✓			
5. Annual fire alarm test report any with deficiencies noted.			✓	
6. All deficiencies noted in the annual report have been addressed.			✓	
7. Annual sprinkler test report with any deficiencies noted.			✓	
8. All deficiencies noted in the annual report have been addressed.			✓	
School Security and Emergency Planning				
<i>This new section was developed as a result of the work completed by the Governor's School Safety Preparedness Taskforce and consists as a list of best practices.</i>				
1. All classroom door locking devices are compliant with the provisions of the 2018 Life Safety Code, Educational Occupancies Chapter			✓	
2. If provided, the positive alarm sequence for the fire alarm system complies with NFPA 72. <i>(Positive fire alarm sequence was included in the NFPA 72, National Fire Alarm and Signaling Code, in the 1980s. It provides an alarm delay of up to 180 seconds if trained personnel acknowledge the alarm at the control panel within 15 seconds. This action provides the responding personnel time to investigate an alarm before evacuating a building.)</i>			✓	
3. The school conducts All-Hazard drills in compliance with the latest edition of the NH State Fire Code [NH Code of Administrative Rules Saf-C 6008.05(a)]	✓			
4. The school has developed an emergency response plan as required by RSA 189:64, Emergency Response Plans	✓			
END OF CHECKLIST				



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Comments/Notations:

Inspect fire extinguishers monthly and fill out tags

FOLLOW-UP:

1. Based upon the information collected on this form, a corrective action (check one) IS OR IS NOT required. If corrective action is required, when do you anticipate it will be completed? Date: _____
2. An approved plan of correction will OR will not be submitted to the local fire department.
3. A re-inspection of this facility (check one) IS OR IS NOT required. If a re-inspection is required, it will occur on or before? Date: _____

[Signature]
Signature of Inspector or Fire Chief

7/31/22
Date

I acknowledge receipt of this report.

Signature of School Contact

Date

New Hampshire Department of Education
 Bureau of School Safety and Facility Management
 101 Pleasant Street, Concord, NH 03301-3852
 Telephone (603) 271-3620

School Health Inspection Form

Last revised: June 22, 2020

SCHOOL INFORMATION		
School Name: <i>Kroka Expedition</i>	Address: <i>767 NH RTE 123</i>	SAU #:
Town/City: <i>Marlow</i>	State: <i>NH</i>	Zip: <i>03456</i>
School Contact: <i>Misha Gofman</i>	Title: <i>Director</i>	
Name of each building used by students: <i>Main Farmhouse</i>		Enrollment: <i>48</i>
Year each building was built: <i>2020</i>		
Water supply (municipal, well, etc.): <i>well</i>	Wastewater system (municipal, septic, etc.): <i>septic</i>	
INSPECTION INFORMATION		
Inspector's name: <i>Kate McNally</i>	Organization: <i>marlow health inspector for kroka</i>	Inspector's phone: <i>603-209-5033</i>
Inspector's email: <i>mcnallyk@marlow.com</i>	Were all buildings used by students inspected (Y/N)? <i>(Y)</i>	Date of Inspection: <i>1/23/20</i>
INFORMATION/INSTRUCTION		
<p>A Health Inspection is part of the NH Department of Education's school approval review to ensure school facilities are meeting minimum standards, Ed 306.07 and Ed 403.01(c). The form shall be completed the school year in which the school is up for a school approval review; preferably prior to December 15th.</p> <p style="text-align: center;"><i>(new building completed 11/15/19)</i></p> <p>The health inspection must be performed by a health official, not a school employee. Visit https://www.dhhs.nh.gov/dphs/holu/documents/officers.pdf for a list of local health officers.</p> <p>Kitchen inspections are not acceptable substitutes for the health inspection.</p> <p>It is helpful to provide the inspector with a map of the school showing room numbers and special areas such as the gym, cafeteria, offices, and library.</p> <p>Attach the following to the health inspection form, if applicable:</p> <ul style="list-style-type: none"> ○ Most recent septic tank pumping service <i>9/2019</i> ○ Asbestos inspection reports for buildings built before 1990 <i>NA</i> ○ Animal vaccination certificates, if applicable <i>?</i> ○ Swimming pool testing records, if applicable <i>NA</i> <p>Please submit the completed form to the NH Department of Education as follows:</p> <ul style="list-style-type: none"> ○ Public schools - email the form to Marjorie Schoonmaker at: marjorie.schoonmaker@doe.nh.gov ○ Public charter schools - email the form to Marjorie Schoonmaker at: marjorie.schoonmaker@doe.nh.gov ○ Non-public schools – email the form to Shireen Meskoob at: shireen.meskoob@doe.nh.gov 		

SANITARY INVESTIGATION	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
1. Is the school free of garbage, insects, rodents, or other unsanitary conditions?	YES	NO		
	Notes:			
RESTROOMS	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
2. Are all restrooms clean and in working order?	YES	NO		
	Notes:			
3. Do all restrooms have hot water (85 to 110 degrees F), dispensed soap, toilet paper & <u>dispensed paper towels</u> or heated air dryers?	YES	NO	need to have paper towel	3/1/21
	Notes:			
4. Is there at least one toilet fixture for every 50 people? (IPC 2009)	YES	NO		
	Notes:			
FOOD PREPARATION, DINING AREAS, SINKS, & WATER FOUNTAINS	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
5. If food is prepared on-site, is a current license from the municipality or state licensing authority posted?	YES	NO	NA	
	Notes:			
6. Are toxic materials clearly labeled and properly stored away from food?	YES	NO		
	Notes:			
7. Is hot water (110 to 130 degrees F) available for culinary purposes, cleansing, laundry and building maintenance? (IPC 2009)	YES	NO		
	Notes:			
8. Are water fountains clean with sufficient water pressure?	YES	NO		
	Notes: no water fountains			

SEPTIC SYSTEMS & WATER SUPPLY SYSTEMS	RESPONSE (circle best answer)	CORRECTIVE ACTION	CORRECTIVE DATE
9. Is there a pump schedule for the septic system?	<input checked="" type="radio"/> YES <input checked="" type="radio"/> NO <input type="radio"/> NA	will have schedule for EZ	3/1/21
10. Is there a reason to suspect the wastewater system has a system failure (backup, etc.)? If so, please describe the condition.	<input type="radio"/> YES <input checked="" type="radio"/> NO		
11. If the school's drinking water is supplied from an onsite well and the student and staff population is 25 or more, is the well registered and tested as required by NH Dept. of Environmental Services (DES) administrative rule Env-Dw 700?	<input checked="" type="radio"/> YES <input type="radio"/> NO <input type="radio"/> NA		
12. In the past 2 years, has the school performed any voluntary water testing for radon or PFCs? If so, please attach findings.	<input type="radio"/> YES <input checked="" type="radio"/> NO <input type="radio"/> NA		
ENVIRONMENTAL HAZARDS (mold, asbestos, lead paint, & radon)	RESPONSE (circle best answer)	CORRECTIVE ACTION	CORRECTIVE DATE
13. Is there a presence of water leaks in the ceiling, walls, or internal plumbing? If so, please describe the condition and location.	<input type="radio"/> YES <input checked="" type="radio"/> NO		
14. Is there any mildew or mold present? If so, please describe the condition and location.	<input type="radio"/> YES <input checked="" type="radio"/> NO		
15. If the building was built before 1990, has the school provided an asbestos inspection report showing its buildings are free of asbestos containing building material (ACBM), or an inspection within the last three years showing that areas with ACBM have been properly maintained? (AHERA, 40 CFR 763, Subpart E and RSA 141-E)	<input type="radio"/> YES <input type="radio"/> NO <input checked="" type="radio"/> NA		

<p>16. If the building was built before 1978, are you aware of the presence of flaking paint?</p>	<p>YES</p>	<p>NO</p>	<p>NA</p>	<p>Notes:</p>	
<p>17. If the building was built before 1978, is there worn or damaged paint on windows, doors, or door jams?</p>	<p>YES</p>	<p>NO</p>	<p>NA</p>	<p>Notes:</p>	
<p>18. If the building was built before 1978, has any follow up testing been performed by a licensed lead inspector/risk assessor?</p>	<p>YES</p>	<p>NO</p>	<p>NA</p>	<p>Notes: paint in older part of building has been encapsulated</p>	
<p>19. Has the school performed any voluntary air testing for radon?</p>	<p><u>YES</u></p>	<p>NO</p>		<p>Notes: not in this building</p>	<p>excellent results 3/1/21</p>
<p>SMOKING</p>	<p>RESPONSE (circle best answer)</p>			<p>CORRECTIVE ACTION</p>	<p>CORRECTIVE DATE</p>
<p>20. Are signs posted noting the prohibition of smoking on the school's grounds? RSA 126-K:7 prohibits the use of tobacco products, e-cigarettes, or liquid nicotine on public school grounds.</p>	<p><u>YES</u></p>	<p>NO</p>		<p>Notes:</p>	
<p>ANIMALS ON SHOOOL PROPERTY (if applicable)</p>	<p>RESPONSE (circle best answer)</p>			<p>CORRECTIVE ACTION</p>	<p>CORRECTIVE DATE</p>
<p>21. Are all animals enclosed by appropriate and lockable cages/stalls?</p>	<p><u>YES</u></p>	<p>NO</p>	<p>NA</p>	<p>Notes:</p>	
<p>22. Do all animals have a current certificate of good health from a licensed veterinarian?</p>	<p><u>YES</u></p>	<p>NO</p>	<p>NA</p>	<p>Notes:</p>	<p>amika farms 3/1/21</p>
<p>23. Does it appear that animal fecal material is adequately cleaned from the cage/stall?</p>	<p><u>YES</u></p>	<p>NO</p>	<p>NA</p>	<p>Notes:</p>	
<p>24. Is a hand washing station available nearby with hot water and soap for those students or staff handling the animals or cleaning their cages?</p>	<p><u>YES</u></p>	<p>NO</p>	<p>NA</p>	<p>Notes:</p>	

ADDITIONAL REMARKS

ACKNOWLEDGEMENT

"I acknowledge receipt of this report and understand a complete copy must be forwarded to the Department of Education."

Sunda Funderer Executive ASSISTANT
School contact name and signature

3/1/21
Date

"I acknowledge this form has been completed to the best of my knowledge."

Inspector name and signature *[Signature]*

3/1/21
Date



New Hampshire

Department of Education

Office of Non-Public Schools

101 Pleasant Street, Concord, NH 03301-3852

Telephone: (603) 271-2634

PROPOSED NON-PUBLIC SCHOOL FACILITY INSPECTION FORM

SECTION A - SCHOOL INFORMATION

Date of inspection: 7.22.22	Time: 7:00 am – 9:00 am	Name of NHED inspector: Timothy Carney
School name: Kroka Expeditions		Address: 767 Forest Road, Marlow, NH 03456
Head of school: Nathan Lyczack	<input checked="" type="checkbox"/> in attendance	Phone number: 603.835.9087
List name and title of those attendance at the time of the inspection not listed above: N/A		
If multiple building(s) inspected list: The Farmhouse, The Barn, The Boathouse and cabins (student housing and assembly areas).		
Number of proposed students: 30	Grades: 10 - 12	Number of portables: None

SECTION B – INSPECTION CHECKLIST

Exterior

Sewer/Water	YES	NO	NA	COMMENTS
Is water supplied by a municipal system?		√		
Is sewer on site?	√			
Is campus free of sewage odor?	√			
Gates/Fencing	YES	NO	NA	COMMENTS
Are gates/fences in good repair? (no holes, vegetation or sharp edges)	√			Used to contain animals.
Are locks and security hardware in good repair?	√			Used to contain animals.
Parking Lots	YES	NO	NA	COMMENTS
Are exits onto public streets free from visibility obstructions?	√			
Are parking areas identified (e.g., staff, visitors, students)?			√	Given that Kroka is a semester residential school that does not have standard drop-off and pick-up of students conventional parking areas are not used. Kroka provides chalk boards and staff to provide direction to student families at the beginning and end of each semester and during any large events.
Are direction signs and poles in good repair?	√			
Are paved surfaces in good repair?	√			
Is ADA parking provided?	√			
Are all building sides accessible to emergency equipment?	√			
Bus	YES	NO	NA	COMMENTS
Are areas where students congregate while waiting for buses adequate to avoid overcrowding?			√	

Are “No idling” signs posted?			√	
Are traffic pattern clearly marked?			√	
Are parent drop-off and pick-up zones clearly designated and separated from bus traffic?			√	
Building	YES	NO	NA	COMMENTS
Are signs posted noting the prohibition of smoking inside and outside school facilities?	√			
Are exterior walls free from cracks or other damages?	√			
Are windows free from cracks/broken panes?	√			
Are stairs, landings and handrails in good repair and fastened securely?	√			
Is facility generally clean of debris?	√			
Are dumpsters away from intake vents?			√	Kroka does not use dumpsters as they compost and recycle the majority of their waste.
Roofs	YES	NO	NA	COMMENTS
Are roofs in good condition? Free of debris, drainage, physical damage, and structural deformation?	√			
Portables	YES	NO	NA	COMMENTS
Are portables connected to main building?			√	
Is a clear path to main building provided?			√	
Are bathrooms provided?			√	
Are portables clean?			√	
Playgrounds/Fields	YES	NO	NA	COMMENTS
Are play areas separated from vehicle traffic?			√	There are no designated play areas.
Are kindergarten play areas separated from play areas for older children?			√	
Is equipment checked for wear and tear?			√	
Is play area free of tripping hazards (e.g., roots, rocks, uneven pavement and drug paraphernalia)?			√	
Is 8”-12” of energy absorptive materials provided under/around equipment?			√	
Do platforms 30” or higher have guardrail/barriers? (20” for preschoolers)			√	
Are swings less than 18” to ground?			√	
Do equipment/guardrails have spacing less than 4” or greater than 9”?			√	
Are outside learning areas free of debris, vegetation and drug paraphernalia?			√	
Interior				
Entrances	YES	NO	NA	COMMENTS
Are floor mats provided on the inside of all entrances?	√			
Are there adequate signs, postings, or window decals to direct visitors to the main office?		√		This item will be reviewed by NHED upon opening of the school.
Is there a sign in/out sheet for visitors?		√		This item will be reviewed by NHED upon opening of the school.
Are visitor badges provided?		√		This item will be reviewed by NHED upon opening of the school.
Are windows/doors in good repair?	√			

Are exterior frames properly caulked/sealed?	√			
Is the entrance free of evidence of water intrusion?	√			
Do doors open easily?	√			
Is the threshold free of trip hazards?	√			
Do locks/handles appear to meet ADA requirements?	√			
Hallways	YES	NO	NA	COMMENTS
Are ceilings in good repair (no significant cracks, holes, water stained or missing tiles)?	√			
Are walls in good repair (no significant cracks, tears, holes or water stains)?	√			
Are floors in good conditions (no broken tiles, torn up carpet)?	√			
Are carpets vacuumed with HEPA filters?				
Are hallways well lit?	√			
Are lockers, cabinets, and display cases mounted to wall or floors?	√			
Are lockers, cabinets, and display cases clean?	√			
Are drinking fountains ADA accessible?	√			
Are drinking fountains clean and in good repair?	√			
Electrical Room	YES	NO	NA	COMMENTS
Is the room clean and free of clutter?	√			
Are all electrical panels secured?	√			
Have all electrical circuits been identified?	√			
Equipment/Boiler Room	YES	NO	NA	COMMENTS
Is room free of odor?	√			
Are doors shut and locked when not in use?	√			
Is a 3' clearance provided around all heating equipment?	√			
Is there safe storage of flammables such as gasoline, spirit fluid, etc. in the furnace/boiler room?			√	
Is the furnace boiler room free of surface water?	√			
Are units serviced regularly?	√			
Are filters changed regularly?	√			
Are vents clean?	√			
Are units in good repair?	√			
Custodian Closets	YES	NO	NA	COMMENTS
Is custodial room orderly and sanitary?	√			
Are cleaning products properly labeled and stored?	√			
Are areas around slop sinks dry?	√			
Are custodians trained in safe and health hazards?	√			
Stairwells	YES	NO	NA	COMMENTS
Is lighting in stairwells adequate?	√			
Are stair treads in good repair and have a non-skid material?	√			The stairs are in good repair but did not have non-skid surfaces. However, the wood stairs did not appear to be slick.
Are handrails in good repair?	√			
Are handrails minimum of 36" in height?	√			
Are handrails enclosed to less than 4"?	√			

Elevators	YES	NO	NA	COMMENTS
Are elevators ADA compliant?			√	
Are elevators clean and in good working order?			√	
Restrooms	YES	NO	NA	COMMENTS
Are there adequate number of restrooms in building?	√			
Is an ADA bathroom provided?	√			Compost toilet.
Are sink pipes wrapped for ADA compliance?			√	
Are restrooms in good working order and clean?	√			
Are restrooms well ventilated?	√			
Kitchen and Cafeteria	YES	NO	NA	COMMENTS
Is there enough seating provided and in good repair?	√			
Are staff on hand to respond to a student who is choking?	√			Yes, Kroka staff are all highly trained.
Is hood suppression systems inspected/certified by an outside firm?			√	There is no hood suppression system as cooking is completed using electric plates powered by the solar system and not propane or natural gas.
Is hood suppression system clean?			√	
Is kitchen floor in good repair?	√			
Are storage shelves properly secured?	√			
Are walk in refrigerator in good repair?	√			
Are refrigerator logs posted and updated daily?	√			Kroka uses a computer logging to provide real-time monitoring of temperatures.
Is there adequate space to provide lunch?	√			
Gymnasiums	YES	NO	NA	COMMENTS
Is the gym used for multi-purposes (i.e. lunchroom/art room/music room)? If yes, indicate what other uses it serves.			√	
Are exit doors and hardware in proper working order?			√	
Are walls properly covered (e.g., padding)?			√	
Are showers/changing rooms clean and in good repair?			√	
Are floors, walls and ceilings in good repair?			√	
Are seats/bleachers in good repair?			√	
Is there enough storage space?			√	
Is storage space orderly?			√	
Are lights protected from breakage?			√	
Auditorium	YES	NO	NA	COMMENTS
Are exit doors and hardware in proper working order?			√	
Are backstage and storage shelves bolted to the floor or wall?			√	
Are seats fixed and in good repair and fastened securely to the floor?			√	
Are floors, walls and ceilings in good repair?			√	
Are stage areas in good repair?			√	
Is there adequate storage?			√	
Is the storage orderly?			√	
Health Clinic/Nurse's Office	YES	NO	NA	COMMENTS

Is medication supplies storage properly locked?			√	There is no dedicated nurse office.
Is there adequate room for student privacy?				
Other Support Spaces	YES	NO	NA	COMMENTS
Does the guidance office have adequate space?			√	There is no dedicated guidance office.
Is the teachers' room clean?			√	There is no dedicated teacher's room.
General Classrooms	YES	NO	NA	COMMENTS
Are rooms clean and free of clutter?	√			
Is furniture clean and in good repair?	√			
Are classrooms well lit?	√			
Are windows and screens in good repair?	√			
Are doors in good repair and open easily?	√			
Are thresholds free of trip hazards?	√			
Are ceilings in good repair (no significant cracks, holes, water stained or missing tiles)?	√			
Are walls in good repair (no significant cracks, tears, holes or signs of mildew/mold)?	√			
Are floors in good conditions (no broken tiles, torn up carpet)?	√			
Are carpets vacuumed with HEPA filters?	√			
Are shelves, cabinets, and display cases mounted to wall or floors?	√			
Are extension cords used for temporary use only and cords not daisy chained?			√	No extension cords were observed.
Is there adequate space to move around?	√			
Is classroom temperature well controlled?	√			
Is there air circulation while room is occupied?	√			
Is the HVAC system quiet when running?	√			
Is the ventilation unit clear of objects (i.e., not blocked, top or bottom)?	√			
Is there a return diffuser?	√			
Is the room odor free (e.g., no air fresheners)?	√			
Rooms with Animals	YES	NO	NA	COMMENTS
Are animals kept in secured cages?			√	Animals are kept in secure pasture or enclosures as appropriate.
Do all animals have a current certificate of good health from a licensed veterinarian?			√	Department of Agriculture confirmed farm animals are not required to have such a certificate.
Is fecal material adequately cleaned from the cage on a regular basis?	√			
Is disinfectant readily available for those students or staff handling the animals or cleaning their cages?	√			
Are aquariums and stands properly secured and anchored?			√	
Media Center, Library and Technology Center	YES	NO	NA	COMMENTS
Is room clean and free of clutter?			√	There is no dedicated media center, library or technology center room. Library includes a wall of bookshelves.
Is there appropriate storage space?			√	

Is space well lit?			√	
Are shelves, cabinets, and display cases mounted to wall or floors?			√	
Does space appear to be ADA compliant (e.g., tables and desks are 36" from each other)?			√	
Are computers away from heat/water source?			√	
Science Rooms	YES	NO	NA	COMMENTS
Is emergency eyewash and shower equipment readily available and regularly tested?			√	There is no science room.
Are the MSDS properly managed?			√	
Is the chemical room clean and well ventilated?			√	
Are all containers of chemicals properly labeled and stored?			√	
Are heavy items stored on lower shelves?			√	
Are shelves, cabinets, and display cases mounted to wall or floors?			√	
Is a first aid kit available?			√	
Is the chemical fume hood in working order?			√	
Art Room	YES	NO	NA	COMMENTS
Is room clean and free of clutter?			√	There is no art room.
Is adequate storage area available?			√	
Is storage room clean and organized?			√	
Are fire blankets and/or fire extinguisher available?			√	
Are kilns and storage room properly ventilated?			√	
Are shelves, cabinets, and display cases mounted to wall or floors?			√	
Are heavy items stored on lower shelves?			√	
Music Room	YES	NO	NA	COMMENTS
Is room clean and free of clutter?			√	There is no music room.
Is adequate storage area available?			√	
Is music room located away from quiet areas of building?			√	
Life Skills Room	YES	NO	NA	COMMENTS
Is room clean and free of clutter?			√	There is no life skills room.
Is adequate storage area available?			√	

SECTION C – RECOMMENDATIONS

Kroka is not a traditional classroom-based school. However, following two walk-throughs of the buildings and campus to be used by students when not on remote semester learning experiences no issues of concern were observed.



Recently installed solar battery back-up for continuous power.



Heating and electrical system.



Library.



Student cabin – exterior.



Student cabin – exterior.



Solar control shed.



Large assembly structure.



Small assembly structure.



Student cabin – interior.



Student cabin – interior.



Boathouse – first floor.



Boathouse – second floor.

Heritage Baptist Academy

NHED Application Checklist

NONPUBLIC SCHOOLS CHECKLIST FOR INITIAL APPLICATIONS

Reviewed By: Timothy Carney

School Name: Heritage Baptist Academy	Phone Number: 603.320.1113	Application Type*: AA
About the School: Heritage Baptist Academy (HBA) is a Christian School serving grades K – 12 using the Advanced Christian Education (ACE) curriculum. The ACE curriculum allows students to learn and grow in a Christian atmosphere with high moral and academic standards. HBA operates within and is supported by the Heritage Baptist Church located in Nashua, New Hampshire.		
Principal Address: 105 Lock Street, Nashua, NH 03064		
Mailing Address: 105 Lock Street, Nashua, NH 03064		
Head of School: Larry Hileman, Pastor	Email: pastorlarryhileman@gmail.com	Phone Number: 603.320.1113
Authorized to Represent School: Lynne Hileman, Principal	Email: lynn.hileman@yahoo.com	Phone Number: 603.521.5899
Date Application Received: 5.19.22	Expiration Date: 6.30.2025	
Grade Levels: K – 12	Anticipated Total Enrollment: 26	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
<input checked="" type="checkbox"/>	Completed and signed application	5.19.22	
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	N/A	Not applicable
<input checked="" type="checkbox"/>	Good standing with Secretary of State	7.20.22	In good standing
<input checked="" type="checkbox"/>	Administrative organization	7.7.22	School is managed by Pastor Larry Hileman in conjunction with the Heritage Baptist Academy School Board.
<input checked="" type="checkbox"/>	School calendar	7.20.22	First day of school – 8.31.22, last day of school 6.12.22.
<input checked="" type="checkbox"/>	School hours survey	5.19.22	Total of 450 hours for kindergarten, 945 for grades 1 – 6 and 990 for grades 7 – 12. Proposed school hours meet the minimum required for grades K – 12 as specified in Ed 401.03. Schedule provides for more than the required additional 30 hours for potential lost instructional time.
<input checked="" type="checkbox"/>	Philosophy and objectives	5/19/22	Pages 1 and 13 of the “Heritage Baptist Academy – Academy Handbook, August 2022 Edition”, by using the ACE curriculum HBA encourages academic excellence and also provides godly character training.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	5/19/22	Statutory compliance statement initialed, supplemental student booklet entitled “New Hampshire State History, Student Booklet, by Joy Dean” used by the school.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	5/19/22	Statutory compliance statement initialed, presence of both flags confirmed during 6.1.22 NHED site visit.
<input checked="" type="checkbox"/>	Program of studies	5/19/22	HBA uses the ACE curriculum as its program of studies.
	<input checked="" type="checkbox"/> Academic content	5/19/22	Page 14 of the Academy Handbook, HBA uses the ACE curriculum as its program of studies, the ACE curriculum includes mathematics, English, social studies, science, bible study, and non-core courses such as music, health and personal finance are also available.
	<input checked="" type="checkbox"/> Assessment	5/19/22	See page 15 of the Academy Handbook, assessment occurs throughout the school year as academics are completed, each student also takes a standardized achievement tests at the beginning of each school year.

	<input checked="" type="checkbox"/> Promotion requirements	5/19/22	Promotion requirements follow the ACE curriculum process, advancement to the next grade is dependent on completing required program materials, see page 25 of the Academy Handbook.
	<input checked="" type="checkbox"/> Graduation requirements	5/19/22	Separate Document entitled “Heritage Baptist Academy – Curriculum” provides discussion of four courses of study and related coursework and credit requirements for graduation.
<input checked="" type="checkbox"/>	Student handbook	5/19/22	The Academy Handbook, provides information on admissions, schedules, field trips, and discipline among other items.
<input checked="" type="checkbox"/>	Grievance policy	5/19/22	Separate document entitled “Heritage Baptist Academy, Procedures for Arbitration”, provides process for parents to arbitrate complaints.
	<input checked="" type="checkbox"/> Bullying	7.20.22	Complaints concerning bullying are governed by the “Heritage Baptist Academy, Procedures for Arbitration.
	<input checked="" type="checkbox"/> Teacher misconduct	7.20.22	Staff misconduct, including teachers, is governed by the “Heritage Baptist Academy, Procedures for Arbitration.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	7.25.22	Page 7 of the Academy Handbook. Monthly tuition is not refundable. However, if tuition is prepaid for the year tuition of the months a student is not active will be refunded.
	<input checked="" type="checkbox"/> Restraint and seclusion	7.25.22	Page 25 of the Academy Handbook. Describes only limited use of restraint and seclusion until parents, guardians or other qualified personnel arrive.
<input checked="" type="checkbox"/>	Supporting services (e.g. health, guidance)	5/19/22	Support services are not provided to students
<input checked="" type="checkbox"/>	Anticipated budget		
	<input checked="" type="checkbox"/> Expenses (e.g. facility, salaries)	7.7.22	Anticipated expenses for 2022 – 2023 - \$46,800
	<input checked="" type="checkbox"/> Revenue	7.7.22	Anticipated revenue for 2022 – 2023 – \$46,800
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	New facility report		
	<input checked="" type="checkbox"/> Zoning verification	5/19/22	Zoning for use as a 1 – 12 grade school received from the City of Nashua Planning Department on 7.27.16
	<input checked="" type="checkbox"/> Certificate of Occupancy	5/19/22	Place of Assembly Permit received from the City of Nashua Fire Marshall’s Office on October 24, 2020, this permit is reissued annually.
	<input checked="" type="checkbox"/> Fire and Life Safety Report	5/19/22	Inspection completed by Adam Pouliot of the Nashua Fire Marshall’s Office on 10.28.21, passed inspection
	<input checked="" type="checkbox"/> Health Inspection	5/19/22	Inspection completed by April Torhan of the Nashua Environmental Health Department on 5.18.2022, passed inspection
	<input checked="" type="checkbox"/> DOE visit	6.1.22	NHED representative visited the school on 6.1.22, not issues of concern were identified
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General Fall Report – due Oct 15 each year	5/19/22	Statutory compliance statement initialed
<input checked="" type="checkbox"/>	A3N General Statistics Report– due June 29 each year	5/19/22	Statutory compliance statement initialed
<input checked="" type="checkbox"/>	Restraint/Seclusion Report – due June 30 each year	5/19/22	Statutory compliance statement initialed
<input checked="" type="checkbox"/>	Emergency Operations Plans – due Sept 1 each year	5/19/22	Statutory compliance statement initialed
DETERMINATION			
<input checked="" type="checkbox"/>	Application Complete and Reviewed by NHED***	7.28.22	The Office of Nonpublic Schools determines that Heritage Baptist Academy complies with the minimum requirements set forth in Ed 400 for attendance purposes

only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2025.

The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.

The school further understands its obligation to communicate the aforementioned approval type to its community, including prospective and actual parents.

The information above is communicated with prospective schools in both the confirmation letter from the office indicating receipt of a completed application packet and in the approval letter from the State Board of Education.

*The Office of Nonpublic Schools (ONPS) provides each school with an explicit description of the type of approval granted upon the successful completion of the application. The ONPS website also publishes a list of each school with their approval type.

**There are two types of approvals that the ONPS may grant to nonpublic schools. Additionally, the Bureau of Student Support (BSS) may grant a separate, unrelated approval. Collaboration between the two offices on overlapping matters supports the collection of this information on this application. Specifically these approvals are:

1. The approval by the ONPS to operate a nonpublic school for attendance purposes;
2. The approval by the ONPS to operate a nonpublic school for program purposes; and
3. The approval by the BSS to become an approved private provider of special education programs.

***All of the information outlined under Determination is included in the approval letter provided to the school, pending approval by the State Board of Education.

Heritage Baptist Academy

Application



New Hampshire

Department of Education

Office of Nonpublic Schools

Nonpublic School Application for Initial Approval Status

INTRODUCTION

This Initial Application is hereby made to the Department of Education (Department), Office of Nonpublic Schools (ONPS) for nonpublic schools who seek **initial approval status** as set forth in the [Code of Administrative Rules, Ed 400](#). In order to receive approval, the school must file this application with the Department and receive approval from the State Board of Education (Board). Therefore, applications must be submitted prior to the Board meeting that precedes the school in collecting tuition and delivering programs to students. Board meeting dates are listed at: www.education.nh.gov/state_board/meetings/index.htm.

In order to ensure that a complete application be presented to the Board for approval, the Department *strongly advises* that schools submit their applications by January 1 for a September 1 opening. This will allow school administrators and the ONPS to address any concerns that may surface before applications are presented to the Board.

Reference materials can be found at the end of this document.

Applications will be accepted only as an **electronic document(s)**. Please send materials to: Shireen.Meskoob@doe.nh.gov. For questions about submittal, please contact us at (603) 271-2831.

DATA COLLECTIONS

Data collections must be completed each year, as outlined in [Ed 403.03](#). These include the *General Statistics of Nonpublic Schools* (due June 29th of each year), the *Nonpublic Restraint & Seclusion Collection Data* (due June 30th of each year), and the *General Fall Report of Nonpublic Schools* (due October 15th of each year). You can access these collections via <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>.

SCHOOL EMERGENCY OPERATION PLAN

As outlined in [RSA 189:64](#), a School Emergency Operations Plan is due by September 1st or prior to student occupancy, whichever comes first. Please contact the School Readiness Program at Homeland Security and Emergency Management to connect with a school readiness coordinator who will assist you in this process. Phone: (603) 271-2231. Email: schoolreadiness@dos.nh.gov.

SECRETARY OF STATE



New Hampshire

Department of Education

The school is required to submit a report indicating that it has registered with the Secretary of State. The name of the school as listed with the Secretary of State needs to match the exact name of the school as advertised. If you need assistance, please contact the Corporate Division at corporate@sos.nh.gov or 603-271-3246.

SECTION A: APPLICATION TYPE

Please call the ONPS in advance of selecting one of the following boxes. Schools that are approved for attendance purposes (AA) shall comply with [Ed 403](#) and shall receive an approval term of 3 years. By contrast, schools that are approved for attendance and program purposes (AP) shall comply with [Ed 404](#) and operate within the purview of an accrediting agency recognized by the ONPS. These schools shall receive an approval term of 5 years. A description of each type of approval can be found in [Ed 400](#).

Attendance Purposes Only (AA)

Attendance and Program Purposes (AP)

SECTION B: SCHOOL INFORMATION

Name of school:	HERITAGE BAPTIST ACADEMY
Primary street address of school:	105 LOCK STREET
Primary mailing address of school:	105 LOCK STREET NASHUA, NH 03064
Name and address of each additional site:	NASHUA, NH 03064
Name of each building on campus:	CHURCH BUILDING
If applicable, a member of an association:	
Upcoming academic year:	2022 - 2023
Anticipated grade levels to be offered:	K - 12
Enrollment cap:	51
Anticipated enrollment for upcoming year:	24
Boarding school:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Co-Educational:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Nonprofit:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Tax exempt:	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
Approved to offer Special Ed programs:	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
	Date of recent approval: _____

SECTION C: HEAD OF SCHOOL

Name: PASTOR LARRY C. HILEMAN
 Title: PASTOR
 E-mail: pastorlarryhileman@gmail.com
 Phone number: 603-320-1113

SECTION D: PRIMARY CONTACT AUTHORIZED TO REPRESENT SCHOOL

Name: LYNN HILEMAN
 Title: PRINCIPAL
 E-mail: lynn.hileman@yahoo.com
 Phone number: 603-521-5899

SECTION E: REQUIRED DOCUMENTS

Please check off each of the following required items. Then attach supporting documentation at the end of this application.

Items	Attached?	Administrator Comments
1. Secretary of State Certificate.	<input type="checkbox"/> Yes	_____
2. Fire and Life Safety Inspection report. <i>(Contact your local fire marshal and be sure the inspection includes all buildings occupied by students.)</i>	<input checked="" type="checkbox"/> Yes	_____ _____ _____ _____ _____
3. Health Inspection. <i>(Contact your local health inspector and be sure the inspection includes all buildings occupied by students.)</i>	<input checked="" type="checkbox"/> Yes	_____ _____ _____ _____ _____
4. Certificate of Occupancy. <i>(Be sure to include one for each of the buildings occupied by students).</i>	<input checked="" type="checkbox"/> Yes	_____ _____ _____ _____
5. Zoning Verification Form. <i>(Be sure the form includes all buildings occupied by students).</i>	<input checked="" type="checkbox"/> Yes	_____ _____ _____ _____
6. School calendar for upcoming year. <i>(Include first and last day of school,</i>	<input checked="" type="checkbox"/> Yes	_____ _____

and full and partial days off).

7. Education philosophy, purpose, and objectives. Yes

8. Evaluation of achievement of objectives. Yes

9. Program of studies. *(To include academic content, assessment, promotion requirements for each grade level and high school diploma requirements, if applicable).* Yes

10. Student handbook. Yes

11. Supporting services. *(Include health, guidance, library, food, referral, and transportation).* Yes

No supporting services provided. No food or hot lunches, No sports program
No transportation No library

12. Grievance policy. *(To include bullying, teacher misconduct, tuition refund, and use of child restraint practices. See [RSA 126-U](#). Please include location of each policy in student handbook).* Yes

13. Organization chart. Yes

14. Budget for upcoming academic year. *(To include anticipated expenses, e.g. facility acquisition, maintenance and operations, insurance, salaries, benefits, equipment, and supplies, and sources of revenue, e.g. income from tuition).* Yes

SECTION F: SCHOOL SCHEDULE SURVEY

Please use [Ed 401.03](#) and the guidance below for ensuring compliance with state mandated instructional hours for each grade level.

School Schedule Survey Guidance

Each non-public school shall maintain a school year consisting of the following number of instructional hours:

- (1) In kindergarten at least 450 hours;
- (2) In grades one through 6, at least 945 hours; and
- (3) In grades 7 through 12 at least 990 hours.

Each school shall have in its school year an additional 30 hours in duration to provide for instructional time lost due to inclement weather or unexpected circumstances.

Lunch time, home room periods, passing time, and breaks shall not be counted toward the required amount of instructional time.

Elementary schools may count up to 30 minutes of recess per day as instructional time for pupils in kindergarten through grade 6. Advisory periods in middle and high schools shall be counted as instructional time.

The school year for high school seniors may be reduced by no more than 5 days or 30 hours of instruction, whichever is less, from the number of days or hours of instruction for other high school students.

School Schedule Survey

Upcoming Academic Year:	2022 through 2023
First scheduled day of classes:	AUGUST 31, 2022
Last scheduled day of classes:	JUNE 12, 2023
Last day of grade 12 classes, if applicable:	JUNE 12, 2023

Please complete the following chart for the upcoming calendar year.

	A	B	C	D	E	F	G
Grade Level	# of Instructional Hours in a Partial Day	# of Partial Days	Total # of Instructional Hours for Partial Days (A*B)	# of Instructional Hours in a Full Day	# of Full Days	Total # of Instructional Hours for Full Days (D*E)	Total # of Instructional Hours in a Calendar Year (C+F)
Kindergarten	3.45	37	127.65	2.27	142	322.34	450
Grades 1 - 6	3.45	37	127.65	5.76	142	817.92	945
Grades 7 - 8	3.45	37	127.65	6.07	142	861.94	990
Grades 9 - 12	3.45	37	127.65	6.07	142	861.94	990

SECTION G: STUDENT RECORDS

Please describe the policy for content, storage, security, and disposition of student records during and after school is active.

All school records, test scores, SAT scores, and TRANSCRIPTS will be kept in the school office for the required time and in the event of school closing, the records will be kept by the CHURCH.

SECTION H: STATUTORY COMPLIANCE

Please initial in the appropriate spaces below.

- LCH Our school offers regular courses of instruction in the history, government and constitutions of the United States and New Hampshire no later than the beginning of the eighth grade as outlined in, [RSA 189:11](#).
- LCH Our school displays the United States and the New Hampshire state flag, not less than 5 feet in length, as outlined in [RSA 189:17](#).
- LCH Our school understands that the English language shall be used exclusively in reading, writing, spelling, arithmetic, grammar, geography, physiology, history, civil government, music, and drawing. Educational programs in the field of bilingual education shall be permitted with the approval of the state board of education and the local school district, as outlined in [RSA 189:19](#).
- LCH Our school understands that the exclusive use of English for purposes of instruction and administration shall not prohibit the conduct of devotional exercises in private schools in a language other than English, as outlined in [RSA 189:21](#).
- LCH Our school understands that a foreign language may be taught in elementary schools provided that the course of study is outlined by the state board and taught in compliance with state law, as outlined in [RSA 189:20](#).
- LCH Our school understands that full-time attendance requirements for students may be met by attendance at more than one school provided the total time spent in the schools is equivalent to full-time attendance, as outlined in [RSA 193:1-a](#).
- LCH Our school understands the policies relative to limiting the use of child restraint practices in schools, as outlined in [RSA 126-U](#).
- LCH Our school understands that no students shall be admitted or enrolled in any school unless students are immunized against certain diseases, as outlined in, [RSA 141-C:20-a](#).
- (ASAP) LCH Our school tests for the presence of lead in drinking water at the facility that is available for consumption by students in accordance with guidance from the department of environmental services and as outlined in [RSA 485:17-a](#).

LCH Our school certifies that the building(s) to be used for educational purposes complies with the State Building Code and all other applicable state, local and federal fire, health and zoning laws, as outlined in [RSA 155-A](#).

LCH Our school certifies that within the first month of approved opening, a fire inspection will be completed by the local fire chief. Any violations shall be addressed by the nonpublic school on a timeline determined by the local fire chief and/or state fire marshal, as outlined in [Ed 403.01\(c\)](#).

(ASAP)LCH Our school understands that in accordance with [RSA 189:64](#), a site-specific school emergency operations plan shall be submitted to Homeland Security and Emergency Management by September 1 or prior to student occupancy, whichever comes first. We furthermore understand that current law requires that the school's emergency operation plan be submitted each year thereafter.

SECTION I: CERTIFICATION

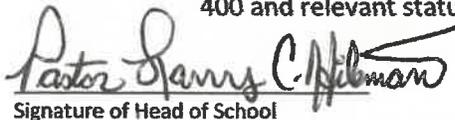
Please initial and sign in the appropriate spaces below. Then send materials to: Shireen.Meskoob@doe.nh.gov.

LCH I certify that I understand that my application will not be fully processed for approval until the application is complete.

LCH I certify that our school will not collect tuition or deliver programs to students until we are issued an approval from the NH State Board of Education.

LCH I certify that if there are any changes to items outlined in the Administrative Rules, Ed 400, our school must notify the Office of Nonpublic Schools prior to implementing these changes.

LCH I certify that all information provided is true and correct in content and policy and that I have read the entirety and understand the applicability of the Administrative Rules, Ed 400 and relevant statutes.



Signature of Head of School

PASTOR LARRY C. HILEMAN

Print Name

MAY 19, 2022

Date

REFERENCE MATERIALS

Administrative Rules Ed 400: http://www.gencourt.state.nh.us/rules/state_agencies/ed400.html

Statutory Authority: <http://www.gencourt.state.nh.us/rsa/html/NHTOC/NHTOC-XV.htm>

Secretary of State: <https://quickstart.sos.nh.gov/online/Account/LandingPage>

Fire Inspection: <https://www.nh.gov/safety/divisions/firesafety/building/SchoolInspectionProgram.html>

Health Inspection: <https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline- documents/health-inspection.pdf>

Health Inspector Directory: <https://www.dhhs.nh.gov/dphs/holu/documents/officers.pdf>



Zoning Verification: <https://www.education.nh.gov/sites/g/files/ehbermt326/files/inline-documents/zoningform2012.pdf>

Emergency Operation Plan: <https://www.nh.gov/safety/divisions/hsem/school-readiness.html>

Thank You.

Heritage Baptist Academy

Secretary of State Good Standing

State of New Hampshire

Department of State

CERTIFICATE OF REGISTERED TRADE NAME
OF
HERITAGE BAPTIST ACADEMY

This is to certify that **HERITAGE BAPTIST CHURCH OF NASHUA, INC.** is registered in this office as doing business under the Trade Name **HERITAGE BAPTIST ACADEMY**, at **105 LOCK STREET, 105 LOCK STREET, Nashua, NH, 03064, USA** on **07/01/2022**

The nature of business is **61-Educational Services - 110-Elementary and Secondary Schools**

Expiration Date: **07/01/2027**

Business ID: **905415**



IN TESTIMONY WHEREOF,
I hereto set my hand and cause to be affixed
the Seal of the State of New Hampshire,
this 1st day of July A.D. 2022.

A handwritten signature in black ink, appearing to read "David M. Scanlan".

David M. Scanlan
Secretary of State

Heritage Baptist Academy

Organizational Chart

HERITAGE BAPTIST ACADEMY

ORGANIZATIONAL STRUCTURE SCHOOL STAFF & CHAIN OF COMMANDS

HERITAGE BAPTIST ACADEMY IS A MINISTRY OF
HERITAGE BAPTIST CHURCH ALL SCHOOL DECISIONS
AND BUSINESS IS CONDUCTED UNDER THE
AUTHORITY OF THE CHURCH AND CHURCH STAFF

PASTOR

LARRY C. HILEMAN

Pastor & CEO of Corporation
Responsible for all ministries and responsibilities
Oversees both Church and School

SCHOOL BOARD

Trustee Brother Hal Mahar
Trustee Brother Brian Denny
Baptist Pastor Jay Neel

Brother Hal Mahar is also the head of the school board
Responsible for all school operations and matters
Oversees school ministry
Brother Brian Denny is on the school board
Pastor Jay Neel is Pastor of Country Baptist Church
and is also on the school board

TREASURY Ministry of Finance

Brother Hal Mahar is also the Treasurer of the school
He is responsible for all billing, tuition, and expenditures

PRINCIPLE

MRS. LYNN HILEMAN

Mrs Lynn is directly responsible the daily operation of the school
Responsible for all school staff and students operations and communications
Oversees school ministry Academics, Curriculum, and Discipline & Order

SECRETARY & SUPERVISOR

MRS. SANDI CAVALIERI

Mrs Sandi answers directly to Mrs. Lynn and is responsible Office work, filing, records,
reports, paperwork and documentation. She is also Responsible for working with students
Oversees school ministry Academics, Curriculum, and Discipline & Order

STAFF WORKERS & MONITORS

MRS. CELESTE SAUCIER, MRS AMY NEEL, MRS REBECCA SANCHEZ

Heritage Baptist Academy

School Calendar

Heritage Baptist Academy | 2022-2023 CALENDAR

AUGUST '22						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

31 School Opens

FEBRUARY '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

20 Presidents' Day
27-30 Winter Recess

SEPTEMBER '22						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

5 Labor Day

MARCH '23						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3/1-3/3 Winter Recess

OCTOBER '22						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

10 Columbus Day

APRIL '23						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

09 Easter Sunday
24-28 Spring Recess

NOVEMBER '22						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11 Veterans Day
23-25 Thanksgiving Recess

MAY '23						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

29 Memorial's Day

DECEMBER '22						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

26-30 Christmas Recess

JUNE '23						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	m	m	m	m	17
18	m	m	m	22	23	24
25	26	27	28	29	30	

12 Last Day (180)

13-21 M=Make Up Days

JANUARY '22						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

01 New Year's Day
16 M.L. King Day

JULY '23						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

4 Independence Day

Heritage Baptist Academy

Academy Handbook

HERITAGE BAPTIST ACADEMY



**A MINISTRY OF
HERITAGE BAPTIST CHURCH
105 LOCK STREET
NASHUA, N.H. 03064-2859**

ACADEMY HANDBOOK

AUGUST 2022 Edition

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INTRODUCTION

I am excited to present to you **HERITAGE BAPTIST ACADEMY**, a ministry of Heritage Baptist Church. I appreciate your interest in our school.

The original intent of the Public-School System was for the sake of the Scriptures and of God. Martin Luther said that for a school to oppose the Scriptures would defeat the very purpose of education. God is real to us, and God is important. God's word is what produces great men and women capable of governing their lives, home, and country.

Matthew 4:4 *But he answered and said, **It is written, Man shall not live by bread alone, but by every word that proceedeth out of the mouth of God.***

This is a **CHRISTIAN NATION**, and we are founded on **CHRISTIAN PRINCIPLES**. We are **ONE NATION UNDER GOD**, and I want our students to know our Country's Christian Heritage.

Our belief in God affects our world view; this is quite different from the world's way of thinking. I want our students to learn and grow in a Christian atmosphere with high moral standards as well as high academic standards.

I have selected the **Accelerated Christian Education (ACE)** program for our school. Not only does the **ACE** program encourage academic excellence, it also **provides Godly character training.**

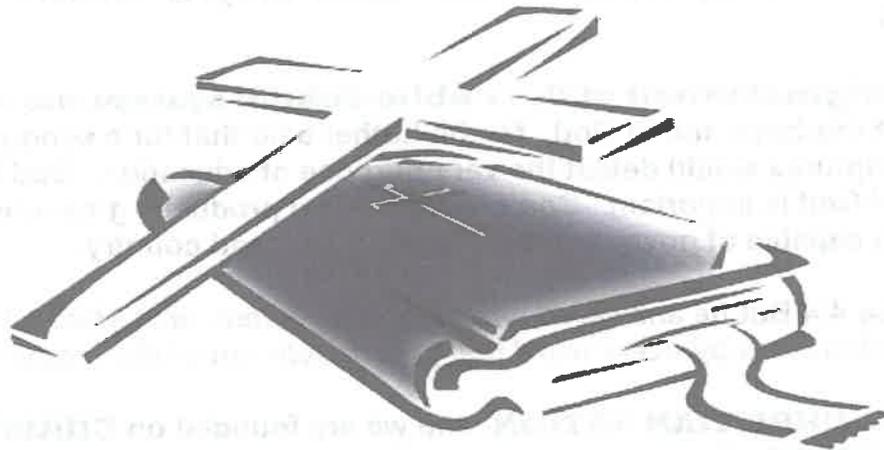
This is our **Heritage Baptist Academy Handbook**, and it will answer your questions about the school, and the **ACE** program. **Please read this Handbook thoroughly, for it will point out the essential part you and your student will contribute to achieving an exceptional, Christian education.**

In God We Trust,

Pastor Larry C. Hileman

School Administrator
and
Principal

Statement of Faith



The Scriptures

We believe the Holy Scriptures of the Old and New Testaments to be the Bible, *...as it is in truth, the Word of God...* (1 Thessalonians 2:13). We believe in verbal, plenary inspiration in the original writings, and God's preservation of His pure words to every generation (2 Timothy 3:16; Psalms 12:6-7, 119:89, and 52; Isaiah 40:8; Matthew 24:35; 1 Peter 1:25; 2 Peter 1:21). The Masoretic Text of the Old Testament and the Received Text of the New Testament (Textus Receptus) are those texts of the original languages we accept and use. The King James (KJV) Bible is the preserved word of God for the English-speaking people, and the KJV Bible is the only English version we accept and use. The Bible is our sole authority for faith and practice.

The Godhead

We believe in one Triune God, eternally existing in three persons -- Father, Son, and Holy Spirit, co-eternal in being, co-identical in nature, co-equal in power and glory, and having the same attributes and perfections (Deuteronomy 6:4; Matthew 3:13-17; 28:19; Mark 12:29; 2 Corinthians 13:14; 1 John 5:7).

The Person and Work of Christ

We believe that the Lord Jesus Christ, the eternal Son of God, became man, without ceasing to be God, having been conceived by the Holy Spirit and born of the virgin Mary, in order that He might reveal God and redeem sinful men (John 1:1-2 and 14; Luke 1:26-35; Isaiah 7:14 and 9:6; Galatians 4:4-5).

We believe that the Lord Jesus Christ accomplished our redemption through His finished work on the cross as a representative, vicarious, substitutionary sacrifice; and that our justification is made sure by His literal, physical resurrection from the dead (Romans 3:24-25; 2 Corinthians 5:19; 1 Peter 2:24; Ephesians 1:7; 1 Peter 1:3-5).

We believe that the Lord Jesus Christ ascended to Heaven, and is now exalted at the right hand of God, where, as our High Priest, He fulfills the ministry of Representative, Intercessor, Advocate, and Mediator (Acts 1:9; Hebrews 9:12 and 24; 7:25; Romans 8:34; 1 John 2:1-2; 1 Timothy 2:5).

The Person and Work of the Holy Spirit

We believe that the Holy Spirit is the Person who *...will reprove the world of sin, and of righteousness, and of judgment...* (John 16:8); and that He is the Supernatural Agent in regeneration, baptizing all believers into the body of Christ, indwelling and sealing them unto the day of redemption (John 16:8-11; 1 Corinthians 12:12-13; Romans 8:9 and 16; Ephesians 1:13-14).

We believe that the sign gifts of the Holy Spirit, such as speaking in tongues and the gift of healing, were temporary. We believe that speaking in tongues was never the common or necessary sign of the baptism or filling of the Holy Spirit and that ultimate deliverance of the body from sickness or death awaits the consummation of our salvation in the resurrection, though God frequently chooses to answer the prayer of believers for physical healing (2 Corinthians 12:12; 1 Corinthians 13:8; Hebrews 2:3-4; Mark 16:17-20; 1 Corinthians 1:22 and 14:21-22; James 5:14-15).

Man

We believe that man was created in the image and likeness of God, but that in Adam's sin the human race fell, inherited a sinful nature, and became alienated from God; and that man is totally depraved, and, of himself, utterly unable to remedy his lost condition (Genesis 1:26-27; Psalm 14:2-3; Romans 3:10-12 and 22-23; Ephesians 2:1-3 and 12).

The sacredness of human personality is evident in that God created man in His own image and is mindful of him, and in that Christ died for man; therefore every individual possesses dignity and is worthy of respect and Christian love (Psalm 8:4-9; Colossians 3:9-11; 1 Thessalonians 5:15).

The Way of Salvation

We believe that the clear message of salvation is *...repentance toward God, and faith toward our Lord Jesus Christ* (Acts 20:21). We believe that salvation is "by grace" plus nothing minus nothing. We believe that men are justified by faith alone and are accounted righteous before God only through the merit of our Lord and Savior Jesus Christ (Ephesians 2:8-10; John 1:12; 1 Peter 1:18-19).

We believe that all the redeemed, once saved are kept by God's power and are thus secure in Christ forever. We believe that eternal life is the present possession of every believer (John 6:37-40; 10:27-30; Romans 8:1 and 38-39; 1 Corinthians 1:4-8; 1 Peter 1:3-5; Jude 1-2).

The Church

We believe that the Church, which is the body and the bride of Christ, is a called out assembly of born-again believers which began with Christ and his apostles, and will be caught up with Christ at the rapture (Ephesians 5:20-27; 1 Corinthians 12:12-14; 1 Thessalonians 4:16-17).

We believe that the establishment and continuance of the local church is clearly taught and defined in the New Testament Scriptures (Acts 14:21-27, 16:5, and 20:28; 1 Timothy 3:1-13; Revelation 2:29).

We believe in the autonomy of the local church free of any external authority or control (Acts 13:1-4, 20:28; 1 Corinthians 3:16; 1 Peter 5:13).

The Ordinances of the Church

There are two church ordinances: baptism by immersion in water and the Lord's Supper (Matthew 28:18-20; John 3:23; Acts 2:41-42; 1 Corinthians 11:1-2 and 23-26).

Biblical Separation

We believe that all the saved should live in such a manner as not to bring reproach upon their Savior and Lord; and, that separation from all religious apostasy, all worldly and sinful pleasures, practices and associations is commanded of God (2 Timothy 3:1-5; Romans 12:1-2; 1 John 2:15-17; 2 John 9-11; 2 Corinthians 6:14-7:1).

The Return of Christ

We believe the *...blessed hope...* (Titus 2:13) of our Lord's return is literal, personal, visible, imminent, premillennial, and pretribulational. (1 Thessalonians 4:13-18; Titus 2:13; 1 Thessalonians 1:10).

Our Eternal State

We believe in the bodily resurrection of all men, the saved to eternal life, and the unsaved to judgment and everlasting punishment (Matthew 25:31-46; John 5:24-29; Revelation 20:1-6 and 12-15).

We believe that the souls of the redeemed are, at death, absent from the body and present with the Lord, where in conscious bliss they await the first resurrection, when spirit, soul, and body are reunited to be glorified forever with the Lord (Luke 23:43; 1 Corinthians 15:52-54; 2 Corinthians 5:7-8; Philippians 3:20-21; 1 Thessalonians 4:16-18).

We believe that the souls of unbelievers remain, after death, in conscious misery until the second resurrection, when with soul and body reunited they shall appear at the Great White Throne Judgment, and shall be cast into the Lake of Fire, not to be annihilated, but to suffer everlasting, conscious punishment (Luke 16:19-26; Matthew 25:32-46; 2 Thessalonians 1:7-9; Revelation 20:10-15).

The Family

We believe God ordained the family as the foundational institution of society. It is composed of persons related to one another by marriage and by blood or adoption (**Genesis 1:26-28, 2:18-24, and 5:1-5**).

We believe marriage is the uniting of one man and one woman in covenant commitment for a lifetime. Marriage is God's unique gift to reveal the union between Christ and His church and to provide for the man and the woman in marriage the framework for intimate companionship, the channel of sexual expression according to Biblical standards, and the means for procreation of the human race (**Mark 10:6-9; Romans 1:24-32; Hebrews 13:4**).

We believe a husband is to love his wife as Christ loved the church, *...and gave himself for it*. The husband has the God-given responsibility to provide for, to protect, and to lead his family. We believe a wife is to submit herself graciously to the servant leadership of her husband even as the church willingly submits to the leadership of Christ. The wife has the God-given responsibility to respect her husband and to serve as the helper in managing the household and nurturing the next generation (**Ephesians 5:22-33; Colossians 3:18-21; 1 Timothy 5:8**).

We believe children, from the moment of conception, are a blessing and heritage from the Lord. We believe parents are to demonstrate to their children God's pattern for a marriage. We believe parents are to diligently teach their children spiritual and moral values, to lead them through consistent lifestyle example and loving discipline, and to make choices based upon Biblical truth. We believe children are to honor and obey their parents (**Exodus 20:12; Deuteronomy 6:5-7; Proverbs 1:8; 22:6; 29:15; Ephesians 6:1-4; Colossians 3:20-21**).

ADMISSIONS PROCEDURE

1. Have questions? We would be delighted to answer your questions and to discuss any of the **Heritage Baptist Academy (HBA) Learning Center** policies and procedures.
2. An application for admission to **Heritage Baptist Academy** may be picked up at Heritage Baptist Church.
3. Application forms should be filled out by parents or guardians. Then, please schedule an appointment for an interview with the School Administrator, Larry C. Hileman, (the Pastor of Heritage Baptist Church). Please bring the application form to the interview. Upon acceptance of the application, we will complete the ENROLLMENT forms, student RECORD RELEASE forms, and SCHOOL PROCEDURES forms.
4. **REGISTRATION FEES are due before the first day of school (please see the FINANCIAL INFORMATION section on page 7).**

Medical Guidelines

For **students starting school for the first time**, a medical report must be filled out by a physician and submitted along with an immunization record to the **HBA Office**. For **students transferring from other schools**, medical records will be obtained by the Student Record Release Form. For **continuing students**, an annual medical report and immunization record must be submitted to the **HBA office**.

If a student needs medical attention, the school staff will call the parent or guardian, the family doctor, or we will transport the student to the nearest medical emergency room – **in that order**.

Parental consent is required before School staff will administer any medication to students. Please include written directions for administering the medication. All medications must be kept in a locked cabinet and administered in the **HBA Office**.

We encourage you to **schedule general doctor and dentist appointments on Thursday afternoon**. For your convenience, **school is dismissed at 1:30 PM on Thursdays** for these and any other appointments.



Student Insurance

Parents or Guardians are responsible for arranging their own school insurance and are responsible for any and all expenses incurred as a result of an injury during school hours. **HERITAGE BAPTIST ACADEMY** does not carry individual student insurance and is not liable to parents or students because of any injury to the student at school or during any school activity.

2022 – 2023 FINANCIAL INFORMATION

MONTHLY TUITION SCHEDULE	Tuition
First Child.....	\$200.00
Second Child.....	\$180.00
Third and Fourth Child.....	\$160.00
Fifth Child.....	\$100.00

REGISTRATION for all families is \$50.00 per student; however, registration will not exceed \$150.00 per family. **The REGISTRATION FEES are due before the first day of school.**



CURRICULUM cost for **PACEs** is included in the tuition. **However, there is an \$13 charge for repeat PACEs.**

TUITION bills will be mailed and paid monthly. **Monthly tuition is not refundable.** However, **advance payments are refundable if the student is no longer actively enrolled in any school activity.**

YEAR-END ACHIEVEMENT TESTING FEES **for all students** are between \$29.95 and \$49.90 per student.

K 5

DAILY SCHEDULE

Monday – Friday

(Exceptions to the daily activities -- See:
Monday, Tuesday, Wednesday, and Friday)

Period	Time	Activity
1	8:00 - 8:25 AM	ARRIVAL & OPENING ACTIVITIES
2	8:25 - 8:40 AM	REVIEW LEARNED LETTERS
3	8:40 - 9:00 AM	ANIMAL STORY
4	9:00 - 9:15 AM	PHYSICAL DEVELOPMENT
5	9:15 - 9:35 AM	MASTER THE LETTER
6	9:35 - 9:45 AM	ENGLISH
7	9:45 - 10:00 AM	SNACK BREAK
8	10:00 - 10:20 AM	BIBLE STORY AND SONG
9	10:20 - 10:30 AM	SCRIPTURE MEMORY
10	10:30 - 11:00 AM	BREAK
11	11:00 - 11:15 AM	SCIENCE
12	11:15 - 11:30 AM	SOCIAL STUDIES
13	11:30 - 11:45 AM	QUIET TIME
14	11:45 - 12:00 AM	FINAL ACTIVITIES

Monday, Tuesday, Wednesday, and Friday

Period	Time	Day	Activity
3	8:40 - 9:00 AM	MONDAY TUESDAY	REVIEW ANIMAL STORY ANIMAL SONG & STORY
5	9:15 - 9:35 AM	MONDAY WEDNESDAY	ENGLISH REVIEW LETTER SHAPES
6	9:35 - 9:45 AM	MONDAY	MATH REVIEW
8	10:00 - 10:20 AM	MONDAY WEDNESDAY	CHARACTER BUILDING STORY REVIEW BIBLE STORY & SONG
11	11:00 - 11:15 AM	WEDNESDAY FRIDAY	MATH ART
12	11:15 - 11:30 AM	WEDNESDAY FRIDAY	PLAY AREA MATH

GRADES 1-12 DAILY SCHEDULE

Monday – Friday

8:00 - 8:15 AM	Students arrive. NOT EARLIER without school permission
8:15 - 8:30 AM	Opening Exercises
8:30 - 9:30 AM	First Period: test, work in <i>PACEs</i> , score, and goals checked
9:30 - 9:50 AM	Snack time
9:50 - 10:45 AM	Second Period: work in <i>PACEs</i> and score
10:45 - 11:00 AM	BREAK
11:00 - 11:40 AM	Third Period: work in <i>PACEs</i> and score
11:40 - 12:00 PM	Lunch Period
12:00 - 12:30 PM	BREAK

Schedule exceptions for Music & Gym

12:20 - 1:00 PM	Fourth Period (Tues. – Thur.): work in <i>PACEs</i> and score 1 st & 3 rd Monday (12:20 – 1:00 PM) – MUSIC Every Friday (12:20 – 2 PM) GYM
1:15 - 1:30 PM	BREAK
1:30 - 2:15 PM	Fifth Period: work in <i>PACEs</i> and score
2:15 - 2:30 PM	Receive homework, Standby offices, and Dismissal

We encourage you to schedule general doctor and dentist appointments on Thursday afternoon. For your convenience, school is dismissed at 1:30 PM on Thursdays for these and any other appointments.

Early Release on Thursdays
**1:15 - 1:30 PM Receive Homework,
Standby offices, and Dismissal**



GRADES K-12 BULLYING

Let's turn to the Holy Bible, the greatest text book in the world, and discover what the Holy Trinity exhorts.

Inspired by God the Father,

Solomon teaches us: ¹⁶ *These six things doth the Lord hate: yea, seven are an abomination unto him:* ¹⁷ *A proud look, a lying tongue, and hands that shed innocent blood,* ¹⁸ *An heart that deviseth wicked imaginations, feet that be swift in running to mischief,* ¹⁹ *A false witness that speaketh lies, and he that soweth discord among brethren.*

Proverbs 6:16-19 point us to the apostle Paul's Holy Spirit filled epistle: ²⁹ *Let no corrupt communication proceed out of your mouth, but that which is good to the use of edifying, that it may minister grace unto the hearers.*

Ephesians 4:29 points us to Matthew 5:43-48, the words of God's only begotten Son, our Lord and Savior Jesus Christ: ⁴³ *Ye have heard that it hath been said, Thou shalt love thy neighbour, and hate thine enemy.* ⁴⁴ *But I say unto you, Love your enemies, bless them that curse you, do good to them that hate you, and pray for them which despitefully use you, and persecute you;* ⁴⁵ *That ye may be the children of your Father which is in heaven: for he maketh his sun to rise on the evil and on the good, and sendeth rain on the just and on the unjust.* ⁴⁶ *For if ye love them which love you, what reward have ye? do not even the publicans the same?* ⁴⁷ *And if ye salute your brethren only, what do ye more than others? do not even the publicans so?* ⁴⁸ *Be ye therefore perfect, even as your Father which is in heaven is perfect.*

GUESTS

We encourage you to experience the unique, Christ-centered environment of **Heritage Baptist Academy**. Please let us know ahead of time when you intend to visit us.



We encourage those who visit our school, guests, parents, and guardians, to honor our school's dress code. Gentlemen, whenever possible, please wear a shirt and a tie. Ladies, please wear a modest, knee length dress or skirt. Thank you for helping us maintain our school's clothing standard and learning environment.



DAILY ATTENDANCE

Absences hinder a student's progress

We encourage you to schedule general doctor and dentist appointments on Thursday afternoon. For your convenience, school is dismissed at 1:30 PM on Thursdays for these and any other appointments.

When students return to school following an absence, they will need a written excuse signed by a parent or guardian.

Opening Exercises begin at 8:15 AM. Students who are not in their assigned seat at this time are considered **TARDY**. Please, students, be on time. Continued tardiness will result in disciplinary action.

Excessive absences will hinder academic progress and cause the student to be considered **TRUANT**.

STUDENT STANDARD OF CONDUCT

Heritage Baptist Academy is a Christian school, and **we teach the character traits of Jesus Christ**. Following our Savior's example, we expect our students to maintain Christian standards in courtesy, kindness, language, morality, and honesty. Students are expected to strive for unquestionable Christian character in dress, conduct, and attitude. Students are expected to refrain from cheating, swearing, smoking, gambling, drinking alcoholic beverages, using narcotics, immorality, worldliness... at school as well as at home and in the community.

FIVE for K 5

1. Follow directions quickly.
2. Raise your hand for permission to speak.
3. Raise your hand for permission to leave your seat.
4. Make smart choices.
5. Keep your dear teacher happy.



FIELD TRIPS

Field trips are exciting and are designed to enrich our students' learning experiences. Students may be asked to take notes and take tests about the trip upon returning to **Heritage Baptist Academy**.

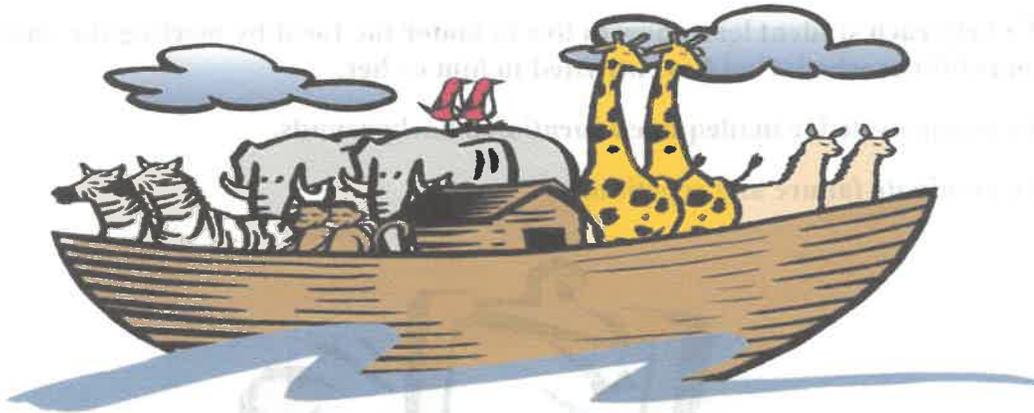
Folks who encounter **Heritage Baptist Academy** students on field trips are impressed by our students' dress, conduct, and respectful manner.

SCHOOL ACCREDITATION

1. Accreditation by the State of New Hampshire does not mean quality education, as evidenced by ratings of the schools throughout the state.
2. Accreditation does not guarantee a disciplined, moral school atmosphere.
3. State accreditation means state control of education. We believe the training and education of Christian children belong to their Christian parents and the church guided by God and His Word.

Heritage Baptist Academy does not seek state accreditation.

Heritage Baptist Academy has selected an instructional program that is designed to train students who desire to continue their education beyond high school. The **Accelerated Christian Education (ACE)** program is accepted by thousands of colleges and universities.



ACADEMY OBJECTIVES

Heritage Baptist Academy is a ministry of Heritage Baptist Church. The Academy is also an extension of the Christian home. The Academy staff will work closely with the parents and guardians to train the student for life and for eternity. The Academy is established to train Christian youth in the highest principles of leadership, self-discipline, individual responsibility, personal integrity, manners, and good citizenship. The Academy stands without apology for the Old-time Gospel and the highest standards of morality and Christian behavior. **It is a privilege to attend Heritage Baptist Academy.**

Our objective is to obey the scriptural imperatives of Deuteronomy 6:5-7a *⁵And thou shalt love the LORD thy God with all thine heart, and with all thy soul, and with all thy might. ⁶And these words, which I command thee this day, shall be in thine heart: ^{7a}And thou shalt teach them diligently unto thy children...*

And to obey the scriptural imperatives of Proverbs 22:6 *Train up a child in the way he should go: and when he is old, he will not depart from it.*

CHRISTIAN YOUTH OBJECTIVES

To ensure each student has the opportunity to obtain a saving knowledge of Jesus Christ, to achieve a higher level of Christian maturity, to attain a deeper commitment to the Lord, and to become a more effective witness for the Lord.

To emphasize the uniqueness of each student and to assist each student to develop self-confidence; to discover individual, God-given talents and abilities; to properly respond to self and to others; and to set goals in academics and Godly principles of success.

To promote self-discipline by training each student to be reverent, consistent, appreciative, responsible, and thorough in attitude, character and actions.

To assist each student in seeking his or her purpose for life's service and to assist each student in the necessary preparation for eternity through emphasis upon Biblical relevance.

To help each student learn how to live to honor the Lord by meeting the daily responsibilities which God has entrusted to him or her.

To compensate for inadequate educational backgrounds.

To eliminate failure and repetition.



CURRICULUM

The **ACCELERATED CHRISTIAN EDUCATION (ACE)** program is the basis of our curriculum. **Upon entering school, students take DIAGNOSTIC TESTS to determine their grade level in EACH SUBJECT.** The results of these tests are used to establish **individualized instruction plans.** Students then will set daily, weekly, and quarterly goals to **accomplish these plans while working at their individual "offices."** Students follow the instructions in their **PACE (Packets of Accelerated Christian Education)** units. Instructions may include reading a text book, doing research outside the school, listening to audio tapes, watching videos, working on special projects, completing exercises, and working on a computer.

The *ACE* reading programs – *Kindergarten with ACE and Christi* and *ABCs Learning-to-Read* – are designed to develop and prepare students for the individualized instruction of the *PACE* curriculum. These programs will develop student reading skill, reading speed, and reading comprehension.



HOMESWORK

As students develop self-discipline, they will be able to complete their academic goals during the school day. Until students learn and apply self-discipline to accomplish their goals for the day they will be required to complete their work at home. Also, there may be special projects which require work at home. In either case, a green, homework slip will be sent home with the students detailing the work that must be completed. The completed homework and signed, green slip should be returned to school the next school day.

Parents, please check student homework, and require them to complete the assignment.

PROGRESS REPORTS

Our grading system is designed to give parents an accurate indication of the student's progress or lack of progress. Progress report scores are actual percentage results. **THE MINIMUM PASSING SCORE IS 80%.**

Progress Reports are distributed at the end of each 9-week grading period.

ACHIEVEMENT TESTING

Each school year students will take standardized achievement tests. These tests assist in charting the student's ability as well as achievement level.

GRADUATION REQUIREMENTS



Once a student reaches the 9th grade, a High School Projection Sheet will be completed by the school staff. The Projection Sheet will be reviewed with the parents and student to decide which course of study – **GENERAL DIPLOMA, COLLEGE PREPARATORY DIPLOMA, or HONORS DIPLOMA** -- best suits the challenges of the student. The sheet will be reviewed each year with the parents and student to determine how many credits the student has completed, how many are projected for the current year, and how many credits remain toward graduation.



PARENTAL INVOLVEMENT

Communication promotes good understanding between parents or guardians and the school staff and volunteers. It is vitally important for us to work together and understand how **Heritage Baptist Academy** operates. Parents and guardians are strongly encouraged to be involved in a student's daily activities.

CHURCH ATTENDANCE AND RELATED ACTIVITIES

Church was important to our LORD and church should be important to us. Students and their parents or guardians should attend church and should be involved in their church's ministries.



Each weekend, **Heritage Baptist Academy** students are encouraged to read aloud a chapter from the Holy Bible to their parents. *The grass withereth, the flower fadeth, but the word of our God shall stand forever.* Isaiah 40:8

GENERAL COMMENTS FOR PARENTS AND STUDENTS

THE STAFF reserves the right, **without student or parent permission**, to search the student, student office, student belongings, student vehicle or locker at any time. Registration of the student constitutes parental consent for such searches.

CELL PHONES will be **turned off and turned in** to the school staff at the beginning of the school day, and returned at the end of the day. **If at all possible, do not bring cell phones to school.**

BOOKS, MAGAZINES, MUSIC, VIDEO GAMES, OR VIDEOS must be approved by the staff **BEFORE** an item is brought to school. **All unauthorized items will be confiscated by the Staff. Confiscation may include disposal of the item.**

OFF LIMITS AREAS (unless given permission by the staff) include all church equipment, other student offices, nursery, school file cabinets, teachers' desks, other classrooms, Principal's office, Church offices, and parking areas.

SELF SCORING: to develop honesty, students score their own **PACEs**. All **PACE** units are re-scored by the Staff. Any **PACE** with 15 or more scoring violations must be repeated. **The cost of the repeat PACE and shipping – currently \$ 13.00 – will be added to the monthly bill of the student with the scoring errors.**

We have a **CLOSED CAMPUS** policy. No student is to leave the school without express permission by the staff. Emergencies will be handled on an individual basis.

No guns or weapons, lighters or matches, or any **unapproved electronic devices** are permitted on campus. **If you have any questions about any item, please check with the school staff to avoid item confiscation.**

STUDENT OFFICE BULLETIN BOARDS should only display “positive” Christian values.



GRIPING is not tolerated and will be awarded **MERIT FINES** for violations.

LANGUAGE should always honor the LORD. *Let no corrupt communication proceed out of your mouth...* Ephesians 4:29a

GROOMING STANDARDS

Appropriate clothing encourages responsible behavior. An individual's personal appearance is a manifestation of self-esteem and each (appearance and self-esteem) reinforces the other. **We encourage Heritage Baptist Academy students to dress, to think, and to act like Christian ambassadors.**

No aspect of Christian testimony is as obvious as the matter of appearance. We hold that Christians at all times should present themselves so that our Lord Jesus Christ would be pleased and honored.

Our grooming standards for boys as well as girls are designed to minimize clothes competition which seeks to draw attention to self or gender. We encourage each student to gain recognition through personal character and conscientious work.

GIRLS



Hem lines should cover the knee. Since student growth is to be expected, make the hems a little longer and make sure there is enough material to let it out as needed.

Necklines should not be revealing.

Girls should not wear high heels (over 1 ½ inches).

Nylons and visible facial makeup will be limited to grades 9 – 12.

Natural hair, no GOTHIC hair color

BOYS



Neat, trim haircuts are required. There will be no side burns below the ears, and no hair coloring. Hair should not touch the ears, and should taper at the back. Hair should be combed neatly at all times.

Shirts should be clean, ironed, buttoned and tucked in at all times.

BOYS and GIRLS

Body hygiene is important. Students should bathe regularly and wear clean, ironed clothing. Clean nails, breath, and teeth are a must. Failing to practice proper hygiene will invite demerits or even detentions if necessary.

UNIFORM CODE

1. Uniforms prevent the stumbling blocks of immodesty and slovenly dress.
2. Uniforms and high standards result in a disciplined learning environment.
3. Uniforms help improve self image and uniforms provide identification.
4. Uniforms reduce clothing costs and uniforms prevent wardrobe competition.
5. Uniforms standardize and neutralize externals while enhancing individualization based upon internal values.



ALL GIRLS

A solid black skirt or jumper with hem line below the knee, and a light blue, collared blouse or light blue, 3 button (long or short sleeve), collared polo shirt. A solid navy blue, solid white or solid black cardigan style sweater. Black shoes. Please, no boots, sandals, flip flops or favorite bedtime slippers. Solid black or solid navy-blue socks, tights or leggings. Please, do not wear sweatshirts or any other clothing with logos. Earrings may only be worn if they are traditional small studs.

GIRLS GYM CLOTHES

Navy-blue, long basketball shorts and a Heritage Baptist Church T-shirt (available at school \$6) and/or a navy-blue sweatshirt (no logo), sneakers and ankle socks.

ALL BOYS

A traditional, predominantly blue tie; black dress pants with belt loops; black belt; light blue, collared dress shirt; black shoes; black socks; and solid navy blue, solid white or solid black, sweater. Sweater must be without hood and may be button or zipper (no logos). Ties must be visible.

BOYS GYM CLOTHES

Predominantly navy-blue sweat-pants (no logos); Heritage Baptist Church T-shirt (available at school \$6); navy blue sweat-shirt (no logos); sneakers and ankle socks. Blue, below the knee gym shorts may be worn all year.

GENERAL STUDENT INFORMATION

IN THE LEARNING CENTER: Do not talk or leave your office without permission. Do not turn around in your office or disturb other students with noises, note passing, etc. Work on activities directly related to a *PACE* booklet in your office. Raise the U.S. flag for scoring. Raise the Christian flag for teacher assistance. Remember this is work time – use the rest room, get a drink, sharpen a pencil, etc. at break time.

STUDENT OFFICES: Offices are assigned and may only be changed with permission. The office must be cared for and neat. Please, do not damage the office dividers. The office is to be arranged according to school policy – everything has a place and there is a place for everything.



STUDENT PROGRESS CHART: Place achievement stars on the appropriate subject and week. Do not mark on the chart. On average, you will receive one achievement star per subject every three weeks. This rate of learning will result in 15-18 stars per quarter and 60-72 achievement stars per year.

GOAL CHARTS: Keep your goal chart posted on your bulletin board. Neatly write in and check off each daily goal. Keep your goal chart free of “EXTRA” marks.

PACEs: Carefully read and follow all directions. Get signatures when appropriate. If you cannot find the answer to a question, you may need to use other school resource books or raise the Christian flag for teacher assistance. Remember, teachers do not GIVE you the answer; teachers GUIDE you to the right answer. After the *PACE* is completely finished, scored, scored again, and reviewed, it may be passed in to be tested the following school day.

SCORING TABLE: Raising the U.S. flag is a signal that you are ready to score the completed *PACE*. Wait for permission, then, quietly, without disturbing others at their offices or at the Scoring Table, score your *PACE*. Handle the Score Keys carefully. With a red pen mark an “X” on all wrong answers and page numbers. Score carefully. Do not use the Score Key to copy the correct answers you do not understand. When you have scored all the answers, the wrong answers and page numbers. Remember, NEVER take the Score Key or red pens to your office. Place the Score Key back in the appropriate place.

NH HISTORY Master PLAN

and

ACTIVITY BOOK K-3



Students will at all times conduct themselves in a manner becoming a Christian. Students in grades 7-12, in particular, because of their testimony and influence on the younger students, are expected to adhere to the school's philosophy, standards, and Christ-centered program.

Gripping is not tolerated. If your student comes home complaining about policy or discipline, please follow this procedure:

1. Give the school and staff the benefit of the doubt.
2. Realize your student is emotionally reporting information which supports his or her point of view.
3. Realize, we have reasons for the rules and enforce the rules without favor.
4. **Support the administration and call us for all the facts.**

Students are reminded that the Lord expects us to be disciplined in all aspects of our lives. Here are a few Biblical guidelines:

Colossians 3:20 (KJV) *Children, obey your parents in all things: for this is well pleasing unto the Lord.*

Proverbs 19:18 (KJV) *Chasten [discipline] thy son while there is hope, and let not thy soul spare for his crying.*

Proverbs 6:23 (KJV) *For the commandment is a lamp; and the law is a light; and reproofs of instruction are the way of life.*

DEMERIT POLICY

Demerits are given for disturbances or broken rules. There are daily and quarterly demerit limits. Also, there are different demerit limits for grades K-3, grades 4-6, and grades 7-12.

DAILY DEMERIT LIMITS: grades K-3, three demerit limit; grades 4-6, two demerit limit; and grades 7-12, one demerit limit. Upon receiving an additional demerit, a Detention Slip will be given to the student to take home. Parents are to sign the Detention Slip and the student will return it the next day. Correction may result in loss of breaks.

QUARTERLY DEMERIT LIMITS: Grades K-3, no limit; grades 4-6, eighty-one demerit limit; and grades 7-12, fifty-four demerit limit. Upon receiving an additional demerit, a grade 4-6 student will be given a three-day suspension and a grade 7-12 student a one-week suspension. In both cases, work will be required to be completed at home BEFORE returning to school.

Demerit limits are serious. Parents are strongly urged to keep abreast of the total demerits of each child and to contact the school staff to prevent any suspensions.

HONOR MERITS

Merits can be earned on a daily basis. Staff members are always looking for opportunities to award merits. Our school has numerous merit sales during the school year to encourage students to exchange merit awards for merit rewards.



Daily Merit Opportunities

1. Completed Homework (10 Merits)
2. **PACE SCORE OF 100%** (100 Merits)
4. A No Demerit Day (10 Merits)
5. No Homework (10 Merits)
6. No Thursday Homework (20 Merits)

Weekly Opportunities to Earn Merits

1. No detentions for a Week (50 Merits)
2. **No Demerits for a Week** (100 Merits)
3. No More Than Two Nights of Homework in Week (50 Merits)
4. No More Than One **Night of Homework** in Week (100 Merits)
- 5 **No Homework All Week** (500 Merits)
6. **Recite Memory Verse each day** (100 Merits)

RESTRAINT AND SECLUSION

The only time **RESTRAINT** would be used is if a student might cause self-harm or harm to another student or staff member. Even then, **RESTRAINT and SECLUSION** would be used only until parents, guardians or other qualified personnel arrived.

GROUNDS FOR DISMISSAL

Heritage Baptist Academy reserves the right to expel or to deny readmission to students for reasons the administration deems fit. Reasons for expulsion may include but are not limited to the following:

- Incompatible attitude
- Uncooperative spirit
- Rebellion towards discipline
- Chronic absence and/or tardiness
- Violating conduct or grooming standards
- Lack of parental cooperation
- Inability to respond to ACE curriculum
- Continued failure to finish homework

ACADEMIC REQUIREMENTS

There are four, nine-week academic quarters in each school year. Fifteen to eighteen **PACEs** are due each quarter. Sixty to seventy-two **PACEs** per year will advance the student one full academic year. In the past, students have completed as many as 105 **PACEs**, advancing rapidly in knowledge and grade level.

To achieve **HONOR ROLL** a student must complete 15 or more academically balanced **PACEs** in 9 weeks and be current in scripture memory.

Completing less than twelve **PACEs** in a quarter will result in **Academic Probation**. During Academic Probation, the student must complete additional **PACEs** until the shortfall is made up. **If the student fails to keep up with the recovery schedule, the student will be sent home for the remainder of the quarter to complete the required work under the parents' supervision. If the work is not completed, the student will be dismissed from school.**

Graduation depends upon diagnostic test results and yearly academic achievement.

FIVE PARENTAL OBLIGATIONS



1. SUPPORT THE SCHOOL'S RULES. Heritage Baptist Academy cannot function without rules. It is essential that parents and students understand and support the rules and policies of our school. **Before your student starts attending school, and at the start of each school year thereafter, we ask that you and your student read this Academy Handbook.**

2. PAY YOUR TUITION BILL ON TIME. This Christian school will flourish in direct proportion to the faithfulness of parents fulfilling their financial priorities.

3. PRAY FOR YOUR SCHOOL. Young people usually follow their parents in the style and content of their prayers. Parents, please systematically pray for Heritage Baptist Academy remembering the administration, staff, and volunteers who minister to your children. Pray for your children to do their best. **Remember always that the school is a ministry of Heritage Baptist Church whose purpose is best fulfilled with ardent prayer.**

4. MAINTAIN A POSITIVE ATTITUDE TOWARD SCHOOL. Children reflect the attitudes of parents in almost every aspect of life. If you "bad mouth" the school in front of your children, you set in motion a chain reaction that will have negative results in school. As students struggle with the normal responsibilities of school, detecting a negative attitude in the home will only heighten the hurdles they must overcome.

Positive attitudes are learned behaviors. You will assist your child significantly if, first of all, you learn to live a positive, joyful life reflecting the indwelling presence of Jesus Christ, then also realize how important it is to your children and to the school staff that you speak about the school in a positive manner. You will enable the school to be a more effective ministry by maintaining a positive climate at home.

5. BE A CHRISTIAN. The presence of Jesus Christ in your home reinforces the Christ-centered environment of Heritage Baptist Academy.

ANNUAL AWARDS CEREMONY

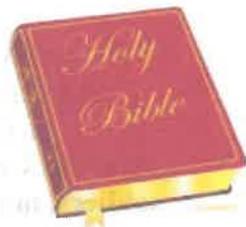
One of the highlights of each school year is **The Heritage Baptist Academy Annual Awards Ceremony**. With letters and certificates of appreciation; with plaques and with trophies we celebrate our students' achievements throughout the year.

Here are examples of past awards: Bible Memory, Neatest *PACE*, Best Chapel Notes, Perfect Attendance, Blue Ribbon *PACE* Project, Highest *PACE* Average, Most *PACES*, Honor Roll, Least Demerits.



SCHOOL SUPPLIES

These school supplies will help your student be ready for the school year. Please re-supply as needed through the academic year.



KJV BIBLE
INDEX CARDS & BOX
FOUR PENCILS
THREE NOTEBOOKS
RULER
LARGE ERASERS
CRAYONS
SCISSORS
3 HIGHLIGHTERS --
YELLOW



CHRISTIAN AMERICANISM

Heritage Baptist Academy emphasizes the greatness of our American heritage and the sacrifices of our heroes. We proudly teach the biblical doctrines of self-discipline, respect for those in authority, obedience to law, and love of flag and country.



Pledge of allegiance to the U. S. A. flag
I pledge allegiance to the flag of the United States of America and to the republic for which it stands. One nation under God, indivisible, with liberty and justice for all.

Pledge of allegiance to the Christian flag
I pledge allegiance to the Christian flag and to the Savior for whose kingdom it stands. One Savior, crucified, risen, and coming again with life and liberty to all who believe.

Pledge of allegiance to the Holy Bible
I pledge allegiance to the Bible, God's Holy Word, I will make it a lamp unto my feet and a light unto my path and will hide its words in my heart that I might not sin against God.

AMERICA

My country 'tis of thee
Sweet land of liberty;
Of thee I sing.
Land where my fathers
died
Land of the pilgrims'
pride
From every mountain
side
Let freedom ring!



ONWARD CHRISTIAN SOLDIERS

Onward, Christian soldiers, marching as to war, with the cross of Jesus going on before. Christ, the royal Master, leads against the foe; forward into battle see His banner go!
Onward, Christian soldiers, marching as to war, with the cross of Jesus going on before.

Heritage Baptist Academy

Curriculum

HERITAGE BAPTIST ACADEMY

CURRICULUM

HBA uses A.C.E. School of Tomorrow's[®] Bible-based, individualized, and self-instructional curriculum. The academic system involves diagnostic testing, goal setting, and mastery of subject content.

A.C.E. has taken the conventionally styled textbook and divided it into bite-sized, achievable worktexts called PACEs. Each PACE is similar to a unit in a textbook. Each level consists of 12 PACEs in each subject. PACEs integrate Godly character-building lessons into the academic content, and self-instructional activities are carefully designed to develop thinking skills and create mastery learning.

Unlike a classroom setting where a teacher lectures the students, A.C.E.'s curriculum allows students to read the material for themselves, answer questions, and then test comprehension of the subject. Whether the student is a high achiever or a moderately-paced learner, the A.C.E. curriculum progresses at the exact level of the child's ability.

Individualization makes it possible for each student to master the subject before moving on. Such mastery is the foundation upon which all future learning is built.

Individualization produces academic excellence. Students take responsibility for their own learning. Biblical character training received as part of this learning experience prepares students to welcome and accept challenges and future opportunities that come their way.

Challenging and highly effective, the A.C.E. program is an extraordinary educational approach, Biblical in its core, that prepares students for tomorrow's world while giving them traditional moral values that will last a lifetime.

Heritage Baptist Academy
105 Lock Street
Nashua, NH 03063

HBA offers four courses of study for high school students to pursue. The College Preparatory Course of Study is recommended for most students. Ability and motivation will determine which of these paths will suit each student. When choosing a course of study, each student should consider the entrance requirements for the college he plans to attend.

HONORS

- Minimum of 28 credits
- Must have a 94 percent average
- Must score at least a 22 on the ACT or 1100 for the Evidence-Based Reading and Writing and Math scores combined on the SAT

COLLEGE PREPARATORY

- Minimum of 26.5 credits

GENERAL

- Minimum of 24 credits

VOCATIONAL

- Minimum of 22 credits
- Must complete at least through PACE 1096 in every subject
- For transfer students, PACEs needed will be assigned to meet minimum graduation requirements

Heritage Baptist Academy
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HONORS DIPLOMA

Core	Math	Algebra I	1.0	4.0
		Geometry	1.0	
		Algebra II	1.0	
		Trigonometry	0.5	
		Pre-Calculus/Mathematics	0.5	
	English	English I	1.0	5.0
English II		1.0		
English III		1.0		
English IV		1.0		
English Composition II		1.0		
Social Studies	World Geography	1.0	4.0	
	World History	1.0		
	American or National History	1.0		
	U.S. Civics and Economics	1.0		
Science (Labs Required)	Biology	1.0	4.0	
	Physical Science	1.0		
	Chemistry	1.0		
	Physics	1.0		
Bible	New Testament Survey (Required)	1.0	3.0	
	Old Testament Survey (Required)	1.0		
	<i>Choose One of the Following:</i> Life of Christ	1.0		
	New Testament Church History			
Noncore	Etymology	1.0	8.0	
	Computer Science	1.0		
	Speech	0.5		
	Music	0.5		
	Foreign Language (In the same language)	2.0		
	Health	0.5		
	Personal Finance	0.5		
	Physical Education – Maximum of 2 Credits	2.0		
Total Minimum Required Credits			28.0	

An Honors student must have a 94% average and score at least 22 on the ACT or 1100 (Evidence-Based Reading and Writing and Math scores combined) on the SAT.

Heritage Baptist Academy
105 Lock Street
Nashua, NH 03063

COLLEGE PREPARATORY DIPLOMA

Core	Math	Algebra I	1.0	4.0
		Geometry	1.0	
		Algebra II	1.0	
		Trigonometry	0.5	
		Pre-Calculus/Mathematics	0.5	
	English	English I	1.0	4.0
English II		1.0		
English III		1.0		
English IV		1.0		
Social Studies	World Geography	1.0	4.0	
	World History	1.0		
	American or National History	1.0		
	U.S. Civics and Economics	1.0		
Science (Labs Required)	Biology	1.0	3.0	
	Physical Science	1.0		
	Chemistry or Physics	1.0		
Bible	New Testament Survey (Required)	1.0	2.0	
	Choose One of the Following:			
	Old Testament Survey	1.0		
	Life of Christ			
New Testament Church History				
Noncore	Etymology	1.0	9.5	
	Computer Science	1.0		
	Speech	0.5		
	Music	0.5		
	Foreign Language (In the same language)	2.0		
	Health	0.5		
	Personal Finance	0.5		
	Physical Education – Maximum of 2 Credits	2.0		
	Electives	1.5		
	Total Minimum Required Credits			26.5

Heritage Baptist Academy
105 Lock Street
Nashua, NH 03063

GENERAL DIPLOMA

Core	Math	Algebra I	1.0	3.0
		Geometry	1.0	
		Business Math or Courses Below PACE 1097	1.0	
	English	English I	1.0	4.0
		English II	1.0	
English III		1.0		
English IV		1.0		
Social Studies	World Geography	1.0	4.0	
	World History	1.0		
	American or National History	1.0		
	U.S. Civics and Economics	1.0		
Science (Labs Required)	Biology	1.0	2.0	
	Physical Science	1.0		
Bible	New Testament Survey (Required)	1.0	2.0	
	Choose One of the Following:			
	Old Testament Survey	1.0		
	New Testament Church History	1.0		
Noncore	Etymology	1.0	9.0	
	Computer Science	1.0		
	Speech	0.5		
	Music	0.5		
	Health	0.5		
	Personal Finance	0.5		
	Physical Education – Maximum of 2 Credits	2.0		
	Electives	3.0		
Total Minimum Required Credits			24.0	

HERITAGE BAPTIST ACADEMY

105 LOCK STREET

NASHUA, NH 03063

VOCATION DIPLOMA

Core	Math	Minimum of 48 PACEs as Diagnosed Add Business Math if Needed	4.0	4.0
	English	Minimum of 48 PACEs as Diagnosed	4.0	4.0
	Social Studies	Minimum of 48 PACEs as Diagnosed	4.0	4.0
	Word Building	Based on Diagnostics Assign Etymology Where Possible	1.0	1.0
	Science	Minimum of 48 PACEs as Diagnosed	4.0	4.0
	Bible	New Testament Survey (Required) Life of Christ	1.0 1.0	2.0
Noncore		Computer Science	1.0	
		Health	0.5	
		Physical Education – Maximum of 2 Credits	2.0	
		Electives		
		Electives or Core Subjects Below PACE 1097	2.5	
		Total Minimum Required Credits		22.0

Students must complete at least through PACE 1096 in every subject. For transfer students, PACEs needed will be assigned to meet minimum graduation requirements.

Heritage Baptist Academy

Arbitration Policy/Procedure

HERITAGE BAPTIST ACADEMY

1 Corinthians 6:1 Dare any of you, having a matter against another, go to law before the unjust, and not before the saints? **1 Corinthians 6:6** But brother goeth to law with brother, and that before the unbelievers.

These Arbitration Procedures are for any conflicts, disagreements, matters, or disputes, including any reports or complaints about bullying or Academy staff misconduct.

SECTION 1 SCOPE OF ARBITRATION

The parties must, prior to the selection of arbitrators, agree to the scope of the matters to be considered by the arbitrators. In doing so the parties must conduct themselves with the utmost courtesy as befits believers in Jesus Christ. If the scope of the dispute for arbitration cannot be agreed upon by the parties, the scope shall be determined by the arbitrators.

SECTION 2 SUBMISSION TO ARBITRATION

- 2.1 The parties, as Christians, believing that lawsuits between Christians are prohibited by Scripture, and having agreed, according to obligation # 1 of the Five Parental Obligations in the Student Handbook, agree to settle or submit disputes to binding arbitration, and to waive any legal right to take the dispute to a court of law, and to settle all disputes, differences, and controversies whatsoever within the agreed scope of arbitration to a panel of three arbitrators, to be selected as follows:
- a. All arbitrators must be born-again Christians of good reputation in the community and who affirm the School's Statement of Faith in its entirety.
 - b. Each party shall submit a list of three proposed arbitrators to the other party, and the other party will choose one of the three proposed arbitrators to serve on the panel.
 - c. The third arbitrator will be selected by mutual agreement of the other two arbitrators.
 - d. In selecting the arbitrators, each party shall act in good faith in choosing Christian arbitrators who have no prior knowledge of the facts leading up to the dispute, are not related to or close friends with the selecting party, and who will act impartially and with fundamental fairness.
 - e. No arbitrator may be an attorney.
 - f. No arbitrator may be employed or ever have been employed by, or under the authority of, either party or any other arbitrator.

- g. The arbitrators will be selected as soon as possible but no later than 30 days after the parties have agreed to the scope of the arbitration.
 - h. The arbitration will be held at a neutral site agreed to by the arbitrators.
- 2.2 The arbitrators shall, subject to the provisions of these procedures, arbitrate the dispute according to the terms of these procedures, the Bible as interpreted by the school's Statement of Faith, and any applicable school documents.
- 2.3 Each party may be represented by counsel throughout the process at the party's own expense. Discovery will be allowed as needed, as determined in the discretion of the arbitrators. Formal rules of evidence shall not apply.

SECTION 3
TERMS AND CONDITIONS OF ARBITRATION

- 3.1 The arbitrators shall have full power to make such regulations and to give such orders and directions as they shall deem expedient in respect to a determination of the matters and differences referred to them.
- 3.2 The arbitrators shall hold the arbitration hearing as soon as possible, but no later than thirty (30) days after the selection of the third arbitrator.
- 3.3 There shall be no stenographic record of the proceedings, and all proceedings shall be closed to the media and any other individuals not directly involved in the proceedings.
- 3.4 Normally, the hearing shall be completed within three (3) hours. The length of the hearing, however, may be extended by the arbitrators in their discretion or an additional hearing may be scheduled by the arbitrators to be held promptly.
- 3.5 There will be no post-hearing briefs.
- 3.6 The arbitrators are to make and publish their award, in writing, signed by each of them concerning the matters referred to be delivered to the parties no later than 48 hours from the conclusion of the hearing, unless otherwise agreed by the parties. The arbitrators may, in their discretion, furnish an opinion.

SECTION 4
CONDUCT AND RULES OF HEARING

- 4.1 The arbitrators may, in their absolute discretion, receive and consider any evidence they deem relevant to the dispute, whether written or oral, without regard to any formal rules of evidence.
- 4.2 The parties and their respective witnesses must, when required by the arbitrators, attend and submit to examination and cross-examination under oath as to all or any of the

matters referred to in the proceedings, and to produce and deposit with the arbitrators all or any evidence within their possession or control concerning such matters.

- 4.3 If a party defaults in any respect referred to in Subsection 4.2 above, the arbitrators may proceed with the arbitration in their discretion as if no such evidence were in existence, insofar as it may be favorable to the party in default.
- 4.4 All presentations shall be controlled by the arbitrators. Any disputes regarding procedure shall be decided solely by the arbitrators.

SECTION 5 DUTIES OF ARBITRATORS

- 5.1 The arbitrators are to receive all evidence, prayerfully consider such evidence in an impartial manner, and render a decision which, based upon Scriptural principles, is fair to all parties.
- 5.2 The arbitrators have full power to order mutual releases to be executed by the parties, and either of the parties failing, such orders shall have the effect of a release, and may be duly acknowledged as such.
- 5.3 In the event that either party or a witness for either party shall fail to attend the arbitration hearing, after such written notice to such party as the arbitrators shall deem reasonable, the arbitrators may proceed in the absence of such party or witnesses without further notice.

SECTION 6 DECISIONS OF ARBITRATORS

- 6.1 It is preferred that the arbitrators reach a unanimous decision, but if a unanimous decision cannot be obtained, a majority decision will be accepted. The written decision of a majority of the arbitrators shall be final and binding on all parties, and judgment upon the award rendered by the arbitrators may be entered in any court having jurisdiction thereof. There is no appeal from the decision of the arbitrators.
- 6.2 The decision of the arbitrators is to be kept confidential by all parties for a period of one year. For purposes of these procedures, the church membership may be informed of the decision if the church or any church pastors, officers, trustees, employees, or board members were a party to the proceeding.
- 6.3 Should any party commence legal proceedings against another party with respect to the agreed scope of the dispute or the binding decision of the arbitrators, with the exception of an action to enforce the decision of the arbitrators, that party shall pay to the other party all expenses of said proceedings, including reasonable attorneys' fees. In the event it becomes necessary for one party to commence legal proceedings to enforce the

decision of the arbitrators, the non-prevailing party must bear all of the costs of said proceedings, including reasonable attorneys' fees.

**SECTION 7
PARTIES TO COOPERATE**

No party shall unreasonably delay or otherwise prevent or impede the arbitration proceedings. No party will involve the news media in the dispute in any way. No party shall publicize the dispute in any way to anyone not a party to the proceedings, except as permitted by the arbitrators, and except that a party may disclose the proceedings of this arbitration to his or her spouse, legal counsel, accountants, insurance carrier, and as otherwise required by law.

**SECTION 8
COSTS AND EXPENSES**

Each party shall pay his or her own costs and expenses related to presenting the party's case to the arbitrators. The costs of the arbitration, including any fees for the arbitrators is to be shared equally by both parties.

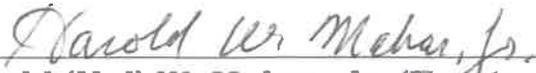
**SECTION 9
AMENDMENTS**

These Procedures for Arbitrations may be reviewed or amended by a majority vote of the school board present and voting at any regular board meeting.

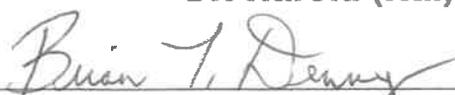
**SECTION 10
ADOPTION**

- 10.1 These Procedures for Arbitration were adopted by a majority vote of the school board at which a quorum was present.
- 10.2 These Procedures for Arbitration supersede any other Procedures for Arbitrations previously adopted by the school board if any exist.

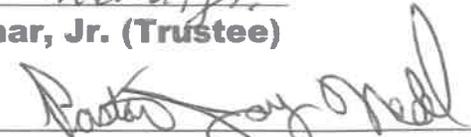
Unanimously approved by the Heritage Baptist Academy School Board



Dr. Harold (Hal) W. Mahar, Jr. (Trustee)



(Trustee) Brother Brian T. Denny



Pastor Jason (Jay) D. Neel

Heritage Baptist Academy

Budget

Heritage Baptist Academy Budget

Anticipated Budget for 2022 - 2023	
Projected Revenue	
Tuition	\$46,800
Tuition calculated based on 26 students at \$1,800/year per student.	
Total Revenue	\$46,800
Projected Expenses	
Printing, Copying, and Office Supplies	\$2,000
Teachers Salary	\$11,700
Principal Salary	\$10,400
Curriculum and Education Materials	\$18,720
Testing, Educational Supplies, and Equipment	\$3,000
Miscellaneous	\$980
Expenses Excluded from Anticipated Budget	
Facility Acquisition	\$0
Facility Maintenance and Operation	\$0
Insurance	\$0
Heritage Baptist Church will support all facility, insurance, and operational expenses which exceed the net income of the education program.	
Total Expenses	\$46,800

Detailed Description of Projected Annual Budget for Heritage Baptist Academy:

1. Anticipated revenues:

Heritage Baptist Academy intends to charge an annual tuition of \$1,800 per student with potential discounts based on the needs of the families attending. The discounts are decided by the Heritage Baptist Church. This is subject to change based on economic factors.

2. Facility acquisition:

The Heritage Baptist Church owns and operates the main building in which the daily programs of their Christian education ministry, Heritage Baptist Academy. No building will be financially acquired by the Christian education ministry; therefore, no anticipated expenses are expected to be covered by Heritage Baptist Academy.

3. Facility maintenance and operations:

The Heritage Baptist Church owns and operates the main building in which the daily programs of their Christian education ministry, Heritage Baptist Academy. The Heritage Baptist Church holds the physical and financial responsibility of building maintenance and operations; therefore, no anticipated expenses are expected to be covered by Heritage Baptist Academy.

4. Insurance:

The Heritage Baptist Church owns and operates the main building in which the daily programs of their Christian education ministry, Heritage Baptist Academy. The Heritage Baptist Church maintains an insurance policy, which applies to their Christian education ministry, Heritage Baptist Academy. No anticipated expenses are expected to be covered by Heritage Baptist Academy.

Heritage Baptist Academy

Place of Assembly Permits

Zoning Verification

Fire and Life Safety Report

Health Inspection

NHED Proposed Non-public School Facility Inspection Form

CITY OF NASHUA, NEW HAMPSHIRE -- FIRE MARSHAL'S OFFICE

PLACE OF ASSEMBLY PERMIT No. 20-485.PA-PM

NAME: HERITAGE BAPTIST CHURCH INC.
LOWER LEVEL FUNCTION ROOM

LOCATION: 105 LOCK STREET, NASHUA

TOTAL NUMBER OF PEOPLE NOT TO EXCEED: **170** Room Total
170 @ TABLES & CHAIRS
299 - WITH STADIUM STYLE SEATING



HIS PERMIT IS ACCEPTED ON CONDITION THAT ALL ORDINANCE PROVISIONS NOW ADOPTED, OR THAT HEREAFTER MAY BE ADOPTED, SHALL BE COMPLIED WITH. THIS PERMIT DOES NOT TAKE THE PLACE OF ANY LICENSE REQUIRED BY LAW AND IS NOT TRANSFERABLE. ANY CHANGE IN THE USE, OCCUPANCY, OR OWNERSHIP OF THESE PREMISES SHALL REQUIRE A NEW PERMIT.

Fire Chief Brian D Rhodes **Fire Marshal** Adam Pouliot
Brian D Rhodes Adam Pouliot
Permit Issued October 24, 2020 **Expiration Date** October 24, 2021

THIS PERMIT SHALL BE POSTED *NEAR THE MAIN ENTRANCE* AT ALL TIMES
ALL PYROTECHNICS, PARTY FOAM & PAINT CANNONS ARE PROHIBITED

CITY OF NASHUA, NEW HAMPSHIRE -- FIRE MARSHAL'S OFFICE

PLACE OF ASSEMBLY PERMIT No. 20-484.PA-PM

NAME: HERITAGE BAPTIST CHURCH INC.
SANCTUARY

LOCATION: 105 LOCK STREET, NASHUA

256 Room Total
256 - FIXED SEATING
16 - @ BALCONY

TOTAL NUMBER OF PEOPLE NOT TO EXCEED:

THIS PERMIT IS ACCEPTED ON CONDITION THAT ALL ORDINANCE PROVISIONS NOW ADOPTED, OR THAT HEREAFTER MAY BE ADOPTED, SHALL BE COMPLIED WITH. THIS PERMIT DOES NOT TAKE THE PLACE OF ANY LICENSE REQUIRED BY LAW AND IS NOT TRANSFERABLE. ANY CHANGE IN THE USE, OCCUPANCY, OR OWNERSHIP OF THESE PREMISES SHALL REQUIRE A NEW PERMIT.

Fire Chief Brian D Rhodes **Fire Marshal** Adam Pouliot

Date Issued October 24, 2020 **Expiration Date** October 24, 2021

THIS PERMIT SHALL BE POSTED *NEAR THE MAIN ENTRANCE* AT ALL TIMES
ALL PYROTECHNICS, PARTY FOAM & PAINT CANNONS ARE PROHIBITED



City of Nashua
Planning Department
229 Main Street
Nashua, New Hampshire 03061-2019

Planning & Zoning 589-3090
Fax 589-3119
WEB www.nashuanh.gov

July 13, 2022

Pastor Larry C. Hileman
Heritage Baptist Church of Nashua, Inc.
105 Lock Street
Nashua, NH 03064

RE: Heritage Baptist Church of Nashua, Inc. (Owner) Pastor Larry C. Hileman (Applicant) 105 Lock Street (Sheet 41 Lot 49) requesting special exception to expand approved non-conforming use by changing school from grades 1-12 to K-12. GI/TOD Zone, Ward 3.

Dear Pastor Hileman,

Your recent application for the above-mentioned Special Exception request was APPROVED by the Zoning Board of Adjustment on July 12, 2022, with the following stipulations/reasons for granting:

- 1) Use listed in the Table of Uses, City of Nashua Land Use Code Section 190-119 (A) (2).
- 2) Use will not create undue traffic congestion or unduly impair pedestrian safety.
- 3) Use will not overload public water, drainage or sewer or have any negative impacts on municipal systems.
- 4) Special regulations are all fulfilled per testimony.
- 5) Use will not impair the integrity or be out of character with the neighborhood, and will not be detrimental to the health, morals or welfare of residents.

IMPORTANT INFORMATION:

Per RSA 677:2, any party to the action or proceedings, or any person directly affected by any order or decision of the Zoning Board of Adjustment may apply for a rehearing within 30 calendar days following the date of decision. Building permits issued during this appeal period are at the sole risk of the owner/applicant.

A variance or special exception shall be null and void two (2) years from the date of its approval if, within this period a building permit or sign permit has not been secured or, in the case of a variance or special exception relating to lot area, preliminary or final subdivision/site plan approval, is not obtained. Proper permits are

required before the erection of any sign, construction, or subdivision/site plans are commenced.

Granting of the variance or special exception does not relieve the owner/applicant of the requirement to obtain Planning Board approval for site plan, preliminary or final subdivision of land. Please contact the Planning Department to determine whether Planning Board approval will be necessary.

The Zoning Board of Adjustment appreciates your cooperation in this matter. Should you have any questions regarding this notice, please contact Carter Falk at 589-3090.

Respectfully,



For ZONING BOARD OF ADJUSTMENT
City of Nashua, New Hampshire

CF/cf

Cc: Matt Sullivan, Community Development Division Director
Bill McKinney, Building Department Manager
Marcia Wilkins, Planner I
Mark Collins, Plans Examiner



City of Nashua

Planning Department

City Hall, 229 Main Street, PO Box 2019
Nashua, New Hampshire 03061-2019

Community Development	589-3095
Planning and Zoning	589-3090
Building Safety	589-3080
Code Enforcement	589-3100
Urban Programs	589-3085
Economic Development	589-3070
Conservation Commission	589-3105
FAX	589-3119
www.gonashua.com	

July 27, 2016

Attorney Gerald Prunier
Prunier & Prolman, P.A.
20 Trafalgar Square
Nashua, NH 03063

RE: Heritage Baptist Church of Nashua, Inc. (Owner) Heritage Baptist Academy (Applicant) 105 Lock Street (Sheet 41 Lot 49) requesting use variance to allow a school, grades 1-12, within an existing church. GI Zone, Ward 3.

Dear Gerry:

Your recent application for the above referenced use variance request was approved by the Zoning Board of Adjustment on July 26, 2016, with the following stipulations and/or reasons for granting:

- 1) The Board found that the variance is needed to enable the applicant's proposed use of the property, and given the special conditions of the property, the benefit sought by the applicant cannot be achieved by some other method reasonably feasible for the applicant to pursue, other than the area variance.
- 2) The Board found that the spirit and intent of the ordinance is being kept in good faith.
- 3) The Board found that property values should not be negatively impacted.
- 4) The Board found that the request is not contrary to the public interest.
- 5) Substantial justice is served to the applicant.

Special Conditions:

1. If the school reaches 50 students, the school is requested to come back before the Board for further consideration.

IMPORTANT INFORMATION:

Per RSA 677:2, any party to the action or proceedings, or any person directly affected by any order or decision of the Zoning Board of Adjustment may apply for a rehearing within 30 calendar days following the date of decision. Building permits issued during this appeal period are at the sole risk of the owner/applicant.

A variance or special exception shall be null and void two (2) years from the date of its approval if, within this period a building permit or sign permit has not been secured or, in the case of a variance or special exception relating to lot area, preliminary or final subdivision/site plan approval, is not obtained. Proper permits are required before the erection of any sign, construction, or subdivision/site plans are commenced.

Granting of the variance or special exception does not relieve the owner/applicant of the requirement to obtain Planning Board approval for site plan, preliminary or final subdivision of land. Please contact the Planning Department to determine whether Planning Board approval will be necessary.

The Zoning Board of Adjustment appreciates your cooperation in this matter. Should you have any questions regarding this notice, please contact Carter Falk at 589-3090.

Respectfully,



ZONING BOARD OF ADJUSTMENT
City of Nashua, New Hampshire

CF/cf

Cc: Pastor Larry Hileman
Roger L. Houston, Planning Director
Bill McKinney, Building Department Manager
Mark Collins, Plans Examiner
Louise Brown, Assessing Department

FIRE INSPECTION
SCHOOL

PASSED

2021

an official NEW HAMPSHIRE government website



Thank you for filling out the School fire and Life Safety Inspection Checklist

[You will be returned to the homepage of the Division of Fire Safety.](#)

The following was submitted at 11/17/2021 7:51:49 AM

indicates your selections

[Print Form](#)

**NEW HAMPSHIRE DEPARTMENT OF SAFETY
DIVISION OF FIRE SAFETY
OFFICE OF THE STATE FIRE MARSHAL**
Physical address - 110 Smokey Bear Blvd, Concord, NH 03301
Mailing address - 33 Hazen Drive, Concord, NH 03305
Main voice 223-4289 - Main fax 223-4294

SCHOOL FIRE AND LIFE SAFETY INSPECTION CHECKLIST

This checklist is intended for use by local authorities in conducting required inspections of educational facilities. Specific chapter and section references are from NFPA 101, 2015 edition and other current applicable codes.

The educational facility fire and life safety inspection is part of the NH Department of Education school approval process. An inspection is required to show that a public school is in compliance with NH Administrative Rule Ed 306.07 and that a nonpublic school is in compliance with NH Administrative Rule Ed 403.01(c). The annual inspection of schools is also required and regulated by RSA 153:14, II (b).

Each local fire chief shall furnish a copy of this report to each school district superintendent and all school board members upon completion.

Each local fire chief shall submit this report each year, after the completion of the inspection, to the NH Division of Fire Safety, Office of the State Fire Marshal no later than December 15th.

NFPA defines an Educational Occupancy as an occupancy used for educational purposes through the twelfth grade by six or more persons for 4 or more hours per day or more than 12 hours per week. (NFPA 101 Ch. 3.3.190.6*)

NFPA defines an Assembly Occupancy as an occupancy (1) used for a gathering of 50 or more persons for deliberation, worship, entertainment, eating, drinking,

amusement, awaiting transportation, or similar uses; or (2) used as a special amusement building, regardless of occupant load. (NFPA 101 Ch. 3.3.190.2*)

1. **School Name (Type Answer) **Required**
 Heritage Baptist Academy
2. **School Address (Type Answer) **Required**
 105 Lock Street Nashua
3. **School Phone Number (Type Answer) **Required**
 603-880-8048
4. **Inspected By (Type Answer) **Required**
 Adam Pouliot
5. **Inspection Organization Name (Type Answer) **Required**
 Nashua Fire Marshal's Office
6. **Inspector Contact Number (Type Answer) **Required**
 603-589-3465
7. **Date of Inspection (Example: MM/DD/YYYY)**
 10/28.2021
8. **Building Name (Type Answer) **Required**
 Heritage Baptist Church
9. **Assembly Occupancies - All assembly occupancies meet the general requirements of Chapter 13 of the Life Safety Code. NFPA 101 (Select one)**
 Pass
Fail
N/A
10. **Assembly Occupancies - Occupant loads for assembly spaces have been calculated and are posted by the authority having jurisdiction. NFPA 101 Ch. 13.7.9.3.1 (Select one)**
 Pass
Fail
N/A
11. **Assembly Occupancies - Egress/relocation announcements are conducted prior to all public events in assembly occupancies. NFPA 101 Ch. 13.7.7.3 (Select one)**
Pass
Fail
 N/A
12. **Assembly Occupancies - When the occupant load of an assembly area is 250 persons or more, there are trained crowd control managers available at all public events. NFPA 101 Ch. 13.7.6.1 (Select one)**
Pass
Fail
 N/A
13. **Means of Egress - Pre-School, Kindergarten, and Grade 1 students are restricted to the level of exit discharge. NFPA 101 Ch. 15.2.1.2 (Select one)**
 Pass
Fail
N/A
14. **Means of Egress - Grade 2 students are restricted from occupying any floor level more than one level above exit discharge. NFPA 101 Ch. 15.2.1.3 (Select one)**
 Pass
Fail
N/A
15. **Means of Egress - All doors serving 100 or more persons are equipped with approved panic hardware or fire exit hardware if equipped with a latch or lock. NFPA 101 Ch. 15.2.2.2.2 (Select one)**
 Pass
Fail

16. Means of Egress - Shall be continuously maintained free of all obstructions or impediments to full instant use in case of fire or other emergency NFPA 101 Ch. 7.1.10.1 (Select one)
- Pass
Fail
N/A
17. Means of Egress - Exit doors open in the direction of egress travel. NFPA 101 Ch. 7.2.1.4.2 (Select one)
- Pass
Fail
N/A
18. Means of Egress - All exit access corridors are at least 6 feet wide. NFPA 101 Ch. 15.2.3.2 (Select one)
- Pass
Fail
N/A
19. Means of Egress - There are not any non-compliant Dead-end corridors. NFPA 101 Ch. 7.5.1.5., 13.2.5.1.3, 15.2.5.2 (Select one)
- Pass
Fail
N/A
20. Means of Egress - There are not any non-compliant Common Paths of Travel. NFPA 101 Ch. 7.5.1.1.4, 13.2.5.1.2, 15.2.5.3 (Select one)
- Pass
Fail
N/A
21. Means of Egress - All rooms larger than 1000 square feet have at least two exits doors that lead to separate exits. NFPA 101 Ch. 15.2.5.4 (Select one)
- Pass
Fail
N/A
22. Means of Egress - There are not any doors that swing into exit access corridors and interfere with travel. NFPA 101 Ch. 15.2.5.6 (Select one)
- Pass
Fail
N/A
23. Means of Egress - All doors which could be mistaken as exit doors are clearly marked as "NOT AN EXIT". NFPA 101 Ch. 7.10.8.3.1 (Select one)
- Pass
Fail
N/A
24. Means of Egress - All aisles are not less than 30 inches wide. NFPA 101 Ch. 15.2.5.7 (Select one)
- Pass
Fail
N/A
25. No travel distances in education occupancies shall exceed 150 feet in a non-sprinklered building or 200 feet in a sprinklered building. NFPA 101 Ch. 15.2.6.2. For assembly occupancies, those distances are 200 feet or 250 feet, respectively. NFPA 101 Ch. 13.2.6.2 (Select one)
- Pass
Fail
N/A
26. Means of Egress - All means of egress are properly marked and illuminated. NFPA 101 Ch. 7.10.1.2.1 (Select one)
- Pass
Fail
N/A

Pass

Fail

N/A

28. Means of Egress - There is at least one acceptable rescue window in each classroom below fourth floor, (unless the building has a sprinkler system or room has direct exit to outside). NFPA 101 Ch. 15.2.11.1.1 (Select one)

Pass

Fail

N/A

29. Means of Egress - Lockup or time-out rooms meet the requirements. NFPA 101 Ch. 15.2.11.2 (Select one)

Pass

Fail

N/A

30. Means of Egress - There is not any storage under the stairwells. NFPA 101 Ch. 7.2.2.5.3 (Select one)

Pass

Fail

N/A

31. Means of Egress - There are no less than two separate exits on every story that are accessible from every part of every story and mezzanine. NFPA 101 Ch. 7.4.1.1 (Select one)

Pass

Fail

N/A

32. Protection - All vertical openings are enclosed or protected, unless they meet the criteria for exception. NFPA 101 Ch. 8.6.2 (Select one)

Pass

Fail

N/A

33. Protection - All storage, janitor, and mechanical rooms are properly separated from the rest of the building. NFPA 101 Ch. 13.3.2.1.1 & 15.3.2.1 (Select one)

Pass

Fail

N/A

34. Protection - All hazardous and flammable materials are stored properly. NFPA 101 Ch. 8.7.3.1 (Select one)

Pass

Fail

N/A

35. Protection - Commercial kitchen facilities have the required hood suppression system. NFPA 101 Ch. 15.3.2.2 (Select one)

Pass

Fail

N/A

36. Protection - The hood suppression system been cleaned and inspected within the last 6 months. NFPA 96 Ch. 11.2.1 (Select one)

Pass

Fail

N/A

37. Protection - There is a vertical clearance of at least 18 inches between sprinkler heads and any objects below. NFPA 13 Ch. 8.5.6 (Select one)

Pass

Fail

N/A

38. Protection - The required manual fire alarm pull stations are unobstructed. NFPA 101 Ch. 9.6.2.7 (Select one)

Pass

N/A

39. **Protection - Pull stations are installed in the natural exit access path near each required exit or within 5 feet of exit doorways. NFPA 101 Ch. 9.6.2.3 (Select one)**
 Pass
Fail
N/A
40. **Protection - The fire alarm system provides audible signals in all occupied spaces. NFPA 101 Ch. 9.6.3.7 (Select one)**
 Pass
Fail
N/A
41. **Protection - The fire alarm system provides visual signals in all occupied spaces. NFPA 101 Ch. 9.6.3.5 (Select one)**
 Pass
Fail
N/A
42. **Protection - All student occupied areas below the exit level of discharge are properly protected by an approved automatic sprinkler system unless approved by the AHJ and provided with windows for rescue and ventilation. NFPA 101 Ch. 15.3.5.1 & 15.3.5.3 (Select one)**
 Pass
Fail
N/A
43. **Protection - Fire walls, fire barriers and other fire resistance rated assemblies shall have approved firestop systems for any penetrations. NFPA 101 Ch. 8.3.5 (Select one)**
 Pass
Fail
N/A
44. **Protection - All fire doors operate properly and are free from obstructions. NFPA 101 Ch. 4.6.12.1 (Select one)**
 Pass
Fail
N/A
45. **Protection - All fire extinguishers are properly charged, marked, and accessible. NFPA 1 Ch. 13.6.3 (Select one)**
 Pass
Fail
N/A
46. **This item has been removed. Please select N/A below and continue (Select one)**
N/A
47. **Operating Features - There is an approved emergency plan available. NFPA 101 Ch. 15.7.1 (Select one)**
 Pass
Fail
N/A
48. **Operating Features - Fire/emergency drills are being conducted and documented as required per NFPA 101 Ch. 15.7.2.1 and Saf-FMO 300 (Select one)**
 Pass
Fail
N/A
49. **Operating Features - Documentation is available that routes of egress and exits are inspected daily. NFPA 101 Ch. 15.7.3.1 (Select one)**
Pass
Fail
N/A
50. **Operating Features - There is not any clothing and/or personal effects stored in corridors. (Exception: Fire Sprinklers, Smoke Detection, or Metal Lockers) NFPA 101 Ch. 15.7.4.2 (Select one)**

Fail

N/A

51. **Operating Features - The artwork and teaching materials on the walls does not exceed the requirements for a sprinklered building (>50%) or a non-sprinklered building (>20%). NFPA 101 Ch. 15.7.4.3 (Select one)**

Pass

Fail

N/A

52. **Portable Classrooms - Modular classrooms are labeled with the required certification. Saf-C 3300 (Select one)**

Pass

Fail

N/A

53. **Portable Classrooms - If the modular classroom has been moved from a different town/location it has been recertified to meet the requirements in the current town. Saf-C 3300 (Select one)**

Pass

Fail

N/A

54. **Required Building Inspection Documentation - Fire extinguisher monthly visual inspection and annual inspection. (Select one)**

Pass

Fail

N/A

55. **Required Building Inspection Documentation - Emergency lighting testing monthly and annually (Select one)**

Pass

Fail

N/A

56. **Required Building Inspection Documentation - Commercial kitchen hood cleaning and inspection within 6 months (Select one)**

Pass

Fail

N/A

57. **Required Building Inspection Documentation - Daily egress check by school staff (Select one)**

Pass

Fail

N/A

58. **Required Building Inspection Documentation - Annual fire alarm test report any with deficiencies noted. (Select one)**

Pass

Fail

N/A

59. **Required Building Inspection Documentation - All deficiencies in the annual fire alarm report have been addressed. (Select one)**

Pass

Fail

N/A

60. **Required Building Inspection Documentation - Annual sprinkler test report with any deficiencies noted. (Select one)**

Pass

Fail

N/A

61. **Required Building Inspection Documentation - All deficiencies noted in the annual sprinkler inspection report have been addressed. (Select one)**

Pass

Fail

This new section was developed as a result of the work completed by the Governor's School Safety Preparedness Taskforce and serves as a list of best practices.

62. **School Security and Emergency Planning - All classroom door locking devices are compliant with the provisions of the 2018 Life Safety Code, Educational Occupancies Chapter (Select one)**
 Pass
Fail
N/A
63. **School Security and Emergency Planning - If provided, the positive alarm sequence for the fire alarm system complies with NFPA 72. (Select one)**
 Pass
Fail
N/A
64. **School Security and Emergency Planning - The school conducts All-Hazard drills in compliance with the latest edition of the NH State Fire Code [NH Code of Administrative Rules Saf-FMO 300] (Select one)**
 Pass
Fail
N/A
65. **School Security and Emergency Planning - The school has developed an emergency response plan as required by RSA 189:64, Emergency Response Plans (Select one)**
 Pass
Fail
N/A
66. **Comments/Notations (Type Answer)**
67. **Follow-Up: Based upon the information collected on this form, a corrective action (Check all that apply)**
Is Required
 Is not Required
If corrective action is required, when do you anticipate it will be completed? Date:
68. **An approved plan of correction (Select one)**
 Will be submitted to the local fire department *Fire drill*
Will not be submitted to the local fire department
69. **A re-inspection of this facility (Check all that apply)**
Is required
 Is not required
If a re-inspection is required, it will occur on or before? Date:



Nashua Fire Rescue

Fire Marshal's Office

177 Lake Street, Nashua NH 03060-4402

www.nashuafire.com

Adam Pouliot

Fire Marshal

(603) 589-3460

Fax (603) 589-3474

Sample Child Care Evacuation Plan

This sample child care evacuation plan is designed to be clear and simple while providing all necessary information. This template is intended for the use of any and all groups who might find it useful.

HERITAGE BAPTIST ACADEMY EVACUATION PLAN FIRE DRILL PROCEDURES

The objective of this plan is to reduce the possibility of harm to the children, facility and visitors to the center in the event of an emergency. Care must be taken to ensure that all occupants are aware of the following basic procedures:

1. Be familiar with the location of all stairways and exits (Maps of evacuation routes are posted in each classroom).

2. Be familiar with the location of the nearest building fire alarm manual pull stations and their operation.

3. Faculty should not attempt to secure or collect personal items during an evacuation.

4. Upon direction/instruction of the alarm or Child Care Director or designee, immediately evacuate the building. The Director or emergency personnel will identify which safe haven/assembly area. Take attendance and immediately proceed to the Safe Haven. Each classroom will take an emergency bag with emergency information and medications. Upon reaching the Safe Haven, the Director, in consultation with the Emergency Personnel will determine if parents should be asked to pick up children. The decision to have parents pick up their children will be made based on expected time out of the Center or the nature of the emergency. The Director will contact the off-site emergency number to notify parents. In case of emergencies that do not warrant evacuation outside of the building (natural disasters [tornadoes, for example], chemical spills, bombings, etc.), proceed to designated shelter-in place.

5. Each classroom will post evacuation route maps indicating the following:

- Primary and secondary routes

- Locations of the assembly areas

- Fire Alarm Manual Pull stations

- Fire extinguishers

- Fire detection and suppression devices, such as: smoke detectors, heat detectors, sprinkler heads, sprinkler control valve

6. The Director will assign a staff member/Safety Coordinator to inspect the Center each morning to ensure the following:

- All exit doors are unlocked and accessible

- All exit lights are working properly

- All corridors and doors leading to exits are clear

- There are no items hanging from sprinkler heads or fire alarm devices

- Fire alarm devices, extinguishers and sprinkler heads are not obstructed



•All evacuation maps are in place and current

All faculty members will be trained on fire protection and evacuation practices.

1. Fire drills will be conducted monthly. The property manager's office must be notified of each drill. A command center representative or a representative of the building manager will be invited to attend. The director will keep a record of all drills.

2. In case of emergency or drill, all personnel should leave the building in an orderly manner - Walk, Don't Run. Teachers should search their rooms and close all doors before leaving. Additionally the Director or designee will search all areas within the Center and ensure all occupants have been safely evacuated. Teachers will refuse assistance from anyone not previously identified as a support person. This does not include Federal Protective Service Police or emergency personnel.

3. Physically challenged children will be provided assistance to help exit the building. Infants will be evacuated in designated evacuation cribs. Evacuation supplies (extra blankets) are located under each evacuation crib.

4. At the assembly area, teachers will immediately take a head count of each classroom group to ensure that everyone is present and accounted for. Head Teachers shall report the final head count to the Director or designee. Names of any missing children or missing personnel must be given to the Command Center.

5. Parents will not be allowed to remove a child from the custody of the center during the evacuation. Once all children are accounted for at the safe haven, parents may be allowed to sign out their children.

New Hampshire Department of Education
Bureau of School Safety and Facility Management
101 Pleasant Street, Concord, NH 03301-3852
Telephone (603) 271-3620

School Health Inspection Form

Last revised: June 22, 2020

SCHOOL INFORMATION		
School Name: HERITAGE BAPTIST ACADEMY	Address: 105 LOCK STREET	SAU #:
Town/City: NASHUA	State: NEW HAMPSHIRE	Zip: 03064
School Contact: PASTOR LARRY HILEMAN	Title: PASTOR	
Name of each building used by students: FELLOWSHIP HALL		Enrollment: 24
Year each building was built: 2016		
Water supply (municipal, well, etc.): MUNICIPAL	Wastewater system (municipal, septic, etc.): MUNICIPAL	
INSPECTION INFORMATION		
Inspector's name: APRIL TORHAN	Organization: DEPARTMENT NASHUA ENVIROMENTAL HEALTH	Inspector's phone: 603 - 589 - 4506
Inspector's email: Torhana@Nashuanh.gov	Were all buildings used by students inspected (Y/N)? YES	Date of Inspection: 5/18/2022
INFORMATION/INSTRUCTION		
<p>A Health Inspection is part of the NH Department of Education's school approval review to ensure school facilities are meeting minimum standards, Ed 306.07 and Ed 403.01(c). The form shall be completed the school year in which the school is up for a school approval review; preferably prior to December 15th.</p> <p>The health inspection must be performed by a health official, not a school employee. Visit https://www.dhhs.nh.gov/dphs/holu/documents/officers.pdf for a list of local health officers.</p> <p>Kitchen inspections are not acceptable substitutes for the health inspection.</p> <p>It is helpful to provide the inspector with a map of the school showing room numbers and special areas such as the gym, cafeteria, offices, and library.</p> <p>Attach the following to the health inspection form, if applicable:</p> <ul style="list-style-type: none"> ○ Most recent septic tank pumping service ○ Asbestos inspection reports for buildings built before 1990 ○ Animal vaccination certificates, if applicable ○ Swimming pool testing records, if applicable <p>Please submit the completed form to the NH Department of Education as follows:</p> <ul style="list-style-type: none"> ○ Public schools - email the form to Marjorie Schoonmaker at: marjorie.schoonmaker@doe.nh.gov ○ Public charter schools - email the form to Marjorie Schoonmaker at: marjorie.schoonmaker@doe.nh.gov ○ Non-public schools – email the form to Shireen Meskoob at: shireen.meskoob@doe.nh.gov 		

SANITARY INVESTIGATION	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
1. Is the school free of garbage, insects, rodents, or other unsanitary conditions?	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
Notes:				
RESTROOMS	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
2. Are all restrooms clean and in working order?	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
Notes:				
3. Do all restrooms have hot water (85 to 110 degrees F), dispensed soap, toilet paper & dispensed paper towels or heated air dryers?	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
Notes:				
4. Is there at least one toilet fixture for every 50 people? (IPC 2009)	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
Notes:				
FOOD PREPARATION, DINING AREAS, SINKS, & WATER FOUNTAINS	RESPONSE (circle best answer)		CORRECTIVE ACTION	CORRECTIVE DATE
5. If food is prepared on-site, is a current license from the municipality or state licensing authority posted?	<input checked="" type="radio"/> YES	<input type="radio"/> NO	<input type="radio"/> NA	
Notes:		STUDENTS BRING LUNCHES FROM HOME		
6. Are toxic materials clearly labeled and properly stored away from food?	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
Notes:				
7. Is hot water (110 to 130 degrees F) available for culinary purposes, cleansing, laundry and building maintenance? (IPC 2009)	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
Notes:				
8. Are water fountains clean with sufficient water pressure?	<input checked="" type="radio"/> YES	<input type="radio"/> NO		
Notes:				

SEPTIC SYSTEMS & WATER SUPPLY SYSTEMS	RESPONSE (circle best answer)	CORRECTIVE ACTION	CORRECTIVE DATE			
9. Is there a pump schedule for the septic system?	<table border="1"> <tr> <td>YES</td> <td>NO</td> <td>NA</td> </tr> </table>	YES	NO	NA		
YES	NO	NA				
10. Is there a reason to suspect the wastewater system has a system failure (backup, etc.)? If so, please describe the condition.	<table border="1"> <tr> <td>YES</td> <td>NO</td> <td></td> </tr> </table>	YES	NO			
YES	NO					
11. If the school's drinking water is supplied from an onsite well and the student and staff population is 25 or more, is the well registered and tested as required by NH Dept. of Environmental Services (DES) administrative rule Env-Dw 700?	<table border="1"> <tr> <td>YES</td> <td>NO</td> <td>NA</td> </tr> </table>	YES	NO	NA		
YES	NO	NA				
12. In the past 2 years, has the school performed any voluntary water testing for radon or PFCs? If so, please attach findings.	<table border="1"> <tr> <td>YES</td> <td>NO</td> <td>NA</td> </tr> </table>	YES	NO	NA		
YES	NO	NA				
ENVIRONMENTAL HAZARDS (mold, asbestos, lead paint, & radon)	RESPONSE (circle best answer)	CORRECTIVE ACTION	CORRECTIVE DATE			
13. Is there a presence of water leaks in the ceiling, walls, or internal plumbing? If so, please describe the condition and location.	<table border="1"> <tr> <td>YES</td> <td>NO</td> <td></td> </tr> </table>	YES	NO			
YES	NO					
14. Is there any mildew or mold present? If so, please describe the condition and location.	<table border="1"> <tr> <td>YES</td> <td>NO</td> <td></td> </tr> </table>	YES	NO			
YES	NO					
15. If the building was built before 1990, has the school provided an asbestos inspection report showing its buildings are free of asbestos containing building material (ACBM), or an inspection within the last three years showing that areas with ACBM have been properly maintained? (ASHERA, 40 CFR 763, Subpart E and RSA 141-E)	<table border="1"> <tr> <td>YES</td> <td>NO</td> <td>NA</td> </tr> </table>	YES	NO	NA	<p>BUILT IN 2016</p>	
YES	NO	NA				

16. If the building was built before 1978, are you aware of the presence of flaking paint?	YES	NO	<input checked="" type="radio"/> NA	Notes: BUILT IN 2016	
17. If the building was built before 1978, is there worn or damaged paint on windows, doors, or door jambs?	YES	NO	<input checked="" type="radio"/> NA	Notes: BUILT IN 2016	
18. If the building was built before 1978, has any follow up testing been performed by a licensed lead inspector/risk assessor?	YES	NO	<input checked="" type="radio"/> NA	Notes: BUILT IN 2016	
19. Has the school performed any voluntary air testing for radon?	YES	NO		Notes: COULD NOT LOCATE ANY RADON TESTING RESULTS NEWER CONSTRUCTION, SO MAY HAVE BEEN DONE IN 2016	
SMOKING	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
20. Are signs posted noting the prohibition of smoking on the school's grounds? RSA 126-K:7 prohibits the use of tobacco products, e-cigarettes, or liquid nicotine on public school grounds.	YES		<input checked="" type="radio"/> NO	Notes: WILL NEED TO POST NO SMOKING SIGNS AT ENTRANCES	WILL GET SIGNS AND POST 6/1/2022
ANIMALS ON SHOOOL PROPERTY (if applicable)	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
21. Are all animals enclosed by appropriate and lockable cages/stalls?	YES	NO	<input checked="" type="radio"/> NA	Notes: NO ANIMALS	
22. Do all animals have a current certificate of good health from a licensed veterinarian?	YES	NO	<input checked="" type="radio"/> NA	Notes: NO ANIMALS	
23. Does it appear that animal fecal material is adequately cleaned from the cage/stall?	YES	NO	<input checked="" type="radio"/> NA	Notes: NO ANIMALS	
24. Is a hand washing station available nearby with hot water and soap for those students or staff handling the animals or cleaning their cages?	YES	NO	<input checked="" type="radio"/> NA	Notes: NO ANIMALS	

ADDITIONAL REMARKS

--WILL NEED TO GET SIGNS FOR FRONT AND SIDE ENTRANCES FOR PROHIBITING TOBACCO USE ON CAMPOS.

--COULD NOT LOCATE ANY LAB RESULTS FOR AIR OR WATER TESTING. IF IT HAS BEEN DONE, KEEP RECORDS IN FILE.

--SCHOOL WILL NEED TO DO LEAD TESTING FOR WATER USED BY STUDENTS. CONTACT D.O.E. FOR SPECIFICS.

ACKNOWLEDGEMENT

"I acknowledge receipt of this report and understand a complete copy must be forwarded to the Department of Education."

PASTOR LARRY C. HILEMAN



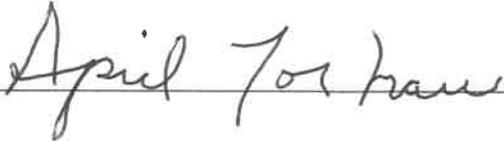
5/18/2022

School contact name and signature

Date

"I acknowledge this form has been completed to the best of my knowledge."

APRIL TORHAN



5/18/2022

Inspector name and signature

Date



New Hampshire

Department of Education

Office of Non-Public Schools

101 Pleasant Street, Concord, NH 03301-3852

Telephone: (603) 271-2634

PROPOSED NON-PUBLIC SCHOOL FACILITY INSPECTION FORM

SECTION A - SCHOOL INFORMATION

Date of inspection: 7.7.22	Time: 3:00 pm – 4:00 pm	Name of NHED inspector: Timothy Carney
School name: Heritage Baptist Academy		Address: 105 Lock Street, Nashua, NH 03064
Head of school: Pastor Larry Hileman	<input checked="" type="checkbox"/> in attendance	Phone number: 603.320.1113
List name and title of those attendance at the time of the inspection not listed above: N/A		
If multiple building(s) inspected list: N/A		
Number of proposed students: 26	Grades: K - 12	Number of portables: None

SECTION B – INSPECTION CHECKLIST

Exterior

Sewer/Water	YES	NO	NA	COMMENTS
Is water supplied by a municipal system?	√			
Is sewer on site?		√		
Is campus free of sewage odor?	√			
Gates/Fencing	YES	NO	NA	COMMENTS
Are gates/fences in good repair? (no holes, vegetation or sharp edges)	√			
Are locks and security hardware in good repair?	√			
Parking Lots	YES	NO	NA	COMMENTS
Are exits onto public streets free from visibility obstructions?	√			
Are parking areas identified (e.g., staff, visitors, students)?	√			
Are direction signs and poles in good repair?	√			
Are paved surfaces in good repair?	√			
Is ADA parking provided?	√			
Are all building sides accessible to emergency equipment?	√			
Bus	YES	NO	NA	COMMENTS
Are areas where students congregate while waiting for buses adequate to avoid overcrowding?	√			
Are traffic pattern clearly marked?	√			
Are parent drop-off and pick-up zones clearly designated and separated from bus traffic?			√	There is no busing provided.
Building	YES	NO	NA	COMMENTS

Are signs posted noting the prohibition of smoking inside and outside school facilities?	√			
Are exterior walls free from cracks or other damages?	√			
Are windows free from cracks/broken panes?	√			
Are stairs, landings and handrails in good repair and fastened securely?	√			
Is facility generally clean of debris?	√			
Are dumpsters in areas and away from intake vents?	√			
Roofs	YES	NO	NA	COMMENTS
Are roofs in good condition? Free of debris, drainage, physical damage, and structural deformation?	√			
Portables	YES	NO	NA	COMMENTS
Are portables connected to main building?			√	There are no portables.
Is a clear path to main building provided?			√	
Are bathrooms provided?			√	
Are portables clean?			√	
Playgrounds/Fields	YES	NO	NA	COMMENTS
Are play areas separated from vehicle traffic?			√	There are no defined play areas.
Are kindergarten play areas separated from play areas for older children?			√	
Is equipment checked for wear and tear?			√	
Is play area free of tripping hazards (e.g., roots, rocks, uneven pavement and drug paraphernalia)?			√	
Is 8"-12" of energy absorptive materials provided under/around equipment?			√	
Do platforms 30" or higher have guardrail/barriers? (20" for preschoolers)			√	
Are swings less than 18" to ground?			√	
Do equipment/guardrails have spacing less than 4" or greater than 9"?			√	
Are outside learning areas free of debris, vegetation and drug paraphernalia?			√	
Interior				
Entrances	YES	NO	NA	COMMENTS
Are floor mats provided on the inside of all entrances?	√			
Are there adequate signs, postings, or window decals to direct visitors to the main office?			√	These three items will be discussed as part of the Emergency Operations Plan work.
Is there a sign in/out sheet for visitors?			√	
Are visitor badges provided?			√	
Are windows/doors in good repair?	√			
Are exterior frames properly caulked/sealed?	√			
Is the entrance free of evidence of water intrusion?	√			
Do doors open easily?	√			
Is the threshold free of trip hazards?	√			
Do locks/handles appear to meet ADA requirements?	√			
Hallways	YES	NO	NA	COMMENTS
Are ceilings in good repair (no significant cracks, holes, water stained or missing tiles)?	√			

Are walls in good repair (no significant cracks, tears, holes or water stains)?	√			
Are floors in good conditions (no broken tiles, torn up carpet)?	√			
Are carpets vacuumed with HEPA filters?	√			
Are hallways well lit?	√			
Are lockers, cabinets, and display cases mounted to wall or floors?	√			
Are lockers, cabinets, and display cases clean?	√			
Are drinking fountains ADA accessible?	√			
Are drinking fountains clean and in good repair?	√			
Electrical Room	YES	NO	NA	COMMENTS
Is the room clean and free of clutter?	√			
Are all electrical panels secured?	√			
Have all electrical circuits been identified?	√			
Equipment/Boiler Room	YES	NO	NA	COMMENTS
Is room free of odor?	√			
Are doors shut and locked when not in use?	√			
Is a 3' clearance provided around all heating equipment?	√			
Is there safe storage of flammables such as gasoline, spirit fluid, etc. in the furnace/boiler room?			√	No such items are stored.
Is the furnace boiler room free of surface water?	√			
Are units serviced regularly?	√			
Are filters changed regularly?	√			
Are vents clean?	√			
Are units in good repair?	√			
Custodian Closets	YES	NO	NA	COMMENTS
Is custodial room orderly and sanitary?	√			
Are cleaning products properly labeled and stored?	√			
Are areas around slop sinks dry?	√			
Are custodians trained in safe and health hazards?	√			
Stairwells	YES	NO	NA	COMMENTS
Is lighting in stairwells adequate?	√			
Are stair treads in good repair and have a non-skid material?	√			
Are handrails in good repair?	√			
Are handrails minimum of 36" in height?	√			
Are handrails enclosed to less than 4"?	√			
Elevators	YES	NO	NA	COMMENTS
Are elevators ADA compliant?	√			
Are elevators clean and in good working order?	√			
Restrooms	YES	NO	NA	COMMENTS
Are there adequate number of restrooms in building?	√			
Is an ADA bathroom provided?	√			
Are sink pipes wrapped for ADA compliance?	√			
Are restrooms in good working order and clean?	√			

Are restrooms well ventilated?	√			
Is hot water between 85-125 degrees?	√			
Kitchen and Cafeteria	YES	NO	NA	COMMENTS
Is there enough seating provided and in good repair?			√	There is no food service provided.
Are staff on hand to respond to a student who is choking?			√	
Is hood suppression systems inspected/certified by an outside firm?			√	
Is hood suppression system clean?			√	
Am Is kitchen floor in good repair?			√	
Are storage shelves properly secured?			√	
Are walk in refrigerator in good repair?			√	
Are refrigerator logs posted and updated daily?			√	
Is there adequate space to provide lunch?			√	
Gymnasiums	YES	NO	NA	COMMENTS
Is the gym used for multi-purposes (i.e. lunchroom/art room/music room)? If yes, indicate what other uses it serves.			√	There is no gymnasium.
Are exit doors and hardware in proper working order?			√	
Are walls properly covered (e.g., padding)?			√	
Are showers/changing rooms clean and in good repair?			√	
Are floors, walls and ceilings in good repair?			√	
Are seats/bleachers in good repair?			√	
Is there enough storage space?			√	
Is storage space orderly?			√	
Are lights protected from breakage?			√	
Auditorium	YES	NO	NA	COMMENTS
Are exit doors and hardware in proper working order?			√	There is no auditorium.
Are backstage and storage shelves bolted to the floor or wall?			√	
Are seats fixed and in good repair and fastened securely to the floor?			√	
Are floors, walls and ceilings in good repair?			√	
Are stage areas in good repair?			√	
Is there adequate storage?			√	
Is the storage orderly?			√	
Are the stage curtains and riggings inspected by an outside firm? If so, indicate date.			√	
Health Clinic/Nurse's Office	YES	NO	NA	COMMENTS
Is medication supplies storage properly locked?			√	There is no nurse's office.
Is there adequate room for student privacy?			√	
Other Support Spaces	YES	NO	NA	COMMENTS
Does the guidance office have adequate space?			√	There is no guidance office.
Is the teachers' room clean?			√	There is no teacher's office.
General Classrooms	YES	NO	NA	COMMENTS
Are rooms clean and free of clutter?	√			
Is furniture clean and in good repair?	√			

Are classrooms well lit?	√			
Are windows and screens in good repair?	√			
Are doors in good repair and open easily?	√			
Are thresholds free of trip hazards?	√			
Are ceilings in good repair (no significant cracks, holes, water stained or missing tiles)?	√			
Are walls in good repair (no significant cracks, tears, holes or signs of mildew/mold)?	√			
Are floors in good conditions (no broken tiles, torn up carpet)?	√			
Are carpets vacuumed with HEPA filters?	√			
Are shelves, cabinets, and display cases mounted to wall or floors?	√			
Are extension cords used for temporary use only and cords not daisy chained?	√			
Is there adequate space to move around?	√			
Is classroom temperature well controlled?	√			
Is there air circulation while room is occupied?	√			
Is the HVAC system quiet when running?	√			
Is the ventilation unit clear of objects (i.e., not blocked, top or bottom)?	√			
Is there a return diffuser?	√			
Is the room odor free (e.g., no air fresheners)?	√			
Rooms with Animals	YES	NO	NA	COMMENTS
Are animals kept in secured cages?			√	There are no animals planned to be in the school.
Do all animals have a current certificate of good health from a licensed veterinarian?			√	
Is fecal material adequately cleaned from the cage on a regular basis?			√	
Is disinfectant readily available for those students or staff handling the animals or cleaning their cages?			√	
Are aquariums and stands properly secured and anchored?			√	
Media Center, Library and Technology Center	YES	NO	NA	COMMENTS
Is room clean and free of clutter?			√	There is no media center, library or technology center.
Is there appropriate storage space?			√	
Is space well lit?			√	
Are shelves, cabinets, and display cases mounted to wall or floors?			√	
Does space appear to be ADA compliant (e.g., tables and desks are 36" from each other)?			√	
Are computers away from heat/water source?			√	
Science Rooms	YES	NO	NA	COMMENTS
Is emergency eyewash and shower equipment readily available and regularly tested?			√	There is no science room.
Are the MSDS properly managed?			√	
Is the chemical room clean and well ventilated?			√	

Are all containers of chemicals properly labeled and stored?			√	
Are heavy items stored on lower shelves?			√	
Are shelves, cabinets, and display cases mounted to wall or floors?			√	
Is a first aid kit available?			√	
Is the chemical fume hood in working order?			√	
Art Room	YES	NO	NA	COMMENTS
Is room clean and free of clutter?			√	There is no art room.
Is adequate storage area available?			√	
Is storage room clean and organized?			√	
Are fire blankets and/or fire extinguisher available?			√	
Are kilns and storage room properly ventilated?			√	
Are shelves, cabinets, and display cases mounted to wall or floors?			√	
Are heavy items stored on lower shelves?			√	
Music Room	YES	NO	NA	COMMENTS
Is room clean and free of clutter?			√	There is no music room.
Is adequate storage area available?			√	
Is music room located away from quiet areas of building?			√	
Life Skills Room	YES	NO	NA	COMMENTS
Is room clean and free of clutter?			√	There is no life skills room.
Is adequate storage area available?			√	

SECTION C – RECOMMENDATIONS

The activities of the Heritage Baptist Academy will take place within the existing Heritage Baptist Church. The church was recently reconstructed and is kept clean and orderly. No issues of concern were noted during the site visit completed by NHED staff.



V, C ~ 1

Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Office of Learn Everywhere
Division of Education Analytics and Resources
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-2831

August 2022
State Board of Education Meeting
Learn Everywhere Program Renewal Application
FIRST New Hampshire Robotics
Executive Summary

A. Action Needed

A vote is needed by the State Board of Education to approve the renewal application for the FIRST New Hampshire Robotics Learn Everywhere program.

B. Learn Everywhere Program

Application submitted by:

Frank Grossman, Director
FIRST New Hampshire Robotics
20A Northwest Boulevard #445
Nashua, NH 03063
601.759.1509

C. Rationale for Action

Ed 1403.03 authorizes the State Board of Education to approve the renewal of Learn Everywhere programs.

The Commissioner of Education is recommending the State Board of Education approve this application for renewal [see Ed 1403.02(f)].

D. Effects of this Action

Approval of this renewal application will allow the applicant to continue to award students that complete the Learn Everywhere program credit toward high school graduation for an additional five years.

E. Possible Motion

I move that the State Board of Education approve the FIRST New Hampshire Robotics Learn Everywhere renewal application.

OR:

I move that the State Board of Education _____
(indicate some other action)



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-3495
FAX (603) 271-1953

July 26, 2022

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

Re: *FIRST* New Hampshire Robotics
Learn Everywhere Program Renewal Evaluation Report

Commissioner,

This evaluation report has been prepared, and is being submitted by, the Administrator of Educational Pathways (AEP) of the New Hampshire Department of Education (NHED) to the NHED Commissioner of Education (Commissioner) as required by Ed 1403.02(f). This evaluation report, along with *FIRST* New Hampshire Robotics' Learn Everywhere renewal application and supporting materials, is intended to provide the Commissioner a basis, in part, for making a recommendation to the State Board of Education.

Background

For the Inspiration and Recognition of Science and Technology (*FIRST*) is the leading global youth-serving STEM organization. It serves over 679,000 students globally, activates 320,000 mentors, coaches, and judges serving in volunteer roles, and its program delivery partners hold over 3,700 events annually. The *FIRST* programs are designed for various age bands of school aged students, to provide appropriate amounts of rigor. *FIRST* defines success by measurable goals such as the number of students participating in the four programs annually, the number of schools that have *FIRST* teams, the number of volunteers annually, and the programs' impact. In the most recent evaluation cycle, *FIRST* saw an 18% year-over-year growth in students reached globally. *FIRST* is more than a robotics competition and their vision is "to develop the next generation of innovators and leaders".

The *FIRST* New Hampshire Learn Everywhere program will provide students with the opportunity to demonstrate skills in STEM areas that relate to activities performed as part of the team experience in the two *FIRST* high school divisions, *FIRST* TechChallenge and *FIRST* Robotics Challenge. These competitions involve students who are not only building robots, but who are also building their team, community, and self. Activities in *FIRST* programs from the robotics competition and other awards that

judge student leadership, community building, team safety, and team technical abilities are all reflected in the learning opportunities for students. Moreover, these activities crossover to subjects such as computer science, business education, and STEM. The competencies relative to these team activities are reflected in the *FIRST* educational program description; opportunities for students to demonstrate mastery of each skill are included.

FIRST submitted a Learn Everywhere application to the NHED in the summer of 2021. *FIRST* received provisional approval by the State Board of Education on August 27, 2021 to offer high school credits to students who enroll in Learn Everywhere courses in Business Essentials, Business Technology, Computer Science, Intro to Engineering and Robotics, Advanced Engineering and Robotics, Manufacturing/Marketing/Sales, Services and Arts, Audiovisual Technology, and Communications. To date, *FIRST* has had one student complete Learn Everywhere courses.

FIRST has submitted an application seeking renewal of their existing Learn Everywhere program for an additional 5-year period as outlined in Ed 1403.04.

FIRST Learn Everywhere Renewal Application Review Process

- *FIRST* was notified by NHED of the need to submit a renewal application on May 3, 2022.
- *FIRST* submitted its original renewal application to NHED on May 19, 2022.
- As required by Ed 1403.02, NHED reviewed the renewal application and notified *FIRST* that the application was incomplete on June 12, 2022. The AEP provided additional guidance to *FIRST* on completing their application. *FIRST* submitted an updated application to the NHED on June 23, 2022. On June 27, 2022, following a second review of the *FIRST* application, NHED notified *FIRST* that their application was complete.
- In accordance with the requirements of Ed 1403.02(a), NHED formed an ad hoc Learn Everywhere program approval committee consisting of the following people.

Timothy Carney – Mr. Carney is the Administrator of Educational Pathways (AEP) for the NHED. The AEP position has the responsibility to also administer the Learn Everywhere program. As such, Mr. Carney’s participation on the committee fulfills the intent of Ed 1403.02(a)(1)a. Mr. Carney, who will serve as the chair of the committee, is responsible for the overall coordination and management of the Learn Everywhere application and review process.

Scott Currier – At the time the review was completed, Mr. Currier was the Administrator of Public-School Approval at NHED. Before joining NHED, he was first a public-school classroom teacher and then a building principal in New Hampshire for over 14 years, with a particular interest in developing multiple pathways for students to engage and grow within their educational experience. Mr. Currier’s participation on the committee fulfills the intent of Ed 1403.02(a)(1)b by providing expertise in curriculum assessment.

Donna Couture, CAGS – Ms. Couture began her career in education as a School Counselor in 2001. Her experience also includes work as a State Personnel Development

Grant Coordinator for NHED and an Educational Consultant for the Institute on Disability at the University of New Hampshire. Currently she is the Director of Extended Learning at Winnacunnet High School and a Leadership Team member of the New Hampshire Extended Learning Opportunities (ELO) Network. She is passionate about building a personalized educational program that allows students to engage in learning opportunities based on their own interests and abilities. Ms. Couture has presented on ELOs at many venues including the New Hampshire Learning Initiative's Design Studio on Competency Based Education, the New England Secondary Schools Consortium's Conference on High School Redesign in Action, and the Governor's Summit on Work-Based Learning. She was named the New Hampshire ELO Coordinator of the Year in 2016. Ms. Couture's participation on the committee fulfills the intent of Ed 1403.02(a)(2)a. as a representative of the ELO Network.

Jeffrey Dutton – Mr. Dutton holds a bachelor's degree in Mathematics Education as well as a grade 7-12 Mathematics Teaching Certificate from Humboldt State University. Mr. Dutton has also completed graduate work through RIT and Project Lead the Way (PLTW) in the following courses: Introduction to Engineering Design, Principles of Engineering, Computer Integrated Manufacturing, Engineering Design and Development, and Environmental Sustainability. He has been teaching the PLTW Engineering curriculum at Merrimack Valley High School for the past 7 years. Mr. Dutton's participation on the committee fulfills the intent of Ed 1403.02(a)(2)b. by providing expertise in the area of engineering and related curriculum.

- Each Committee member was provided with a copy of the *FIRST* Learn Everywhere application along with a guidance document outlining the review items as specified in Ed 1403.02(d).
- The individual Committee member reviews were submitted back to the AEP on or before July 8, 2022 at which point this evaluation report was initiated by the AEP.

Summary of the Committee Review

Listed below in italics are the comments and concerns provided by the individual Committee member's reviews. The individual comments are preceded by the guiding review questions which were developed in accordance with Ed 1403.02(d). Below each reviewer concern is the response from *FIRST* in bold text.

- The program outline being proposed identifies the subject of the course in which credit would be granted. [Ed 1403.02(d)(3)]

and
- There are educational goals, competencies, and methods for assessment that will be used to measure student progress toward meeting program goals and competencies. [Ed 1403.02(d)(4)]

I marked the credit/competencies/assessment sections with a "no" because there is a lot listed but for those who aren't familiar with the FIRST robotics program there isn't any indication of the timeframe of this experience for a student. For example, there are 7 possible credits to be awarded through 8 different courses – are these potential options for credit? Same with competencies – there is a lot there. Are students able to fulfill these expectations over the course

of one year? Multiple years? Do students work in teams and have a particular focus? Please ask that they clarify these questions in their application process.

FIRST updated their application in Section IV.B. Competencies and Student Outcomes on page 6, to provide a broader explanation of the structure of the FIRST program and typical sequencing and time commitments.

A copy of FIRST's revised Learn Everywhere renewal application, that reflects the changes noted above, is attached.

Positive comments provided by the individual reviewers are summarized below.

- *From my reading of the application document, I believe all criteria have been met. The competencies for each course seem well-developed. This should present the students with good learning opportunity that is not solely housed in the classroom.*
- *The application for FIRST NH Robotics is thorough with particular emphasis on the competencies in which students will need to master, as well as the support that they are given throughout their learning. The program has a large network in which to pull support from and the emphasis on having students working and learning together is commendable. A challenge will be within the facilities component, as this program is housed in various locations outside of school with a variety of tools needed. With that, consistent check ins may be needed. Overall, a great program that provides unique opportunities for learners.*
- *I do believe this to be a very valuable opportunity for students. I have seen these programs in our schools and it's a great opportunity. I don't want to stand in the way of approval but I do believe there needs to be some additional clarification.*

Statement of Program Changes

Ed 1403.04 requires an applicant for renewal of a Learn Everywhere program to submit to NHED one of the following statements:

(1) A statement signed by the sponsor entity stating that there have been no changes to any of the programs or documentation required, as outlined in Ed 1403.01, since the previous application period; or

(2) A statement signed by the sponsor entity stating there have been changes to one or more approved programs, a list of the changes, and supporting documentation as outlined in Ed 1403.01.

FIRST has provided a required statement that aligns with (1) above indicating there have been no changes to the program or documentation required. A copy of the FIRST statement is attached.

Student Course Evaluation

Ed 1403.04(d) requires that the State Board of Education shall not issue a renewal of a one-year provisional approval without reviewing all student course evaluations received pursuant to Ed 1407.01.

As previously stated, *FIRST* had only one student complete a Learn Everywhere course. A copy of that student's course evaluation is attached.

Closing

In accordance with Ed 1403.02(f), following your review of this evaluation report you shall submit it, and the associated attachments, along with a recommendation to the State Board of Education. You may recommend that the State Board of Education deny, approve, or conditionally approve the *FIRST* renewal application.

Please let me know if you have any questions or need addition information to inform your recommendation.

Respectfully submitted,

A handwritten signature in blue ink, appearing to read 'T.C. Carney', is positioned above the printed name.

Timothy C. Carney
Administrator of Educational Pathways

Attachments - *FIRST* Learn Everywhere Renewal Application
FIRST Statement of No Program Changes
First Learn Everywhere Program Student Course Evaluation

***FIRST* Learn Everywhere Renewal Application**

FIRST New Hampshire Robotics

Learn Everywhere Application

I. Organizational Details

A. Our Organization:

FIRST New Hampshire Robotics is responsible for overseeing and supporting all of the New Hampshire *FIRST* teams and events. It is the on-the-ground program working with schools, school districts, businesses, and communities to ensure that as many NH students as possible benefit from the *FIRST* experience.

B. Contact Details:

FIRST New Hampshire Robotics
20A Northwest Blvd #445
Nashua, NH 03063
601-759-1509
Frank Grossman - Director
fgrossman@firstnh.org

II. Program Description

FIRST, which stands for For the Inspiration and Recognition of Science and Technology, is the leading global youth-serving STEM organization. It serves over 679,000 students globally, activates 320,000 mentors, coaches, and judges serving in volunteer roles, and its program delivery partners hold over 3,700 events annually. The *FIRST* programs are designed for various age bands of school aged students to provide appropriate amounts of rigor. *FIRST* defines success by measurable goals such as the number of students participating in the four programs annually, the number of schools that have *FIRST* teams, the number of volunteers annually, and the programs' impact. In the most recent evaluation cycle, we currently see 18% year-over-year growth in students reached globally. *FIRST* is more than robots and our vision is to develop the next generation of innovators and leaders.

The *FIRST* NH Learn Everywhere program will provide students with the opportunity to demonstrate skills in related STEM areas that relate to activities performed as part of the team experience in the two *FIRST* high school divisions, *FIRST* Tech Challenge and *FIRST* Robotics Challenge. These competitions involve students not only building robots but building their team, community and self. Activities in our programs from the robot competition and other judged awards that look at student leadership, community building, team safety and team technical abilities are all reflected in the learning opportunities for students. Actions related to each of these areas cross the

subjects of computer science, business education and STEM. The associated competencies to these various team activities are reflected in our educational program description as opportunities for students to demonstrate mastery of each skill.

III. Policies

A. Instructor Qualifications

Our instructors are *FIRST* team mentors who provide educational opportunities for students to engage in robot design and building as well as programming.

The *FIRST* NH policy is that the mentor or coach that is filling out the program competency form for a student must meet one of the following qualifications:

- Been in a job for at least 2 years using all of the competencies listed on the program competency form for the specific certificate.
- Received a post secondary education certificate or degree that covered all of the competencies listed on the program competency form for the specific certificate.
- Be an educator trained in teaching all of the competencies listed on the program competency form for the specific certificate.

When a mentor requests the competency application for a student, the mentor will need to submit which of the qualifications above they meet and send proof of that qualification before we will send the application.

B. Criminal History Records Check

Mentors for *FIRST* programs are checked using the *FIRST* Youth Protection Plan (YPP).

The *FIRST* YPP uses the following methods: Our contracted Level 2 Background Check package with Sterling Volunteers includes the following database searches:

- National Criminal Database
- DOJ Sex Offender Registry
- County Court of Residence Search
- Government Watch List Search (OFAC)
- State Public Safety & Trial Courts
- State Criminal Search

After the initial background check the National databases are rechecked once a month for the next 11 months as allowed under FCRA guidelines.

http://www.gencourt.state.nh.us/rules/state_agencies/ed300.html

FIRST makes it clear on their website that the main coach and mentors have to go through the screening in order to have a team.

<https://www.firstinspires.org/robotics/terms-and-conditions>

Do you affirm that you will not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11?

Yes No

C. Admissions

Student admission into the *FIRST* NH Learn Everywhere program will be through student self-selection to participate. Any student on a *FIRST* team will be eligible. Program applications will be made available to all local education agencies (LEA). Students with IEP's will be allowed accommodations for demonstration of performance tasks and assessments in accordance with their learning plans.

We understand that to participate in the program we have certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, to provide students with disabilities equal access and opportunities to participate in the *FIRST* NH learn everywhere program, including by providing the student with reasonable accommodations.

Every student in New Hampshire is eligible to participate in the age appropriate *FIRST* program.

Do you affirm that your admissions process are not designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law?

Yes No

D. Liaison with the Local Educational Agency

A *FIRST* NH team that is participating in the Learn Everywhere program offers parents/guardians the opportunity to disclose any information regarding ongoing 504 education plan related accommodations and modifications required for their child. With the parent's /

guardian's permission, the FIRST team coach will contact the student's Local Education Agency (LEA) to coordinate recommended 504 accommodations and/or modifications in the *FIRST* programs. If *FIRST* determines it is unable to provide the required accommodations and/or modifications for a student, the parents / guardians will be informed.

A *FIRST* NH team that is participating in the Learn Everywhere program gives parents / guardians the opportunity to disclose any sorts of disabilities, including any related Individualized Education Program (IEPs). If requested, the *FIRST* team will work with the parent/guardian to contact the student's Local Education Agency (LEA) to assist in the coordination of the student's IEP to include, but not be limited to, the required special education programs, support services, and least restrictive environment. At the parent's/guardian's request, a *FIRST* team's representative will participate in IEP team meetings that discuss revisions to the student's IEP needed to participate in a *FIRST* program. *FIRST* will also coordinate with the LEA in fulfilling the LEA's responsibility to provide any special education, related services, supplementary aids and services, accommodations, and modifications the IEP team has determined the student needs. The provision of these services is not the direct responsibility of *FIRST* NH.

Facilities and Insurance

E. Educational Facilities

FIRST New Hampshire Robotics relies on the facilities that our teams choose to use as their meeting places for the majority of our program learning. This could be school classrooms and workshops, family homes, 4-H buildings, or other spaces that choose to host *FIRST* teams.

Similar to III A. above, when the mentor indicates interest in participating in the Learn Everywhere program, they will have to check a box on a form to certify that their facility meets these requirements.

F. Affirmation of Compliance

Do you affirm that your facilities shall comply with all applicable federal and state health and safety laws, rules, and regulations? These include but are not limited to fire safety codes and barrier-free access under Abfd 300, code for barrier-free design, and the Americans with Disabilities Act of 1990(ADA), as amended by the ADA Amendments Act of 2008.

Yes__**X**__ No_____

Please note that participation in the Learn Everywhere Program shall not make facility requirements not otherwise required by state or federal law.

G. Proof of Insurance

FIRST New Hampshire Robotics carries a Commercial General Liability Policy with Eaton & Berube of Nashua, NH issued by Philadelphia Insurance Company. A copy of the Certificate of Insurance is attached.

IV. Educational Program

A. Proposed Certificates for Learn Everywhere

If approved, you will be empowered to grant certificates to students who can then turn those certificates in at their schools and redeem them for credit. Each certificate you issue will be accepted by schools as the equivalent of a high-school course.

Please list the certificates that you propose to issue to students, and for each, list the relevant graduation subject for which it will serve as an equivalent. (These can be found in NH Ed NH Ed 306.27(v) .)

Certificate	Credit Total	Graduation Subject (Electives)
<i>Business Essentials</i>	1 Credit	Business Education Elective
<i>Business Technology</i>	1 Credit	Business Education Elective
<i>Computer Science</i>	1 Credit	Computer Science Elective
<i>Intro to Engineering and Robotics</i>	1 Credit	Technology Education Elective
<i>Advanced Engineering and Robotics</i>	1 Credit	Technology Education Elective
<i>Manufacturing</i>	1 Credit	Technology Education Elective

<i>Marketing, Sales, Services</i>	1/2 Credit	Technology Education Elective
<i>Arts, Audiovisual technology, and communications</i>	1/2 Credit	Technology Education Elective

B. Competencies and Student Outcomes

All Learn Everywhere certificates must be competency-based. This means that you shall award certificates not based on time or participation but on student mastery of a certain set of skills or competencies that you define. For each certificate which you propose to offer, please provide here a list of the competencies that students must master in order to achieve that certificate.

[Examples to be provided to applicants from state standards and, where possible, from accepted applications.]

Utilizing the New Hampshire N.H. Code Admin. R. Ed 306.xx guidelines, existing standards, competencies and student outcomes from State frameworks in Florida and California and the International Society for Technology in Education standards for the corresponding subject areas, the competencies below reflect the skill and competencies students must master to achieve each *FIRST* certificate.

Competencies for Business Education Elective – Business Essentials Certificate (1 Credit)

1. **Empowered Learner:** Understand how to leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
2. **Business Communication:** Demonstrate an understanding of business communication by analyzing types of communication and the role communication plays for their Team to facilitate teamwork, task management, and resolve conflicts.
3. **Management of Resources:** Demonstrate an understanding of the purpose and use of the Team Plan to include the Business Plan to address the needs of the Team and explore solutions.
4. **Business Safety** - Evaluate how to provide a safe, secure work environment that protects the organization from liability.
5. **Employability Skills** - Demonstrate employability skills such as working in a group, problem-solving and organizational skills, and the importance of entrepreneurship.
6. **Business Practices** - Incorporate appropriate leadership and supervision techniques, customer service strategies, and standards of personal ethics to accomplish job objectives and enhance workplace performance.

7. **Business Leadership** - Demonstrate an awareness of management functions and organizational structures as they relate to today's workplace and employer/employee roles.

Competencies for Business Education Elective – Business Technology Certificate (1 Credit)

1. **Written Communication:** Demonstrate an understanding of written communication by examining email and word processing software applications and using formatting to convey a message or information effectively.
2. **Data Analysis:** Demonstrate an understanding of the purpose of spreadsheets to inform decision-making by examining the formatting of spreadsheets, creating spreadsheets, and explaining the use of spreadsheets.
3. **Marketing and Outreach:** Demonstrate an understanding of how marketing fits into the Team Plan.
4. **Interactive Media:** Demonstrate an understanding of creating, editing, and distributing digital images, explaining editing options, designing and enhancing images, and evaluating distribution options and considerations.
5. **Electronic Communications and Internet Services:** Demonstrate an understanding of the Internet for business by investigating Internet functions, effective Internet use, website development, and content creation.
6. **Presentations and Public Speaking:** Demonstrate an understanding of presentations by creating and giving a slide presentation.
7. **Business Plan and Finance:** Demonstrate an understanding of the purpose and use of the Team Plan (to include the Business Plan) to address the needs of the Team and explore solutions.

Competencies for Computer Science Education Elective – Computer Science Certificate (1 Credit)

1. **Empowered Learner:** Understand how to leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
2. **Defining an Engineering Problem and Exploring Solutions:** Students demonstrate an understanding of how to define an engineering problem and explore solutions by researching and asking questions about the problem and utilizing a systematic approach to explore possible solutions to a task.
3. **Design a Solution:** Demonstrate an understanding of programming solution design by creating an outline of a solution to a complex problem.
4. **Pseudocode:** Demonstrate an understanding of the process for writing code by writing pseudo code, writing the actual code, and identifying the strengths and weaknesses of the coding solution.
5. **Innovative Designer:** Demonstrate an understanding of solving problems using a design process by creating new, useful, and imaginative solutions.

- 6. Programming/ Fundamental Data Structures & Algorithms:** Understand the basic principles of computer program development to create a foundation for building more complex software design.
- 7. Testing and Iteration:** Demonstrate an understanding of the process used to improve robot performance through testing, debugging, reflecting, and revising the code.

Competencies for Technology Education Elective – Intro to Engineering and Robotics Certificate (1 Credit)

- 1. Empowered Learner:** Understand how to leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
- 2. Defining an Engineering Problem and Exploring Solutions:** Demonstrate an understanding of how to define an engineering problem and explore solutions by researching and asking questions about the problem and utilizing a systematic approach to explore possible solutions to a task.
- 3. Design and Engineering Solution:** Demonstrate an understanding of solution design by creating an outline of a solution to a complex engineering problem.
- 4. Technical Drawing:** Demonstrate skill in technical sketching and drawing as it relates to engineering design.
- 5. CAD Modeling Basics and Applications:** Demonstrate basic computer-aided design (CAD) knowledge and skills.
- 6. 3D Printing:** Students demonstrate an understanding of 3D printing as a method for problem-solving.
- 7. Control Systems:** Demonstrate foundational knowledge and skills associated with the design of engineering systems (mechanical, electrical, and electronic systems).
- 8. Machining Parts:** Demonstrate technical knowledge and skills for machining.
- 9. Automation:** Demonstrate content and skills associated with robotics and automation.
- 10. Safety:** Work safely within your team practice, building and competition space.

Competencies for Technology Education Elective – Advanced Engineering and Robotics Certificate (1 Credit)

- 1. Empowered Learner:** Understand how to leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
- 2. Defining an Engineering Problem and Exploring Solutions:** Demonstrate an understanding of how to define an engineering problem and explore solutions by researching and asking questions about the problem and utilizing a systematic approach to explore possible solutions to a task.
- 3. Iterating an Engineering Solution:** Demonstrate an understanding of the process used to test and improve a product by completing the test process, reflecting on, and revising a product to better perform desired tasks.

4. **Build a Prototype:** Students demonstrate an understanding of the process of and purpose of building a prototype by producing a preliminary robot to explore the strengths and weaknesses of a proposed solution.
5. **CAD Modeling Applications:** Demonstrate basic computer-aided design (CAD) knowledge and skills.
6. **3D Printing:** Students demonstrate an understanding of 3D printing as a method for problem-solving.
7. **Control Systems:** Demonstrate theoretical and practical skills associated with the design of engineering systems (mechanical, electrical, and electronic systems).
8. **Advanced Machines:** Demonstrate technical knowledge and skills in the design and building of advanced machines as part of your robot system.
9. **Automation:** Demonstrate content and skills associated with robotics and automation.
10. **Safety:** Work safely within your team practice, building and competition space.

Competencies for Technology Education Elective – Manufacturing Certificate (1 Credit)

1. **Empowered Learner:** Understand how to leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
2. **Manufacturing Design:** Demonstrate the application of the engineering and design process to solve a multidisciplinary problem.
3. **Workplace Safety:** Perform safe actions that follow industry standard safety guidelines.
4. **Measurement and Technical Instruction:** Perform measurement tasks and interpret information from schematics or technical drawings.
5. **Machine Tools:** Demonstrate use of appropriate machine tools to perform a job.
6. **Manufacturing Planning Tools:** Demonstrate an understanding and perform tasks related to planning and control processes in manufacturing.
7. **Machines and Mechanisms:** Demonstrate an understanding of machines and mechanisms.
8. **Quality Assurance and Control:** Demonstrate and use quality assurance and control methods during manufacturing processes.

Competencies for Technology Education Elective – Arts, audiovisual technology, and communications Certificate (1/2 Credit)

1. **Empowered Learner:** Understand how to leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
2. **Internet security, digital ethics, and Web Design:** Students demonstrate an understanding of digital rights, ethics, and security by explaining the purpose of digital rights, ethical and unethical practices, and the best practices for internet security.
3. **Connecting with your Web Audience:** Demonstrate an understanding of connecting with a web audience by describing the types of web audiences that might access the Team's website, strategies to reach them, and the strategies for the use of multimedia, writing, and marketing of the website.

- 4. Website Planning, Design, and Creation:** Demonstrate an understanding of website planning, design, and creation by explaining website design phases and evaluation, best practices, and development plans.
- 5. Video Production:** Demonstrate an understanding of the phases of planning, creating, and distributing digital images and video.

Competencies for Technology Education Elective – Marketing, Sales, Services Certificate (1/2 Credit)

- 1. Empowered Learner:** Understand how to leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.
- 2. Relationships:** Demonstrate human relations skills necessary for success in marketing occupations.
- 3. Communications:** Demonstrate proficiency in applying communication and technology skills.
- 4. Entrepreneurship:** Demonstrate an understanding of entrepreneurship.
- 5. Marketing Mathematics:** Demonstrate the use of math skills unique to marketing.

In addition, for each of your competencies, describe your desired student outcomes - what student mastery of that competency looks like.

For each competency outlined in the section above there are corresponding student outcomes and specific examples for what student mastery for the competency looks like. For example, to fully master the competency of Programming/Fundamental Data Structures & Algorithms on the Computer Science Education Elective – Computer Science Certificate, there are three related student outcomes and each outcome has one to two examples of what student mastery looks like. *See the example below from the Program Competency Student Profile Document.*

Programming/ Fundamental Data Structures & Algorithms: Understand the basic principles of computer program development to create a foundation for building more complex software design.	Demonstrate the use of primitive data types by writing statements to perform arithmetic operations and using programming concepts such as primitive data types and variables.	Create a presentation, blog entry, or technical document explaining how primitive data types in programming statements use variables and expressions, user input, conditional statements, and loops to perform arithmetic operations.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Demonstrate the use of primitive data types by writing statements to perform arithmetic operations using programming concepts such as Boolean expressions and If Statements.	a. Create a presentation, blog entry, or technical document explaining their use of Boolean expressions & If statements in programming blocks using methods, classes, and object-oriented programming to perform arithmetic operations. b. Incorporate the previously created Pseudo Code to comment code blocks.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Demonstrate the use of arrays by analyzing and implementing one-dimensional arrays, loops, and debugging methods.	a. Create a presentation, blog entry, or other digital documentation explaining the use of arrays, loops, and debugging methods within the robot game program. b. Incorporate the Pseudo Code created previously to comment code blocks.	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Each additional competency for all *FIRST* certificates follows the same protocol across all courses. All program competency profiles for listed certificates can be viewed in the final section of this application.

C. Assessment Plan

Explain how your instructors evaluate student progress towards mastery of your competencies. Do your students do projects or performances which can be evaluated? Do your students take tests of submit some kind

of written work? Do your instructors determine mastery by careful observation of student participation in your program? These methods are examples of acceptable assessment practices. Describe what you will do in order to confirm student mastery of your competencies.

Student participants are evaluated by mentors with subject matter expertise in the subject area for which the student is being evaluated. There are a variety of methods through which students can demonstrate mastery. Some assessments allow students to verbally the activities and use of artifacts created by the team (give a verbal or digital presentation, create, and submit a digitally formatted report, or create and give or submit a digital presentation). Others involve mentor observation of individual tasks or comprehensive performance as part of the role the student plays on the *FIRST* team. Mentors will use both the student competency profile and corresponding rubrics like the one below to assess students mastery of the competency.

Course Name: Computer Science (1 Credit)
N.H. Code 306.44 – Computer Science Education
Effective: 9/2021

Empowered Learner			
Does the student present or provide evidence that they leveraged technology to choose, achieve, and demonstrate competency in their learning goals while assuming various roles and contributing to subgroups working collaboratively toward a common goal?			
Beginning – 1 point	Novice- 2 points	Proficient- 3 points	Mastery- 4 points
The student does not present or provide evidence that they leveraged technology while choosing, achieving, and demonstrating competency in their learning goals.	The student partially presents or provides evidence that they leveraged technology while choosing, achieving, and demonstrating competency in their learning goals.	The student fully presents or provides evidence that they leveraged technology while choosing, achieving, and demonstrating competency in their learning goals.	The student exceeds expectations presenting or providing evidence that they leveraged technology while choosing, achieving, and demonstrating competency in their learning goals.
Does the student present evidence of enriched learning through collaboration in a subgroup through use of digital tools?			
The student does not present evidence of enriched learning by collaborating effectively in a subgroup through use of digital tools.	The student presents some evidence of enriched learning by collaborating effectively in a subgroup through use of digital tools.	The student fully presents evidence of enriched learning by collaborating effectively in a subgroup through use of digital tools.	The student exceeds expectations presenting evidence of enriched learning by collaborating effectively in a subgroup through use of digital tools.
Engineering Design Process Rubric (Analyze a Challenge, Design a solution, Pseudo Code, Testing)			
How well did the student accomplish the engineering design steps and accomplish the assessment tasks?			
Beginning – 1 point	Novice- 2 points	Proficient- 3 points	Mastery- 4 points
The student does not accomplish the	The student partially accomplishes the	The student fully accomplishes the	The student exceeds expectations when

The mentor will use the following rating scale to evaluate each competency.

Ratings Scale: 1 Beginning; 2 = NOVICE (Information was covered in class, but student cannot demonstrate skill or knowledge without significant supervision); 3 = PROFICIENT (Student regularly demonstrates the knowledge or skill); 4= MASTERY (Student demonstrates successful completion of this skill numerous times without supervision.)

Students must perform a majority of tasks at the proficient or mastery level to receive course credit. Partial credits less than the identified amount per certificate will not be awarded. Students should carefully read all assessments early in the school year and use the provided rubrics for each course to understand the level of mastery they must demonstrate for each assessment. Students should plan which assessments they will attempt during the current season and which they will reserve for subsequent high school years. Most assessments will require significant advanced planning to ensure that all aspects of the assessment have been completed, either by the team or by the individual student performing the assessments. Students are responsible for demonstrating an understanding of all concepts as instructed by the competency/assessment, even if the work was a team effort. Many assessments provide an example or template that guide students toward successful completion. Students are encouraged to use the team's engineering notebook, portfolio, or other team artifacts such as *FIRST* award submissions when appropriate.

Using the performance assessment tool students will demonstrate satisfactory completion of the objective and coaches, mentors or teachers can send in the completed rating scales to *FIRST* New Hampshire for processing award certificates for successfully achieved competencies.

D. Communication of Student Progress

Describe how you keep students and their families informed of the students' progress towards achieving their certificates.

_____ Once a student begins participation in the *FIRST* through NH Learn Everywhere, they will have access to the student program competency profile. This document allows students, coaches, mentors, teachers and parents to actively monitor progress towards successful completion. Students can see the expected performance assessments, connected rating rubrics for each area they are seeking completion on this document.

Student Name: _____

Date: _____

**PROGRAM COMPETENCY PROFILE FOR CAREER TECHNICAL
EDUCATION**
Career Cluster: **General Business**

Course Name: Business Education – Business Technology (1 Credit)
N.H. Code 306.33 – Business Education Program
Effective: 9/2021

Students should carefully read all assessments early in the school year. Most assessments will require significant advanced planning and preparation by the *FIRST* Team and the individual student performing the assessments. Students are responsible for demonstrating an understanding of all concepts as instructed by the competency/assessment, though many artifacts are a team effort. Many **Sample Performance Assessments** below provide an example or template that guides students toward successful completion. Students are encouraged to use the Team’s engineering notebook, portfolio, or other Team artifacts such as *FIRST* award submissions as artifacts of evidence when appropriate. Teachers and coaches should assist students with planning, preparation, and managing achievable performance expectations.

Competencies (statement that provides the overview and defines the instructional area)	Knowledge, Content, and Skills (what a student needs to know and be able to do and upon which they will be assessed)	Sample Performance Assessments (Performance tasks the student needs to demonstrate to be rated proficient in meeting the competency)	*Rating Scale (Refer to course rubric)
Written Communication: Demonstrate an understanding of written communication by examining email and word processing software applications and using formatting to convey a message or information effectively.	Create and present formatted comprehensive emails or documents conveying a message to a specific audience for the desired result.	Create and present a formatted email addressing the 5 W’s and an H. For Example: Create an email inviting a sponsor to an event. Include comprehensive information to answer what will be happening, when the event is, where it will be, who will attend, why they want to know, and how they can get more information.	1 2 3 4
Data Analysis: Demonstrate an understanding of the purpose of spreadsheets to inform decision-making by examining the formatting of	Create a spreadsheet to analyze test results and effectively communicate data results to inform design revisions.	a. Create and present verbally or digitally a spreadsheet formatted for clear readability to report data. b. Indicate the revisions based on the data, pointing out key information that informs decision-making. c. Use table formatting, emphasize bottom-line data, and include necessary text to communicate the message.	1 2 3 4

Rating Scale: 1=NO EXPOSURE; 2=NAIVE (Information is covered in class, but student does not demonstrate skill or knowledge without significant assistance); 3=PROFICIENT (Student meets the Learning or Skill); 4=MASTERY (Student demonstrates consistent completion of a skill transfer in a consistent manner)

Students will be able to plan demonstrations of competencies based on the roles they perform on their *FIRST* team throughout the season. Parents will be able to see progress on completed competencies and help support students as they attempt additional competencies. Mentors and teachers will use this form to document all student progress. These forms will be turned in the *FIRST* New Hampshire when completed for final evaluation to determine if a certificate will be awarded to the student.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
6/21/2021

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Eaton & Berube Insurance Agency, LLC 11 Concord St Nashua NH 03064		CONTACT NAME: Debra Amadei PHONE (A/C, No, Ext): 603-882-2766 FAX (A/C, No): 603-886-4230 E-MAIL ADDRESS: damadei@eatonberube.com	
		INSURER(S) AFFORDING COVERAGE	NAIC #
		INSURER A: Philadelphia Insurance Company	23850
INSURED First New Hampshire Robotics 20a Northwest Blvd Nashua NH 03063		FIRSNW-01 INSURER B: INSURER C: INSURER D: INSURER E: INSURER F:	

COVERAGES **CERTIFICATE NUMBER:** 1721162264 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			PHPK2207823	11/18/2020	11/18/2021	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000 MED EXP (Any one person) \$ 5,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMPI/OP AGG \$ 2,000,000 \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		Y/N	N/A			<input type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
NH Department of Education is listed as additional insured per written contract.

CERTIFICATE HOLDER NH Department of Education 101 Pleasant Street Concord NH 03301	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE
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***FIRST* Statement of No Program Changes**



FIRST New Hampshire Robotics
20A Northwest Blvd # 445
Nashua, NH 03064

May 16, 2022

To whom it may concern,

There have been no changes to any of the programs or documentation required, as outlined in Ed 1403.01, since the previous application period.

Sincerely,

A handwritten signature in black ink, appearing to read "Frank Grossman". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Frank Grossman
Director, FIRST New Hampshire Robotics

FIRST Learn Everywhere Student Course Evaluation



FIRST NH Learn Everywhere Course Evaluation

Please rate the following on a scale from 1-5. 1 being strongly disagree and 5 being strongly agree.

1. The FIRST NH Learn Everywhere credits were easy to understand?

1 2 3 4 5

2. Was the process for getting the credit well understood?

1 2 3 4 5

3. I was provided guidance and mentorship throughout the program.

1 2 3 4 5

4. The mentors were knowledgeable.

1 2 3 4 5

5. The mentors were responsive.

1 2 3 4 5

6. The outcome of the program met or exceeded my expectations.

1 2 3 4 5

Additional comments:



V, C ~ 1

Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Office of Learn Everywhere
Division of Education Analytics and Resources
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-2831

August 2022
State Board of Education Meeting
Learn Everywhere Program Renewal Application
North Main Music
Executive Summary

A. Action Needed

A vote is needed by the State Board of Education to approve the renewal application for the North Main Music Learn Everywhere program.

B. Learn Everywhere Program

Application submitted by:

Mike McAdam
North Main Music
28 Charron Avenue
Nashua, NH 03063
603.505.4282

C. Rationale for Action

Ed 1403.03 authorizes the State Board of Education to approve the renewal of Learn Everywhere programs. The Commissioner of Education is recommending the State Board of Education approve this application for renewal [see Ed 1403.02(f)].

D. Effects of this Action

Approval of this renewal application will allow the applicant to continue to award students that complete the Learn Everywhere program credit toward high school graduation for an additional five years.

E. Possible Motion

I move that the State Board of Education approve the North Main Music Learn Everywhere renewal application.

OR:

I move that the State Board of Education _____
(indicate some other action)



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-3495
FAX (603) 271-1953

July 25, 2022

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

Re: North Main Music
Learn Everywhere Program Renewal Evaluation Report

Commissioner,

This evaluation report has been prepared and is being submitted by the New Hampshire Department of Education's (NHED's) Administrator of Educational Pathways (AEP) to the NHED Commissioner of Education (Commissioner) as required by Ed 1403.02(f). This evaluation report, along with North Main Music's Learn Everywhere renewal application and supporting materials, is intended to provide the Commissioner a basis, in part, for making a recommendation to the State Board of Education.

Background

North Main Music (NMM) is in Nashua, New Hampshire and has been offering private weekly music instruction in a fun and family-oriented environment since 2003. NMM's studios provide students with a comfortable setting so that they can feel free to focus on their music. Additionally, with an on-site recording studio, students get the opportunity to participate in yearly school music releases as well as do their own professional recordings. NMM has taught thousands of students from Nashua, Merrimack, Hollis, Hudson, Bedford, and nearby Massachusetts communities.

NMM submitted a Learn Everywhere application to the NHED in the summer of 2021. NMM received provisional approval by the State Board of Education on July 8, 2021 to offer Learn Everywhere courses in Music Theory and Composition, Guitar, Voice, Piano, Music History and Appreciation, Music Technology and Music Career with credits earned to be applied toward High School graduation. To date, NMM has not had any students complete Learn Everywhere courses under the program.

NMM has submitted an application seeking renewal of their existing Learn Everywhere courses for an additional 5-year period as described in Ed 1403.04.

NMM Learn Everywhere Renewal Application Review Process

- NMM was notified by NHED of the need to submit a renewal application on March 28, 2022.
- NMM submitted its original renewal application to NHED on April 14, 2022.
- As required by Ed 1403.02, NHED reviewed the renewal application and notified NMM that the application was complete on May 27, 2022.
- In accordance with the requirements of Ed 1403.02(a), NHED formed an ad hoc Learn Everywhere program approval committee consisting of the following people.

Timothy Carney – Mr. Carney is the Administrator of Educational Pathways (AEP) for the NHED. The AEP position has the responsibility to also administer the Learn Everywhere program. As such, Mr. Carney’s participation on the committee fulfills the intent of Ed 1403.02(a)(1)a. Mr. Carney, who will serve as the chair of the committee, is responsible for the overall coordination and management of the Learn Everywhere application and review process.

Marcia McCaffrey – Marcia McCaffrey is employed as an Arts Consultant for NHED and has close to two decades of leadership experience at NHED working with partners and key stakeholders on supporting policy and best practices for the public education sector. Marcia served as President of the State Education Agency Directors of Arts Education (SEADAE) from 2013-2015. She represented SEADAE on the National Coalition for Core Arts Standards (NCCAS) Leadership Team and facilitated meetings for NCCAS during the three years of national music and arts standards development. Marcia has extensive experience with content standards and performance-based assessment in music and the arts. Her music background includes piano and saxophone, performing in concert and marching band. Ms. McCaffrey’s participation on the committee fulfills the intent of Ed 1403.02(a)(1)b by providing expertise in music.

Alexandra DesRuisseaux – Ms. DesRuisseaux holds an educator License in grades 5-12 Social Studies in the state of New Hampshire. At the time of her review of the NMM application, Ms. DesRuisseaux was a Social Studies Teacher and Extended Learning Opportunity (ELO) Coordinator at Rochester Learning Academy and Alternative School in Rochester, New Hampshire. She brings experience working with curriculum design, working with students with diverse academic/ behavioral needs, residential/ day summer camps, and youth leadership programming. Ms. DesRuisseaux’ participation on

the committee fulfills the intent of Ed 1403.02(a)(2)a. as a representative of the ELO Network.

Michael Truong – Mr. Truong is a New Hampshire native and a first generation Vietnamese-American, having been born to a family of refugees from the Vietnam War. He completed his undergraduate studies in Music Education (K-12) at Plymouth State University and is currently working toward his M.Ed. at Boston College through their Global Perspectives: Teaching, Curriculum, and Learning Environments program. He is currently in his third year teaching, working as a K-8 General Music, Band, and Chorus teacher at Deerfield Community School in Deerfield, NH. He is also the Diversity, Equity, and Inclusion Chairperson for the New Hampshire Music Educators Association, a position that he helped to create. Mr. Truong’s participation on the committee fulfills the intent of Ed 1403.02(a)(2)b. by providing expertise in the area of music.

- Each Committee member was provided with a copy of the NMM Learn Everywhere Application along with a guidance document outlining the review items as specified in Ed 1403.02(d).
- The individual Committee member reviews were submitted back to the AEP on or before June 21, 2022 at which point this evaluation report was initiated by the AEP.

Summary of the Committee Review

Listed below in italics are the comments and concerns provided by the individual Committee member’s reviews. The individual comments are preceded by the guiding review questions which were developed in accordance with Ed 1403.02(d). Below each reviewer comment or concern is the response from NMM and/or NHED in bold text.

- The purpose or mission statements express a clear and focused purpose for the program that supports student learning. [Ed 1403.02(d)(1)]

North Main Music is to help musicians improve their playing, enjoy music to the fullest while achieving music goals, and to give back to our community.” North Main Music’s mission statement does not meet the above criteria. The word “help” does not present a clear and focused purpose that supports student learning. More information on how the studio teachers identify students’ “music goals” would be beneficial.

In response to this comment NMM revised slightly the language of their mission statement in Section I.A Our Organization on page 1 of their application to provide some additional clarity. However, NMM disagreed with adding a description of how studio teachers identify students’ music goals as they considered this to be beyond the scope of a mission statement.

- An adequate description is provided for staff member qualifications. [Ed 1403.02(d)(5)]

More information needed. While a degree in music is worthy and a means of assuring musicianship, there must be more the studio does to vet candidates. Can they add what they include during their interview process, or does it just come down to two requirements, 1) music degree and 2) teaching experience? Does the studio evaluate teachers or provide feedback to new teachers in any way to improve their teaching ability over time? Do teachers have an opportunity to share strategies and approaches or is everyone on their own?

NMM appreciated this comment and has added more detail relative to continued teacher support and development practices to Section III.A Instructor Qualifications on page 2 of its application.

- There are educational goals, competencies, and methods for assessment that will be used to measure student progress toward meeting program goals and competencies. [Ed 1403.02(d)(4)]

***Music Theory and Composition competencies.** These competencies are the same as the ones above will all the same action verbs. How do you measure whether a student has met these competencies versus the previous ones? The outcomes language of “read and notate music well” or to do something “with confidence” seems subjective to the grader versus based performance based. A sharpening of this language in clearly defining student outcomes in a tangible way will strengthen this and give it a lot more credibility.*

NMM agreed the competencies are similar for each level course which was purposeful for the courses that have both a Beginner and Intermediate designation (with change noted below). However, the student will demonstrate a greater depth on knowledge of each competency in the Intermediate level course than in the Beginner level course. Instructors will work toward further refining the competencies as they relate to depth of knowledge requirements for both the Beginning and Intermediate levels.

With respect to comment on the “subjective” nature of evaluation of the outcomes, NMM considered this approach appropriate in these instances given the subject matter.

***Beginner Guitar 1 competencies.** The first 3 competencies have actionable terms at the forefront, the following 4 do not. Is there a reason for those? (This note applies to other courses listed later in the application as well)*

NMM felt the use of actionable or non-actionable terms in the development of academic competencies are both acceptable. This is simply how NMM chose to express the competencies and feel no changes are necessary.

***Beginner Guitar 2 competencies.** The course description mentions “increased emphasis on published works, performing alone, and community engagement” and I don’t see those skills touched upon in competencies. I think there are ways to strengthen this language to better to*

show the advancement in skills between 1 and 2 level courses. (This note applies to all courses listed in application, so I have not repeated it beyond Guitar).

NMM understood the reviewer’s concern relayed by this comment, however, the course description is meant to provide an explanation of potential course content and that content may vary slightly based on each student’s preferences. For example, some students may prefer to play solo while some may enjoy group performances. The competencies were written a bit more generically to encompass this variability in student choice and as such NMM does not believe they need to be changed at this time.

As a language thought, instead of something like “Beginner Voice 1” and “Beginner Voice 2”, consider changing course names to just “Beginner Voice” and “Advanced Voice”. It seems unnecessary to repeat the term beginner for both when theoretically by the second course they wouldn’t still be a beginner.

NMM appreciated this insight and modified the course naming structure to replace “Beginner 2” with “Intermediate” in appropriate courses in Section V. Educational Program on beginning on page 4 of its application.

***Music History and Appreciation competencies.** This should have more than 2 competencies to be worthy of ½ credit. It seems odd to have only 2 here and closer to 8 elsewhere. The number of competencies should be the same/ close to one another. In ELO’s the 4 competencies are usually based around Research, Reflection, Product, and Presentation. Building your 4 competencies around those ideas might help you in creating enough flexibility in music exploration while providing enough structure to be credit bearing and skills focused.*

NMM has provided a description of additional course competencies and related outcomes on page 12 of the application. These competencies and outcomes were already a component of the offered course.

***Assessment Plan.** The learning outcomes here are placed onto a 4-point scale. Is that in relation to outcomes listed above or competencies? That is not clear, and the language of “outcomes” makes it feel like it is connected to those where I assume it should be connected to competencies. Also, there is no example breakdown of these learning outcomes for any of the competencies above. Should this be provided in order to understand what “competent” would look like? Overall, this assessment plan does not seem like it is linked to the competencies above.*

NMM has updated the application under Section V.C. Assessment Plan and Section V.D. Communication of Student Progress on pages 14 – 16 of the application to provide a direct connection between competencies, assessment, and student progress.

Assessment Rubric. Levels 1 and 2 are inherently negative in their wording listing what the student “struggles with” rather than what they are “capable of” as actionable steps moving towards competent. Different language could be used here such as “has initial understanding of” or can “engage in initial discussion regarding”. Assessments should list where capabilities are.

Again, NMM appreciated the insight this comment provided. The language has been modified in Section V.C. Assessment Plan on page 15 of the application to reflect a more positive tone.

Page 17: *Is this same scale of Beginning- Exceeding given for each competency for a students course? If they were theoretically enrolled in Music Theory and Composition 1, that would mean their report here would have 8 columns/ rows to present scores in. This layout doesn’t seem to provide for those 8 competencies to be listed. This visually does not seem to connect to the assessment rubric or competencies listed.*

The format of the student’s progress report has been modified in Section V.D Communication of Student Progress on page 17 to reflect the proper connection of assessment to competencies rather than outcomes.

Verification of a criminal background check policy and an assurance that it will be disclosed to parents upon enrollment. [Ed 1403.02(d)(6)]

Information is all here, but no assurance of disclosure to parents.

NMM has added a disclosure statement to Section III.B Criminal History Records Check on page 2 of the application to address this concern.

A copy of NMM’s revised Learn Everywhere renewal application, that reflects the changes noted above, is attached.

There was also a positive comment provided by a reviewer as follows.

- *Overall, this is an impressive application submitted by a group that seems to be already deeply embedded within the community and providing awesome opportunities. My concerns/ ideas are primarily around the structuring of competencies and student outcomes. This can be sharpened a lot by some adjustments in language and formatting.*

Statement of Program Changes

Ed 1403.04 requires an applicant for renewal of a Learn Everywhere program to submit to NHED one of the following statements:

(1) A statement signed by the sponsor entity stating that there have been no changes to any of the programs or documentation required, as outlined in Ed 1403.01, since the previous application period; or

(2) A statement signed by the sponsor entity stating there have been changes to one or more approved programs, a list of the changes, and supporting documentation as outlined in Ed 1403.01.

NMM has provided a required statement that aligns with (1) above indicating there have been no changes to the program or documentation required. A copy of the NMM statement is attached.

Student Course Evaluation

Ed 1403.04(d) requires that the State Board of Education shall not issue a 5-year renewal of a one-year provisional approval without reviewing all student course evaluations received pursuant to Ed 1407.01. As previously stated, NMM had no students complete a Learn Everywhere course during the one-year provisional approval period.

Closing

In accordance with Ed 1403.02(f), following your review of this evaluation report you shall submit this evaluation report, and the associated attachments, along with a recommendation to the State Board of Education. You may recommend that the State Board of Education deny, approve, or conditionally approve the NMM renewal application.

Please let me know if you have any questions or need addition information to inform your recommendation.

Respectfully submitted,



Timothy C. Carney
Administrator of Educational Pathways

Attachments - NMM Learn Everywhere Renewal Application
NMM Statement of No Program Changes

NMM Learn Everywhere Renewal Application

Learn Everywhere Application: North Main Music

I. Organizational Details

A. Our Organization:

North Main Music

The mission of North Main Music is to teach musicians improve their playing, enjoy music to the fullest while achieving their music goals, and to give back to our community.

North Main Music offers private, weekly music instruction in a fun and family-oriented environment. Our studios provide students with a comfortable setting so that they can feel free to focus on their music. Since 2003, we have taught thousands of students from Nashua, Merrimack, Hollis, Hudson, Bedford, and nearby Massachusetts communities.

B. Contact Information:

Primary Contact: Mike McAdam
Private Address: 4 Heritage Village Drive, Nashua, NH
Private Phone Number: 978-419-1715

North Main Music's Public Address: 28 Charron Avenue, Nashua, NH 03063
Public Phone Number: 603-505-4282

II. Program Description

North Main Music - Music and Voice

North Main Music is proposing a range of Instrument, Voice, Composition and Sound Technology Certificates, offering school credit to New Hampshire high school students.

- Our **Music Theory and Composition** Certificate will offer students opportunities to create and play their own music.
- Our **Beginner Guitar** Certificate will provide instruction and practice for the novice and developing player.
- Our **Beginner Voice** Certificate will provide instruction and practice for the novice and developing singer.
- Our **Beginner Piano** Certificate will provide instruction and practice for the novice and developing player.
- Our **Music History and Appreciation** Certificate will offer immersive experience and discussion of social, historical, and cultural contexts of music.

- Our **Music Technology** Certificate will provide instruction and practice in sound design, technology and recording mediums.
- Our **Music Career** Certificate will provide skill reinforcement and training for University and College programs, and initiation into the basics of the music business.

We will offer each of these Certificates at High School level (grades 9-12). Our programs will meet in a hybrid of online, contact-less environment and in-person instruction. The purpose of these Certificates is to create a fun, instructional, and interactive environment in which young students can develop their interests in music and hone the technical and artistic skills that the arts foster so well.

III. Policies

A. Instructor Qualifications

Under the rules of North Main Music, all our instructors are required to have an undergraduate degree in music, or significant, relative experience in the music field, such as five or more years of professional performance experience either onstage or as a professional recording, working musician. We at North Main Music confirm that all instructors meet or exceed these standards.

Many of our instructors also have backgrounds in education with experience teaching in private and public schools doing group and private lessons to a variety of ages and backgrounds. All our current instructors meet these required qualifications. At North Main Music we believe in providing continuous support for our teachers so that they can continue to learn and grow. Teachers are evaluated yearly and often meet with the school director or with each other to discuss ways to deal with challenges that occur inside the lessons. How do we make our services more exciting and innovative for students? We also require teachers to come into our school to shadow teachers on staff. This gives them the opportunity to witness different approaches and apply different methods. Teachers also often study with other teachers on staff to continue to develop their skills. Our teachers are required to have either a four-year degree in music studies and/or significant experience in the field as a performing musician or educator.

B. Criminal History Records Check

North Main Music runs a criminal background check on each prospective teacher and staff member prior to hiring. Since many of our instructors have done outreach programs in public schools, additional background checks have also been performed by local police departments. North Main Music will not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in

Saf-C 5703.06 through Saf-C 5703.11. We at North Main Music confirm that all our instructors and support staff who will be in contact with students have satisfied our criminal history requirements. Parents of Learn Everywhere program participants will be made aware of the criminal records check policy prior to enrollment.

C. Admissions

The Admission Process

With private music lessons, students are admitted to North Main Music based on their identified music goals and flexible scheduling. Since we offer a wide variety of programs, students can be assured that they are able to find teachers who can provide a good fit for them based on their learning style and music goals. During the admissions process each **student's level of competency in a particular content area is assessed so that they may be** placed in the correct course level (Beginner Guitar I vs Beginner Guitar II for example).

We provide music instruction to students of all races, ethnicities, religion, and ages. With a diverse and robust group of students, we offer a stimulating learning environment for all. On the initial registration form, families will be required to disclose **their students' schools and school districts; our School Director, Mike McAdam, will** maintain an annually updated list of the appropriate Local Education Agencies with whom we may need to liaise for each student. We affirm **that** our admissions process is not designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law.

D. Liaison with the Local Educational Agency

With several teachers offering a diverse education background, we have worked successfully with students with disabilities and learning differences over the past 18 years. We understand that we have responsibilities to provide students with disabilities with equal access and equal opportunities to participate in the Learn Everywhere program, including by providing the student with reasonable accommodations.

North Main Music is staffed with a front office that provides support and communication between the students, families, and teachers to ensure that the process is smoothly run. Mike McAdam is the official School Director and will provide any necessary liaison services and accommodations any student or Local Education Agency would need.

IV. Facilities

A. Educational Facilities Description

North Main Music is a 2400- square-foot-facility spread between two floors. Our private studios are spacious, comfortable, and purpose built with up-to-date musical equipment. We feature real acoustic pianos and offer larger performance spaces that

allow students the space to comfortably perform and collaborate, whether it be for recordings, rehearsals, or recitals.

B. Safety Compliance

Our studio space complies with all federal and state safety laws, including all fire codes, including barrier-free access under Abfd 300, code for barrier-free design, and the Americans with Disabilities Act of 1990(ADA), as amended by the ADA Amendments Act of 2008.

C. Proof of Insurance

North Main Music has been licensed to do business in New Hampshire since its formation in 2003. We affirm that our insurance provider is also licensed to do business in the state of New Hampshire. Our policy provides one million dollars in liability insurance for all people in or on our property.

V. Educational Program

A. Proposed Certificates for Learn Everywhere

North Main Music's music classes provide an excellent opportunity for students to learn in several areas of Music and Arts. The planned curriculum provides for a variety of developmentally appropriate techniques and processes as well as learning materials such as equipment, facilities, and supplies, including but not limited to musical instruments, current recording devices, computers, and software, that meet the diverse needs, interests and capacities of each student. Our aim is to guide each student in their development of their observing, imagining, visualizing, listening, transforming, and synthesizing their thoughts and ideas into music through reading and writing music, improvisation, and performance.

Our different classes will not only cover different topics - most of these topics will be assessed at two different Competency Levels (where we have identified two cumulative levels of mastery of the core competencies of that); this will enable students to develop their skills sequentially over time. For further information on these Competency Levels and our Learning Outcomes Assessment Rubrics for each Learn Everywhere course, please see Sections B and C below.

All proposed Certificates are intended as equivalent to the graduation subject of Music as identified in NH Ed 306.27, section (t).

B. Competencies and Student Outcomes

The *Music Theory and Composition 1* Certificate will provide a wide ranging, interactive experience that will allow students to arrange and compose music within specified guidelines, while building the fundamental skills of reading and writing musical notation with scale building and interval recognition. Students will be able to imagine,

experiment, and interpret ideas in diverse ways while creating music that emphasizes meaning through personal expression. This certificate will enable students to develop, build, and apply developmentally appropriate mastery in music-making skills and ideas using traditional and new technologies, and an understanding of the unique characteristics and expressive features of music. $\frac{1}{2}$ Credit

Competencies

- Creating: students will apply the skills and language of music to conceive and develop artistic ideas and work. They will generate, conceptualize, and organize their artistic ideas.
- Presenting: students will apply the skills and language of music to convey meaning and communicate ideas of completed works by realizing, developing, and refining music pieces for presentation.
- Responding: students will apply the skills and language of music theory to convey meaning and communicate ideas of completed works by analyzing, interpreting, and selecting works for presentation.
- Connecting: students will apply the skills and language of music to relate personal meaning and external context to specific music pieces and during the music-making process by synthesizing and relating knowledge and experience to artistic ideas and artistic work.
- Major Scales: Understanding that major scales are foundation of all music theory, students will learn how to write and build major scales in all 12 keys.
- Interval Recognition: Ability to read, write and hear the distance between intervals.
- Chord Construction: Building, reading and analysis of major, minor, diminished and augmented triads.
- Composition: Applying these musical elements to create sound musical compositions.

Outcomes

Students will be able to:

- Read and notate music.
- Listen to, analyze, and describe music.
- Improvise melodies, variations, and accompaniments.
- Perform on instruments, alone and/or with others, a varied repertoire of music.
- Compose minimum eight measure pieces that demonstrate mastery of all course materials.
- Intelligently compose melodic, chordal and rhythmic notation.
- Creatively express themselves using course materials

- Be able, melodically and harmonically, to analyze basic pieces of music from all styles and genres.

The *Music Theory and Composition 2* Certificate will continue to build on the concepts learned from Music Theory and Composition 1 by adding circle of 5ths, modes, ear training, cadences, **and harmonic analysis to students' competencies in composition.** Students will be able to imagine, experiment, and interpret ideas in diverse ways while creating and honing music that emphasizes meaning through personal expression. This certificate will enable students to continue to develop, build, and apply developmentally appropriate mastery in music-making skills and ideas using traditional and new technologies, and further an understanding of the unique characteristics and expressive features of music. $\frac{1}{2}$ Credit

Competencies

- Creating: students will apply their growing skills and language of music to conceive and develop artistic ideas and work. They will generate, conceptualize and organize their artistic ideas.
- Presenting: students will apply their growing skills and language of music to convey meaning and communicate ideas of completed works by realizing, developing, and refining music pieces for presentation.
- Responding: students will apply their growing skills and language of music theory to convey meaning and communicate ideas of completed works by analyzing, interpreting, and selecting works for presentation.
- Connecting: students will apply their growing skills and language of music to relate personal meaning and external context to specific music pieces and during the music-making process by synthesizing and relating knowledge and experience to artistic ideas and artistic work.
- Students will learn how to read, write, and compose using the circle of 5ths.
- Construction of all modes of the major scale.
- Four-part Chord Construction: Building, reading and construction of all minor, major, and dominant seventh chords.
- Composition: Applying these musical elements to create sound musical compositions.

Outcomes

Students will be able to:

+

- Read and notate music well.
- Listen to, analyze, and describe music with confidence.
- Improvise melodies, variations, and accompaniments with proficiency.
- Perform on instruments, alone and/or with others, a varied repertoire of music with proficiency.

- Compose minimum eight measure pieces that demonstrate mastery of all course materials.
- Intelligently compose melodic, chordal, and rhythmic notation.
- Creatively express themselves using course materials.
- Be able, melodically and harmonically, to analyze basic pieces of music from all styles and genres.

The *Beginner Guitar* Certificate teaches students with little to no experience of playing the necessary skills to learn the guitar. Students will be able to develop their musical proficiency in instrumental music. Included will be correct playing form, tuning, single note melodies and chords, scales and proper warm-ups, and the introduction of musical notation as applied to the guitar. Students will also have the opportunity to perform alone and with others, developing their ability to perform and respond with understanding. This certificate enables creative personal realization and, for those playing in a group, will foster a sense of community engagement. $\frac{1}{2}$ Credit

Competencies

- Creating: students will apply the skills and language of music to conceive and develop artistic ideas and work. They will generate, conceptualize, and organize their artistic ideas.
- Presenting: students will apply the skills and language of music by developing musical pieces for presentation.
- Responding: students will apply the skills and language of music by beginning to interpret intent and meaning of musical pieces and thus develop their playing skills.
- Student will be able to play the guitar with proper form and fingerings.
- Execute basic first position guitar melodies.
- Sight reading of melodies and basic chord charts.
- Performances of beginner etudes with correct timing, pitch, and dynamics.

Outcomes

Students will be able to:

- Read and notate music.
- Read and interpret many common songs and guitar pieces.
- Perform on instruments, alone and/or with others, a small repertoire of music.
- Play basic guitar repertoire with excellent interpretation of melody, rhythm, and harmony.
- Be able to play beginner accompaniment chords and strumming patterns.

The *Intermediate Guitar* Certificate expands the ideas of Beginner Guitar by adding playing techniques such as barre chords, arpeggios, chord staff reading and finger

picking and proper musical time. Students will thus be able to further their musical proficiency in instrumental music. Increased emphasis is put on students being able to perform and translate published works with accurate interpretation and musical skill. Students will also have the opportunity to perform alone and with others, developing their ability to perform and respond with understanding. This certificate enables creative personal realization and, for those playing in a group, will foster a sense of community engagement. $\frac{1}{2}$ Credit

Competencies

- Creating: students will apply the skills and language of music to conceive and develop artistic ideas and work. They will generate, conceptualize, and organize their artistic ideas. Their compositions and ideas will become more refined and complete.
- Presenting: students will apply the skills and language of music by refining artistic works for presentation.
- Responding: students will apply the skills and language of music to interpret intent and meaning of musical pieces and thus further their playing skills.
- Student will be able to play up to barre chords in all 12 keys.
- Execution of major and minor arpeggios in all 12 keys.
- Sight reading of melodies and basic chord charts.
- Performances of intermediate etudes with correct timing, pitch, and dynamics.

Outcomes

Students will be able to:

- Read and notate music with some confidence.
- Read and interpret many common songs and guitar pieces.
- Perform on instruments, alone and/or with others, a more varied repertoire of music.
- Play basic guitar repertoire with excellent interpretation of melody, rhythm, and harmony.
- Be able to play intermediate accompaniment chords and strumming patterns.

The *Beginner Voice* Certificate will allow students the opportunity to learn how to develop and control their voice by introducing breath and pitch control, muscle development of the supporting muscles, interval matching, and musical notation. Current and classic works are used to nurture these ideas. Students will also learn to execute these skills in a performance situation, thus developing their ability to perform with understanding, and promoting creative personal realization. $\frac{1}{2}$ Credit

Competencies

- Creating: students will apply the skills and language of music to conceive and develop artistic ideas and work. They will generate, conceptualize, and organize their artistic ideas. Their compositions and ideas will become more refined and complete.
- Presenting: students will apply the skills and language of music by analyzing, interpreting, and selecting vocal performances for presentation.
- Responding: students will apply the skills and language of music by perceiving and analyzing vocal performances.
- Connecting: students will apply the skills and language of music by relating knowledge and experience to musical ideas and vocal performance.
- Basic ability to read treble clef notation.
- Understanding basic musical terminology and language
- Performance of published works with correct pitch, time, and dynamics.

Outcomes

Students will be able to:

- Read and notate music.
- Sing alone and/or with others, a small repertoire of music.
- Listen to, analyze, and describe music in relation to vocal performance.
- Evaluate vocal performances. Correctly interpret basic vocal works.
- Develop the muscles in and around the voice for structured singing.
- Accurately match musical pitches with their voice.

The *Intermediate Voice* Certificate expands the ideas learned in Beginner Voice 1 by adding concepts such as harmonization, expanding vocal range, interpretation of classical vocal repertoire such as Italian Opera and dynamics and time. Students will continue to develop these skills in performance situations, thus furthering their ability to perform with understanding, and promoting creative personal realization. $\frac{1}{2}$ Credit

Competencies

- Creating: students will apply the skills and language of music to conceive and develop artistic ideas and work. They will generate, conceptualize, and organize their artistic ideas. Their compositions and ideas will become more refined and complete.
- Presenting: students will apply the skills and language of music by realizing, developing, and refining vocal performances for presentation.
- Responding: students will apply the skills and language of music by perceiving and analyzing vocal performances and interpreting their intent and meaning.
- Connecting: students will apply the skills and language of music by synthesizing and relating knowledge and experience to musical ideas and vocal performance.
- Intermediate ability to read treble clef notation and harmony.

- Understanding and interpretation of basic musical terminology and language.
- Performance of published works with correct pitch, time, and dynamics.

Outcomes

Students will be able to:

- Read and notate music well. Sight read basic vocal melodies.
- Sing alone and/or with others, a varied repertoire of music.
- Listen to, analyze, and describe music in relation to vocal performance with confidence.
- Correctly interpret intermediate vocal works in several styles.
- Accurately match musical pitches and harmonize with their voice.
- Evaluate their own and other vocal performances.

The *Beginner Piano* Certificate enables creative personal realization by giving beginner students a full introduction to the piano by teaching them note values, basic notation and reading, scale warm-ups as well as chords and melodies with variations and accompaniments, developing their ability to perform and respond with understanding. Students will thus be able to further their musical proficiency in instrumental music, developing these skills through published works that they will master by performing solo and in duets with their instructor. $\frac{1}{2}$ Credit

Competencies

- Creating: students will apply the skills and language of music to conceive and develop artistic ideas and work. They will generate, conceptualize, and organize their artistic ideas.
- Presenting: students will apply the skills and language of music by developing musical pieces for presentation.
- Responding: students will apply the skills and language of music by beginning to interpret intent and meaning of musical pieces and thus develop their playing skills.
- Basic music reading on treble and bass clefs.
- Ability to play major scales in the keys of C, F, G and Bb
- Beginner level sight reading of melodies and basic chord accompaniments.
- Performances of intermediate etudes with correct timing, pitch, and dynamics.

Outcomes

Students will be able to:

- Read and notate music.
- Sight read basic piano repertoire with competent timing and execution.

- Obtain basic music reading skills applicable to most instruments.
- Perform on instruments, alone and/or with others, a small repertoire of music.
- Use their skills to perform with other similar level musicians.

The *Intermediate Piano* Certificate enables creative personal realization by continuing to build the repertoire from Beginner Piano 1. Students will develop their two- handed technique and dual staff reading, more advanced scales and modes and melodies, as well as more challenging accompaniments that increase the development of musical time, tempo and dynamics, thus furthering their ability to perform and respond with understanding. Performance skills are enhanced via more complex solos and duets with their instructor. $\frac{1}{2}$ Credit

Competencies

- Creating: students will apply the skills and language of music to conceive and develop artistic ideas and work. They will generate, conceptualize, and organize their artistic ideas. Their compositions and ideas will become more refined and complete.
- Presenting: students will apply the skills and language of music by refining artistic works for presentation.
- Responding: students will apply the skills and language of music to interpret intent and meaning of musical pieces and thus further their playing skills.
- Intermediate music reading on treble and bass clefs.
- Ability to play major scales in all 12 keys.
- Intermediate level sight reading of melodies and basic chord accompaniments.
- Major and minor arpeggios in all 12 keys.
- Performances of intermediate etudes with correct timing, pitch, and dynamics.

Outcomes

Students will be able to:

- Read and notate music with some confidence.
- Sight read intermediate piano repertoire with competent timing and execution.
- Obtain intermediate music reading skills applicable to most instruments.
- Perform on instruments, alone and/or with others, a more varied repertoire of music.
- Use their skills to perform with other similar level musicians.

The *Music History and Appreciation* Certificate allows students to listen to, analyze and describe music from primitive Gregorian chants to present day pop music. Emphasis will be put on understanding musical terminology and what mechanically makes music work as well as its place in history and culture. Evaluation of classic musical

performances and published works will be analyzed. Students will analyze and evaluate works from structural, historical, and cultural perspectives, including acquiring the ability to understand and evaluate pieces; they will also be taught to recognize exemplary musical works from a variety of historical periods and cultures, as well as understand historical development within the discipline of Music. This will help students to understand relationships among music, the other arts, and disciplines outside the arts, as well as understand music in relation to history and culture. $\frac{1}{2}$ Credit

Competencies

- Research: students will be able to demonstrate an understanding of musical terminology.
- Reflection: students will develop an appreciation of what mechanically makes music work as well as its place in history and culture.
- Responding: students will apply the skills and language of music to evaluate how music conveys meaning, by listening to and analyzing music; interpreting intent and meaning of music; and applying criteria to artistic work.
- Connecting: students will apply the skills and language of music to relate personal meaning and external context to specific music pieces. They will synthesize and relate knowledge and experience to artistic ideas within music and apply societal, cultural, and historical contexts to musical performances.

Outcomes

Students will be able to:

- Understand music terminology.
- Listen to, analyze, and describe music.
- Evaluate music and music performances.
- Understand relationships among music, the other arts, and disciplines outside the arts.
- Understand music in relation to history and culture.

The *Music Technology* Certificate takes a look at sound design and electronic music through recording mediums and sound reinforcement and enables students to use technology as ways to create, perform, or respond in the discipline of music. Students will learn the basics of signal flow, recording and mixing, music streaming and sound **creation. Apps and computer DAW's are fused with classic analog sound capturing** devices to give a comprehensive overview of modern practices. Students will compose and create beats and sounds using these techniques and thus have the opportunity to develop, build, and apply developmentally appropriate mastery in music-making skills and ideas using new technologies. 1 Credit

Competencies

- Creating: students will apply the skills and language of music to conceive and develop artistic ideas and work. They will generate, conceptualize, and organize their artistic ideas. Their compositions and ideas will become refined and complete.
- Presenting: students will apply the skills and language of music by realizing, developing, and refining music works for presentation.
- Responding: students will apply the skills and language of music to perceive and analyze recorded performances. They will demonstrate an understanding of how technology can be used to generate meaning within music.
- Connecting: students will apply the skills and language of music to relate personal meaning to their music.
- Students will understand signal flow as applicable to live sound and/or recording purposes.
- Understand basic DAW functions including editing and sound processing.
- Demonstrate basic mixing of multiple tracks of audio and how to make them work together cohesively.

Outcomes

Students will be able to:

- Compose and arrange music within specified guidelines. Express and create musical ideas in a recorded format. Be able to create synthesized sounds of their own.
- Understand the relationship between music and new technologies.
- Improvise melodies, variations and accompaniments using computer-based sound design.
- Capture sound that can be used for public address or recording purposes.
- Analyze recorded performances competently.

The *Music Career* Certificate allows the instructor to work closely with students looking to pursue music as a profession. Instruction will therefore be provided that embeds Music-related, competency-based academic knowledge. This will be accomplished by reinforcing required skills for University and College music programs as well as teaching necessary tech, ear training and music theory. These occupation-specific skills will provide the individual student with the ability to be college and career ready and able to adapt to the changing demands of the workplace. Music-based careers are explored, and the basics of the music business are taught. The flexibility of this course allows a mentorship that enables students to be successful as they move into a career in the arts.

½ Credit

Competencies

- Creating: Students will obtain a clearer pathway into a music-based career
- Presenting: Students will get feedback on musical ideas and projects.
- Responding: Students will learn how to monetize and market their skills.
- Connecting: The ability to work with industry professionals and get valuable advice and mentorship.

Outcomes

Students will be able to:

- Identify the range of careers in the field of music.
- Develop a complete music skill set that will enable success at any music school or university.
- Learn how to best market and present themselves in a competitive marketplace.
- Develop self-knowledge, self-confidence, and self-awareness in defining and refining life and work roles within this field.
- Become familiar with the skills and knowledge essential for making individual career and educational decisions.

C. Assessment Plan

Assessments of student competency attainment in NHLA are expressed in a four-point scale. These four achievement levels are as follows:

- Level 1 (Beginning): The student is beginning competency attainment
- Level 2 (Approaching): The student is approaching competency attainment.
- Level 3 (Meeting): The student is meeting competency attainment.
- Level 4 (Exceeding): The student is exceeding competency attainment

Our school director prepares a Progress Report for all Learn Everywhere students, evaluating each of the relevant Competencies and assigning the student a value between 1 and 4 for each. This Progress Report will be provided upon completion of all modules and courses. Students who receive a 3 or 4 in a Competency have met expectations for developing proficiency in the Competency. Once the student achieves this proficiency in each of the required Competencies, the student is awarded a Certificate. To ensure that our Team Leaders have a clear and sufficient basis on which to establish assessments, we require that students complete their program before receiving their certificate.

“Students move forward through the assigned material by demonstrating competency in a musical environment. This would include written work as well as playing course material with the instructor. The student will be expected to grow and stay current with

the assignments with applied weekly practice. A final will often include a culmination of materials learned in the course by showcasing a student in a performance setting where **they will be graded.**”

Example of Assessment Rubric:

Music Theory and Composition 1 Competency Assessment Rubric				
Competency	Level 1	Level 2	Level 3	Level 4
	The student is beginning to process the material but still requires additional instruction.	The student understands parts of the course, and with proper further instruction can make noticeable improvements.	The student has fundamental understanding of the learned materials and can demonstrate competency with the applied skills.	The student shows exceptional ability and can process and interpret the coursework with few problems.

D. Communication of Student Progress

The School Director and instructors are consistently engaged in a continuous feedback loop with students throughout the program, including verbal feedback to both the student and their parent(s). We will send students monthly Progress Reports, letting them know where their assessments stand and what their progress towards a Certificate is. Should they receive a 3 or higher in all of the Competency categories for their certificate, we will let them know they have completed the requirements and have earned a Certificate. All scores are calculated based on their progress in the course, as observed by the instructors, as well as qualitative feedback from their Team Leader and instructors.

For each student registered with NMM who is seeking Learn Everywhere credit, we will maintain a Student Scorecard that registers each Certificate the student is taking, the progress they make on the relevant competencies, whether they are awarded the Certificate, and when the Certificate is awarded. In this way, we can maintain a clear **record of each student’s current progress towards each Certificate for which they have begun working on developing the Competencies.**

Example of a Student Progress Report:

Student’s Progress Report

Certificate Name:				
Competency	Proficiency Score (Level 1 – 4) ⁽¹⁾	Strengths	Challenges	Opportunities & Recommendations
#1				
#2				
#3				
#Etc.				

(1) – See Example Assessment Rubric on previous page for a definition of each Level.

NMM Statement of No Program Changes



To whomever it may concern:

This document is a renewal of our Learn Everywhere program.

- 1) We have had no changes to any of our approved Learn Everywhere programs or documentation since being approved in 2021.
- 2) We have not had any students enrolled in our approved Learn Everywhere programs since being approved in 2021. As a result, we do not have any evaluation forms to submit.

Please let us know if there is any other documentation that is required.

Mike McAdam-School Director

North Main Music

New Hampshire
State Board of Education
Minutes of the July 14, 2022, Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education convened at 10:05 a.m. Drew Cline presided as Chair.

Members present: Kate Cassady, Ryan Terrell, Phil Nazzaro, Drew Cline, Chair, and Sally Griffin. Ann Lane and Richard Sala attended virtually. Also in attendance was Commissioner of Education, Frank Edelblut. Deputy Commissioner, Christine Brennan was unable to attend due to a prior commitment.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Drew Cline led the pledge of allegiance.

AGENDA ITEM III. PUBLIC COMMENT

Ann Marie Banfield, Parental Rights Advocate, shared she hears from parents across the state with children in the public schools. She does not charge for her services. She thanked Commissioner Edelblut for exposing problems and

July 14, 2022

complaints from parents. His transparency has elicited backlash from what she calls supporters of the status quo. She stated there have been previous efforts to increase funding without improving quality of public education. When she gets complaints parents either fight or pull their children out of public schools. The decrease in enrollment is not good for the education system. She believes the qualities of a good public school are academic excellence, safe learning environment, and engaging and respecting a diverse group of parents.

Kate Shea, parent of children in special education programs, stated she is happy with the work done by the Board and the Commissioner. She represents parents of kids with neurodiversity. She feels the Commissioner looks for solutions for all children in all families, which makes a huge difference in their lives. The diverse options being offered allow families to find the best environment for their children as individuals.

Darlene Crildersleeve stated she feels that parents are bullying the Commissioner. She thanked the Governor for appointing Commissioner Edelblut because of the ideas he is brought to schools, giving families options. She feels the schools have advocates for their staff, but children need people looking out for them. There was an incident with a teacher, and she felt the union reps were protecting the teacher over the students. She stood against it. She collaborated with other moms to pass a bill for special education students. The union was against the bill. Commissioner Edelblut has created opportunities for families.

Moira Ryan spoke on behalf of Marilyn Muller who wrote she is a mom of a diverse learner that is denied her right to a free and appropriate public funded education. She is supportive of Commissioner Edelblut because he is committed to providing learning opportunities that are relevant to student needs, interests, and career paths including traditional public schools, charter, private schools, home education, and online education. He recognizes the need for support for classroom teachers. He engages with families to hear the needs of families. She is supportive of the Lean into Literacy Initiative.

Gail Kinney, pastor with the United Church of Christ, stated she collaborates with pastors from multiple denominations, faith leaders, and parents across the state. Her group is concerned about the priorities of the Commissioner. Her group believes in the honest teaching of the history and present. When they speak and when they take issue with what the Commissioner says, what he states in op eds or whatever else, it is not about the man, it is about the policy. She implored the State Board try to understand that and open their hearing and minds to these diverse opinions and the deep concerns that many people in the state have about what is perceived to be a failure of the leader of the Department of Education.

Nancy Brennan stated the New Hampshire Commissioner of Education represents the public interest. She feels the commissioner represents those

committed to demonizing teachers, defunding and privatizing public education. She feels the Board of Education dismissed speakers concerns at the previous meeting. She believes there are groups that want to defund public education. The Commissioner speaks at their events promoting school choice over other models. She has not seen him working with Granite State Progress, Support our Schools, or the New Hampshire School Funding Fairness Project. She was disturbed by a speech entitled Gaslighting America. She is unhappy about his speaking out against masking and threatening to withdraw accreditation from public schools that had to close during the pandemic.

Chrissy Curly, a mom of three boys and an art teacher in Croydon, stated she has worked in schools in Vermont and New Hampshire for 14 years. Croydon's school budget was cut by 53%. Commissioner Edelblut was working with the group that initiated the cuts. The school board planned for Croydon students to attend e-school pods run by private companies or to have parents pay out of pocket to attend neighboring public schools. She asked the Department to support the public schools relied on by small town families.

AGENDA ITEM IV. PRESENTATIONS/REPORTS

A. Office of Legislative Budget Assistant (LBA) Special Education Dispute Resolution Audit

Jay Henry, Performance Audit Manager, reported they are completing three audits within the Department of Education. One audit is on special education looking at the dispute resolution process. Once completed, they will begin an audit of the Education Freedom Accounts (EFAs).

Kate Cassady asked about the last time an audit was conducted of the Department of Education. Jay Henry stated it depends on the legislature, who tells them which agencies or programs to audit. There is not a rotation. It is based upon the interest of the legislature.

Kate Cassady asked for clarification on dispute resolution. Amanda, Performance Auditor, responded they are looking at the special education processes. That includes the due process complaints, due process hearings, state complaints, mediation, neutral conference, third party moderated discussions, and facilitated Individual Education Plan (IEP) team meetings. Jay Henry added the State Board of Education does not have any dealings with the special education dispute resolution process.

Jay Henry explained when the report is completed, it is presented to the fiscal committee, and then becomes a public document. The goal is for the first audit to be completed by the end of this year.

Ann Lane asked when the last audit was done on the special education department. Jay Henry believes it was in 1999.

AGENDA ITEM V. COUNCIL FOR TEACHER EDUCATION (CTE)

A. New England College (NEC) – secondary priority progress report

Laura Stoneking introduced Chris Ward, Academic Dean at Upper Valley Education Institute (UVEI), who was a co-chair on the New England College PEPP review; Dr. Pat Corbett, representing New England College.

Chris Ward reported the initial onsite visit was in November 2019 and a conditional approval was recommended with a priority progress report due 6 months after the Board decision. After that report, they found progress that needed to be made on a number of standards related to clinical practice and partnerships, candidate assessment, and program assessment. The co-chairs produced a schedule to require another progress report due in May of 2022. They found sufficient progress was made to warrant full approval. Improvements included leadership around collecting data on clinical progress, aggregating that data, showing trends in the data, and using the data for program improvement.

Drew Cline thanked the team for their hard work and collaboration.

Motion: Ryan Terrell made the motion, seconded by Sally Griffin, that the State Board of Education approve the secondary progress report for NEC and grants full approval for the following 8 PEPPs through August 30, 2027.

NH Ed. Standard(s)		Professional Educator Preparation Programs- Content Area(s)	Degree/ Format Offered
612.04	507.11	Elementary Education Teacher (k-6) (k-8)	BA, Licensure
612.05	507.24	English Language Arts Teacher for Grades 5-12	BA, Licensure
612.07	507.40	Special Education Teacher (age 5-21)	BA, Licensure
612.21	507.16	Physical Education Teacher	BA, Licensure
612.28	507.28	Social Studies Teacher for Grades 5-12	BA, Licensure
612.30	507.35	Theatre Education Teacher	BA, Licensure
614.05	506.01	Superintendent	CAGS, EdD
614.04	506.04	Principal Instructional Leader	MEd, CAGS, Licensure

Vote: The motion was approved by unanimous vote by the State Board of Education.

B. Antioch University New England (AUNE) – substantive change report

Laura Stoneking introduced Tom Julius and Susan Dryer Leon, representatives from Antioch University New England (AUNE). Antioch went through a review over a year ago and had concerns around unmet standards. They were in the process of working through progress reports to meet those standards. The institution has decided to eliminate educator prep programs. One program requires an extension and one that can be eliminated because there are currently no students enrolled.

Kate Cassady asked for suggestions on projecting declining student population and determining market demand for classes. Susan Dyer Leon responded it is a changing market. Demand is high, but interest in teacher prep programs is at a historic low.

Phil Nazzaro mentioned the number of programs being closed and the decline in interest while the need for certified teachers rises. Drew Cline shared the Department has been discussing solutions. The pipeline of candidates has decreased to the point that more closures are likely.

Motion: Ryan Terrell made the motion, seconded by Kate Cassady, that the State Board of Education approves the immediate expiration/elimination of the Science Teacher Grades 5-8 program and approves the extension/elimination of the Life Sciences Teacher 7-12 PEPP through July 27, 2023.

Vote: The motion was approved by unanimous vote by the State Board of Education.

C. Upper Valley Education Institute (UVEI) – 2022 (20) final professional educator preparation program (PEPP) review report

Laura Stoneking stated Upper Valley Education Institute just underwent a full review of twenty licensure programs. She introduced the co-chairs Nick Marks, Dean of Education at Granite State College; and Kathryn McCurdy, UNH. Chris Ward and Page Thompkins represented UVEI.

Nick Marks reported the review occurred at UVEI on March 21 and March 22. They had a group of reviewers. Faculty and staff were present throughout the review. They showed effective clinical practices, well-structured benchmarks and assessment systems, program assessment systems that are indicative of program quality at UVEI, enthusiastic faculty and staff, and an important audience the institution serves. They have an internship module that is embedded throughout the program. The internship practices and partnerships are well documented. They have multiple methods of candidate assessment. There were no recommendations in the report that required responsive action. There were some recommendations from reviewers.

Ryan Terrell asked for suggestions for achieving a high-level report. Laura Stoneking responded CTE established a well-detailed and articulated system. Co-chairs of the review work in tandem with Laura Stoneking to use the system in recruiting PEPP reviewers, training for reviewers, allowing reviewers to review electronic documentation before going onsite, and then interviews of faculty, current students, alumni take place.

Chris Ward stated the process begins several months prior to the scheduled review. Laura Stoneking stated there is a lot of collaboration within the review and feedback. The co-chairs analyze the program assessment, candidate assessment, and clinical practice. Kathryn McCurdy added after the reviewer training, the co-chairs had optional meetings allowing reviewers to ask questions if they could not find something. The co-chairs then worked with UVEI to get additional information.

Motion: Ryan Terrell made the motion, seconded by Kate Cassady, that the State Board of Education grants Upper Valley Educator's Institute full 7-year approval of the following twenty licensure only programs through August 30, 2029

NH Ed. Standard(s)		Educator Preparation Program CONTENT AREA	Format Offered
507.33	612.26	Chemistry Teacher for Grades 7-12	Licensure
507.37	612.24	Earth and Space Science Teacher for Grades 7-12	Licensure
507.32	612.25	Life Sciences Teacher for Grades 7-12	Licensure
507.34	612.27	Physics Teacher for Grades 7-12	Licensure
507.29	612.22	Science Teacher for Grades 5-8	Licensure
507.11	612.04	Elementary Education Teacher (K-6)	Licensure
507.55	612.35	English Language Arts Teacher for Grades 5-8	Licensure
507.24	612.05	English Language Arts Teacher for Grades 5-12	Licensure
507.26	612.17	Mathematics Teacher- Middle Level (to Alg.1/Integ 1)	Licensure
507.27	612.18	Mathematics Teacher- Upper Level (Pre-Alg to AP Math)	Licensure
507.56	612.29	Social Studies Teacher for Grades 5-8	Licensure
507.28	612.28	Social Studies Teacher for Grades 5-12	Licensure
507.09	612.01	Visual Arts Teacher	Licensure
507.38	612.14	World Language Teacher- French, German, Spanish	Licensure
507.52	612.02	Reading and Writing Teacher	Licensure
SPECIALTY AREAS			
507.12	614.02	Reading and Writing Specialist	Licensure
506.04	614.04	Principal Instructional Leader	Licensure
506.05	614.13	Curriculum Administrator	Licensure

Vote: The motion was approved by unanimous vote by the State Board of Education.

D. Franklin Pierce University (FPU) – 2022 (7) final professional educator preparation program (PEPP) review report

Laura Stoneking stated Franklin Pierce University went through a full review of their seven programs. In 2013, Franklin Pierce was the institution that started the review process under the new requirements of program assessment, candidate assessment, and clinical partnerships and practice. She introduced Jed Donelan, Franklin Pierce; Joan Swanson, Franklin Pierce; and Pat Corbett, NEC.

Pat Corbett, co-chair, reported Joan Swanson has done a lot to build new systems, look at where they are and where they need to go. They are collaborating well with K-12. They are beginning to look at the assessment system. The content area is strong, and they are working well with faculty. They need to continue to work on the assessment system. The candidate assessment and program assessment has begun, rubrics have been created, they have had discussions with faculty. Conditional approval is being recommended to allow time to collect and analyze data.

Motion: Ryan Terrell made the amended motion, seconded by Kate Cassady, that the State Board of Education grants Franklin

Pierce University conditional approval for the BA, MeD, and licensure PEPPs for the below 7 listed educator preparation programs through October 31, 2023. FPU will submit a progress report addressing development of all unmet standards to NH CTE 6 months from approval decision by the State Board of Education. The progress report shall be due to the division by January 12, 2023.

Ed 500	Ed 600	PROGRAM	DEGREE/ Format
507.11	612.04	Elementary Education Teacher (K-6) (K-8)	BA, M.ED, Licensure
507.24	612.05	English Language Arts Teacher for Grades 5-12	BA, M.ED, Licensure
507.40	612.07	Special Education Teacher (age 5 - 21)	BA, M.ED, Licensure
507.32	612.25	Life Sciences Teacher for Grades 7-12	BA, M.ED, Licensure
507.28	612.28	Social Studies Teacher for Grades 5-12	BA, M.ED, Licensure
507.56	612.29	Social Studies Teacher for Grades 5-8	BA, M.ED, Licensure
507.55	612.35	English Language Arts Teacher for Grades 5-8	BA, M.ED, Licensure

Vote: The motion was approved by unanimous vote by the State Board of Education.

AGENDA ITEM VI. BUREAU OF EDUCATIONAL OPPORTUNITIES

A. Office of Charter Schools

1. The Birches Academy Charter School – charter amendment

Jessica Wachsman, Dean of Operations, and Chris Smith, Dean of School, were in attendance representing The Birches Academy Charter School. Chris Smith stated they are seeking to add seventy-five students to enrollment and add a STEAM focus to the school's mission.

Motion: Ryan Terrell made the motion, seconded by Kate Cassady, that the State Board of Education approve the amendments to the Birches Academy Charter Public School charter document.

Vote: The motion was approved by unanimous vote by the State Board of Education.

2. The Birches Academy Charter School – renewal

Chris Smith stated they are requesting renewal and that the platform is helpful in the renewal process.

Kate Cassady confirmed the school has been open since 2012 and this is their second renewal. Jessica Wachsman confirmed. She asked about the line item for special programs for \$49,000. Jessica Wachsman responded that includes items done outside of the regular curriculum such as an after-school chess club. They try not to charge a fee for activities and teachers are paid stipends. They

have tutoring clubs, after school homework, chess club, cooking club, and an after-care program.

Kate Cassady asked about operation, maintenance. Jessica Wachsman responded rent is \$285,000 a year. The electric bill is \$22,000, the gas is \$7,000. It also includes waste management, building repairs, property insurance. Kate Cassady asked about local revenue for \$96,621. Jessica Wachsman responded they had employees on staff for special education that were contracted out to districts. That will not occur going forward and there will be a budget amendment. Kate Cassady asked about all other title grants \$14,000. Jessica Wachsman responded they also receive Title 2 and Title 4.

Phil Nazzaro asked what they attribute their low teacher turnover. Chris Smith responded when they offer electives or after school clubs, he finds out what the teachers are interested in and have them teach it. When people love what they do, they are happier at work. He also tries to support teachers in meeting their career goals within the school. Jessica Wachsman added teachers have a say in curriculum, events, the school's focus, etc. It creates a team environment.

Drew Cline asked how the school's teacher pay compares to other public schools in the area. Jessica Wachsman responded they are significantly lower compared to the town of Salem including benefits and retirement. Compared to

smaller districts in the area, salary is closer, but they still cannot offer a comparable benefits package.

Sally Griffin asked for more details on how the platform was helpful. Chris Smith responded there is a lot of time spent pulling information and making sure it is right. It is often information that has already been submitted. It is helpful to already have it on the iPlatform so they do not have to pull the same information. He also uses it to compare with other schools.

Drew Cline commended their school's board makeup. It is an area some charters struggle with in having the experience needed to run a nonprofit. He suggested allowing struggling charter schools to collaborate with The Birches Academy on how to create a successful board.

Motion: Ryan Terrell made the motion, seconded by Sally Griffin, that the State Board of Education approve the renewal of The Birches Chartered Public School's charter.

Vote: The motion was approved by unanimous vote by the State Board of Education.

3. Leaf Academy Public Charter School – renewal

Dakota Benedetto, Founding Director; and Judy Hoffman, Community Connections Coordinator, were present representing Leaf Academy requesting a charter renewal. It is their first 5-year renewal. The school is in rural area north of Keene. Students come from an hour radius. The only other charter high school in that region are in Keene. Almost one-third of students have been primarily homeschooled prior to enrolling. Another 20% of students come from other public charter schools, a small number from independent schools, and a few from out of district placements. Almost all teaching staff have master's degrees in their areas. The school started with just a grade 9 class, with fourteen kids. Each year, grades levels were added. Last year, the first class graduated with twenty-three students.

Kate Cassady asked for staff backgrounds. Dakota Benedetto responded she taught in New Hampshire public schools for almost 20 years. She has an advanced degree in education from Harvard. She received her principal certification from UVEI. She has been teaching as well as being administrator. Judy Hoffman organizes all internships as well as teaches the freshman foundation class which focuses on executive functioning skills.

Kate Cassady asked about students coming from traditional public schools. Dakota Benedetto responded Keene District is well-represented. There are also students coming from the Falmouth District and Claremont District.

Kate Cassady asked about transportation. Dakota Benedetto responded the school provides transportation. They purchased a 15-passenger bus that runs a route to drop kids off in the afternoons. There is a mandate allowing students within the district of the charter school to ride the district buses. This transportation makes the school accessible for students in the Falmouth District. For other districts, they try to organize carpools.

Phil Nazzaro asked about enrollment. Dakota Benedetto responded they were in the low eighties last year and anticipate about one hundred in the fall. The number of applicants would bring them over one hundred, but not everyone ends up enrolling. The school's capacity is 112 students.

Ryan Terrell noted the renewal application referred to the school as an "innovative start up culture." He asked what that means to them and when they transition from start up to maintenance. Dakota Benedetto responded the startup culture refers to their unique physical space. It is a former machine shop that gives a different feel than traditional schools. The school is open concept and allows students to flow through their workspace. From the beginning, the school offers the idea that the space belongs to students.

Kate Cassady asked about graduates attending college. Dakota Benedetto confirmed some of their recent graduates are enrolled in college. Many are going to New Hampshire schools as well as smaller schools in the New England area.

Kate Cassady asked about challenges with timely reporting. Dakota Benedetto responded she is the sole administrator as well as teaches full time. The small number and budget have created challenges, but there is now a full-time assistant who has assisted with those challenges.

Kate Cassady asked about the board makeup and noted the membership number of five members is too small. Dakota Benedetto stated they are looking to recruit more board members. They are looking to institute a parent participation policy at the school. There is currently only one parent board member. The charter outlines 2-3 parent members.

Kate Cassady asked about budget concerns. Dakota Benedetto responded they have nine full time staff members and about twelve part time staff members. Many staff members have multiple roles. They had 18-20 students graduate the past year. They do not have an accountant on staff; it is contracted out. Kate Cassady expressed concern over the budget and board membership. She also expressed concern over leadership ability when the sole administrator also teaches full time.

Phil Nazzaro noted the difference between leadership at a startup level and a mature level. As a startup, there needs to be multiple roles taken on by everyone, but eventually there needs to be more specialization of skills. Drew Cline added

there is an immediate need for more board members. He also noted a concern over fundraising and suggested using community contacts. Richard Sala shared the concerns of others and would like them to come back to address concerns. Ann Lane stated the school is serving a community that needs them. She wants the school to take the advice of the board to help them succeed.

Motion: Phil Nazzaro made the motion, seconded by Sally Griffin, that the State Board of Education approve the renewal of Leaf Chartered Public School.

Vote: The motion was approved by unanimous vote by the State Board of Education.

4. Polaris Public Charter School

Jennifer Murdock-Smith, Director, read the Polaris Charter mission statement. Stacy Harrison, Business Manager; and Don Winterton, Board Chairperson, were also in attendance. Jennifer Murdock-Smith shared a yearly survey is sent to parents asking how well they are doing in terms of meeting the mission. This year 92% felt the school was joyful and exciting, 94% acknowledged students worked collaboratively, 100% recognizes students are allowed to think critically, 95% were satisfied overall, and 9.03 out ten would recommend Polaris

to other families. A former student wrote a letter sharing his positive experience at Polaris over his experience at a traditional public school.

Kate Cassady asked about the connection with charitable gaming. Jennifer Murdock-Smith responded she was informed about the charity by a parent. This is the third year they have participated.

Phil Nazzaro asked about fundraising. Jennifer Murdock-Smith responded early fundraising was limited to parent-based fundraising. They try to expand to the community but have not done much marketing. Most community funds raised have been through word of mouth. Phil Nazzaro asked about enrolled students. Jennifer Murdock-Smith responded there were 109 students last year and this year is 118. The charter max is 120 students. They do have a wait list.

Phil Nazzaro asked about the starting balance in the budget and how they were able to get to a place where they had a large starting balance for the year. Jennifer Murdock-Smith responded she and others have done multiple roles for lower salaries. The school was founded by parents who were motivated to find alternatives. They were able to get parent volunteers to help with building in the beginning. They have been conservative in the use of their funds. The landlord also gave a very low rate.

Ryan Terrell asked about the monthly core values. Jennifer Murdock-Smith responded she is a certified counselor and social emotional learning is important to her. She chose the core values. They adopted the Choose Love curriculum which added components. Every morning, all students come to the gallery room and a whole school morning meeting takes place. The core value is discussed at that meeting. In each classroom, core values are emphasized throughout the day. They follow responsive classroom, which is a behavior management system that emphasizes establishing community, logical consequences, and respecting the child.

Kate Cassady discussed the school's strong board with diverse skill set: marketing, legal, grant writing, technology, finance, administration. They have committed staff with low turnover. Enrollment is stable over time. Test scores consistently meet or exceed state averages. They recently purchased their own building.

Kate Cassady asked when the building was purchased. Jennifer Murdock-Smith responded March 2022. Kate Cassady asked about increased cost due to property taxes and insurance. Jennifer Murdock-Smith responded nonprofit does not pay property taxes. Kate Cassady asked that for which the fundraising money was used. Jennifer Murdock-Smith responded it went towards the down payment on the building. This year's money will be saved for when grants have expired.

Kate Cassady asked about budgeting. Jennifer Murdock-Smith and Stacy Harrison work on the budget together. The board reviews and approves it. Stacy Harrison oversees school accounting. Stacy Harrison's background is in financial in nonprofit. Don Winterton has been chairman of the board for 4 years and was on the board for 2 years prior. He previously managed a national sales force, has been on a planning board, town councilor, and temporary town administrator. He also was co-chair of Granite YMCA Capital Fundraising.

Kate Cassady asked about budget for operation and maintenance of plant for \$161,000. Stacy Harrison responded utilities are \$35,600. The mortgage is \$56,484. Property insurance is \$3,600. Custodial service is \$28,800. Cleaning supplies \$3,000. Interior building services, including building, electrical, HVAC, security, maintenance. Kate Cassady asked about annual fund donations. Stacy Harrison responded there is an annual fund drive with parents. Kate Cassady asked about Polaris Educational Foundation Parent Group support. Stacy Harrison responded they donate every year.

Ann Lane asked about the relationship with sending districts. Jennifer Murdock-Smith responded parents enroll students and there is not a lot of communication with sending school districts. If a student has an IEP, there needs to be collaboration with the sending district for providing services. They now have enough students where Manchester could hire someone to provide services at Polaris rather than through Manchester.

Ann Lane asked about the class sizes for K-2. Jennifer Murdock-Smith responded the class size is fifteen. The classes also have assistants when the positions can be filled.

Motion: Ryan Terrell made the motion, seconded by Kate Cassady, that the State Board of Education approve the renewal of Polaris Chartered Public School's charter.

Vote: The motion was approved by unanimous vote by the State Board of Education.

B. Office of Nonpublic Schools

1. Commissioner's Nonpublic School Approval Designation – renewals report

Tim Carney, NHED, presented the report.

Motion: Ryan Terrell made the motion, seconded by Kate Cassady, that the State Board of Education accept and approve the following schools for continued attendance approval status for the period of July 1, 2022 through June 30, 2025: Holy Trinity

Catholic School, Shalom Christian Academy, The Well School, and U.S. Performance Academy.

Vote: The motion was approved by unanimous vote by the State Board of Education.

Motion: Ryan Terrell made the motion, seconded by Kate Cassady, that the State Board of Education accept and approve the following schools for continued attendance and program approval status for the period of July 1, 2022, through June 30, 2027: St. Joseph's Regional Junior High School.

Vote: The motion was approved by unanimous vote by the State Board of Education.

C. Learn Everywhere Program

1. Seacoast Science Center – renewal

Kate Leavitt, Chief Program Officer, represented Seacoast Science Center for their 5-year renewal. Drew Cline stated the application was thorough. The Board had no questions.

Motion: Ryan Terrell made the motion, seconded by Kate Cassady, that the State Board of Education approve the Seacoast Science Center's Learn Everywhere renewal application.

Vote: The motion was approved by unanimous vote by the State Board of Education.

2. Russian School of Mathematics – new application

Tim Carney, NHED, stated the Russian School of Mathematics submitted a new application for the Nashua campus. Aaron Chernin, principal; and Igor Chernin, regional director, and principal of Acton location, were present. There are around fifty schools throughout the country. Nashua is the only New Hampshire location.

Phil Nazzaro asked about the school. Aaron Chernin responded the Russian methodology was developed by psychologists and educators which was implemented in the former Soviet Union. The goal is to use math as a tool to build logic rather than just solving formulas. Students tend to stay in the program over many years.

Ryan Terrell asked how students find the program. Igor Chernin responded the program was created 25 years ago. They currently have around 60,000

students nationwide. Acton was founded 14 years ago. A main objective is helping students use critical logical thinking to find the best and most efficient solution for a given problem. There is no marketing budget. The quality of the education is spread through word of mouth for new enrollees.

Kate Cassady commented that the state has low math test scores. The program outline covers Algebra I, Algebra II, Precalculus I and II, Geometry, Trigonometry, AP Calculus, AP Statistics. Aaron Chernin responded a lot of students come good at calculations at a surface level. The school's goal is to ensure they do not just do math quickly, they do it well and understand. Many students that come into the program have strong math skills. One of the school's core beliefs is that anyone can learn math. They offer programs for K-12.

Kate Cassady asked about online courses. Aaron Chernin responded there has been an online branch for about 8 years. They have their own software that is proprietary.

Motion: Ryan Terrell made the motion, seconded by Sally Griffin, that the State Board of Education approve the Russian School of Mathematics Learn Everywhere application.

Vote: The motion was approved by unanimous vote by the State Board of Education.

AGENDA ITEM VII. PROFESSIONAL STANDARDS BOARD**APPLICANTS/RENEWALS**

A. Kim Yarlott, Assistant Superintendent for Curriculum, Instructions, and Assessment, Merrimack School District – renewal application (2022-2025)

Drew Cline stated Kim Yarlott has submitted a renewal application. The Board had no questions.

Motion: Ryan Terrell made the motion, seconded by Phil Nazzaro, that the State Board of Education approve Kimberly Yarlott for her renewal application to the Professional Standards Board for 2022-2025 term.

Vote: The motion was passed by unanimous vote by the State Board of Education.

AGENDA ITEM IX. OPEN BOARD DISCUSSIONS

After the Town of Carrol's Appeal of the White Mountain Regional School District's Vote to Reject the Proposed Withdrawal Plan was removed from the

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table. Drew Cline stated the recommendation by Chris was provided to Board members. Richard Sala stated the report and recommendation are straight forward. He asked if there was a vote for an investigation what the timeline would be. Drew Cline responded the understanding would be that the investigation was completed, and the recommendation is the result of that investigation. Richard Sala expressed concern about what needs to be produced in terms of the investigation outside of the hearing. Drew Cline asked for input from representatives of the two parties. Richard Sala suggested the parties submit a finding of facts.

Attorney Gordon, representative of White Mountain School District, stated there was no dispute over the facts of the election. There was a large turnout and an overwhelming vote. The question asked of the Board was what was prescribed for withdrawal. Allison, representative of Carrol, stated they do not dispute the election itself. They want more information about the facts of the investigation. The statute requires an investigation and a report back as to the findings and recommendation.

Richard Sala stated the first step is to vote whether to have an investigation. Then they would look at all the materials received, decide if there are any questions needing answers and getting the answers, and then produce something that looks like findings of facts and recommendations and a judgement as to whether there should be another vote.

Drew Cline stated the question before the Board is whether the attorney's review of the election procedures, submitted materials, legal questions, and facts constitutes an investigation. If so, the investigation is done, and findings are complete. Or does the Board think it was a review of the legal matter and now conduct an investigation. There will be a need for direction on what to investigate. However, there is no accusation of wrongdoing. He has already done a legal review and a fact review. Or should the attorney take his findings and put them into a document that lists the findings of fact, argument, and legal conclusions.

Allison stated it should be considered the general criteria in terms of the statute and the formation of coops and the rationale and the intent that the funding be equitably portioned. These should be aspects of the investigation. Gordon stated all that material has already been submitted in argument and in information provided.

Phil Nazzaro questioned whether the Board should be allowed to decide if the coop's formula is equitable. The steps taken in this process will set precedent for future actions. Richard Sala states the investigation should not close until there is a documented finding of facts, legal finding, and recommendations. The statute does not provide the scope of the investigation.

Motion: Richard Sala made the motion, seconded by Ryan Terrell, that the State Board of Education have the Department investigate as to whether another special meeting for a vote of reconsideration is warranted.

Vote: The motion was approved by unanimous vote by the State Board of Education.

AGENDA ITEM X. TABLED ITEMS

A. Initial Proposal - Administrator Endorsements (Ed 506)

There were no updates.

B. River View Public Charter School - Application

There were no updates.

C. Town of Carrol's Appeal of the White Mountain Regional School District's Vote to Reject the Proposed Withdrawal Plan

Motion: Drew Cline made the motion, seconded by Phil Nazzaro, that the State Board of Education to take the Town of Carrol's

appeal of White Mountain Regional School Board off the table.

Vote: The motion was passed by unanimous vote by the State Board of Education.

AGENDA ITEM VIII. COMMISSIONER'S UPDATE

Commissioner Frank Edelblut reported on events nationally and in New Hampshire on school security. There is a grant program for school security that is presently funded by \$13.3 million, and they are seeking additional federal funds for security grants. Schools are currently filling out grant applications. Early decision grants are those submitted by July 22, which will be adjudicated and moved through the process. There is a second grant window ending August 26. The reason for having two windows is to allow schools that are ready to get started without excluding schools that are off for the summer. The grants are focused exclusively on security measures in the schools. They are working with the Department of Safety and Homeland Security.

The pyramid structure of grants follow the MTSS model. The base of the model focuses on programs that touch everybody. Moving up the pyramid, the scope narrows towards populations that need more precise interventions. There are programs in the state, like the Chose Love program, which help all students.

Other programs are in place for specific groups of children, like the Regulated Classroom, which helps students who are disruptive in the learning environment. Another program, One Trusted Adult, tries to ensure every student has at least one trusted adult with which they can connect. Another program that was just approved, The Graduation Alliance, is a mentoring program for students who are at risk. The top tier is the contract with the community behavior health association. It involves working with community mental health centers.

Ann Lane asked about looking for warning signs. Commissioner Edelblut responded the tiered model focuses on reaching students and keeping them from becoming isolated. Monitoring of social media does not happen at the school level. However, the Department of Safety has a cyber unit that monitors social media to identify potential threats. There is also the policy of see something, say something. Ann Lane asked about lock systems for schools. Commissioner Edelblut responded all schools can be locked. There are areas of improvement in the security of the buildings specific to campuses. Significant improvements have already been made through grants and they are constantly working toward continued improvements.

AGENDA ITEM XI. CONSENT AGENDA

A. Meeting Minutes of June 9, 2022

Motion: Ryan Terrell made the motion, seconded by Kate Cassady to accept the meeting minutes of June 9, 2022.

Vote: The motion was approved by the State Board of Education with Phil Nazzaro, Sally Griffin, and Ann Lane abstaining.

B. Students/Monroe School Board – SB-FY-19-04-013(LC); SB-FY-19-04-014 (SH) – approval of hearing officer’s proposed decision (nonpublic)

C. Clarksville-Pittsburg Authorized Regional Enrollment Plan (AREA) Two-Year Extension

D. Hollis-Brookline Cooperative School District Articles of Agreement – certification of the change

Motion: Ryan Terrell made the motion, seconded by Kate Cassady, that the State Board of Education to accept the consent agenda as a slate, minus the meeting minutes.

Vote: The motion was approved by unanimous vote by the State Board of Education.

AGENDA ITEM IX. OPEN BOARD DISCUSSION contd.

Kate Cassady questioned how much of the renewal report is needed for Charter Schools and nonpublic schools. Drew Cline responded they do their investigation and provide their summary. The schools also submit a renewal application which includes the budget. Kate Cassady will make suggestions on how to decrease the number of pages required to be submitted to the Board. There was a discussion about what is needed or helpful and what could be taken out based upon what is important for the Board to know.

AGENDA ITEM XII. NONPUBLIC SESSION

There was no nonpublic session.

AGENDA ITEM XIII. ADJOURNMENT

Motion: Phil Nazzaro made the motion, seconded by Kate Cassady to adjourn the meeting at 3:10 p.m.

Vote: The motion was approved by unanimous vote by State Board of Education.