



CHARTER SCHOOL APPLICATION

Submitted by:

The Founding Members of

Capital City Charter School: A Public Charter School

Proposed location, Concord, NH

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CAPITAL CITY CHARTER SCHOOL

“We need your service, right now, at this moment in history. I’m not going to tell you what your role should be; that’s for you to discover. But I am asking you to stand up and play your part. I am asking you to help change history’s course”.

*-- President Barack Obama, upon signing the
Edward M. Kennedy Serve America Act, 2009*

An Introduction

The following pages articulate our request for a state-issued charter for grades 6-8 creating an alternative approach to learning for a high-quality public education for the families of Concord, New Hampshire, and the surrounding areas. We propose an integration of service-learning (research-based teaching method of guided classroom learning applied through action) and the Common Core State Standards (provides teachers, parents, and students with a set of clear expectations that are aligned to the expectation in college and careers). Service groupings and an approach to teaching centered on the child, rather than the teacher, will allow children to move through the curriculum while meeting state standards and enabling children of all abilities and backgrounds to be successful.

The first phase of the School will begin with two classrooms of (grade 6) two to three classrooms of mixed ages (grades 7-8), and gradually add additional high school classrooms as well as junior high classrooms (grades 6-8 and 9-12).

Why Service-Learning?

Capital¹ City Public Charter School (CCCS) is dedicated to the educational journey of middle and high school students in New Hampshire. Service-learning is a research-based teaching

¹ Capital – The name has a purposeful, dual meaning 1. Noun used to describe Concord: 2. Wealth in the form of money **or other assets** available or contributed for a particular purpose...**investing**, in NH and the nation/worlds future.

method of guided or classroom learning, applied through action, that addresses an authentic community² need in a process that allows for youth initiative and provides structured time for reflection on the service experience and demonstration of acquired skills and knowledge. Simply put, service-learning connects school-based curriculum with the inherent caring and concern young people have for their world³.

CCCS, at its core, will employ the Five states of Service-Learning -- Investigation; Preparation and Planning; Action; Reflection; and Demonstration in all aspects of the school curriculum. These interdependent stages of successful service-learning constitute a process that is key to a student's effectiveness and critical to their learning transferable skills and content, which will allow them to become critical thinkers, global, and collaborative learners, ready to conquer what lies ahead.

- Investigation - All service-learning begins with investigation: resources within the student population, and investigation of the community need.
- Preparation & Planning - Students explore, research and discuss the topic and the teacher and students set the stage for learning and social action.
- Action - Direct result of preparation & planning. Solid preparation allows students to carry out their plan of action and apply what they learned to benefit the community.
- Reflection - One of the standards in service-learning and one of the five stages. A vital and ongoing process that integrates learning & experience with personal growth and awareness.

² Community, is defined as CCCS, sending school, living environment or town.

³ see Kaye, Catherine Berger, "Service-Learning: Strategies for Developing Character" (2005). *Special Topics, General*. 53.

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- Demonstration - What is often called “The Big Wow.” Students make explicit what and how they have learned and what they have accomplished through community involvement. CCCS hopes to create learners that are not only prepared for schoolwork and their future, but also give more than just book smarts. We aim to create a service and civic-minded learning environment that will allow another method to engage the students to gain “real world” knowledge and better express the growth of their community and selves. Concord is our capital, centrally located and there is not a public middle or high school choice for anyone between exit 19 and 11 on 93 N&S and exit 1 to 10 on exit 89.

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(A) EDUCATIONAL MISSION

Vision

Capital City Public Charter School (CCCS) aspires to provide curriculum that enables each student to become empowered with the knowledge and skills to use his or her voice effectively and with integrity in co-creating our global public world. Our vision is to create an environment in which students academic, social, and personal skills improve our schools and our communities by working together with the service-learning curriculum at the core to ensure each child's success.

Mission

The Capital City Charter School mission is both bold and pragmatic: to implement a service-learning program and high-quality⁴ education to the students of today and change-makers of tomorrow. CCCS consciously integrates student experience into the service-learning curriculum and addresses areas beyond the academic realm to create a high-quality education which includes; leadership, communication, collaboration and critical thinking.

Capital City Charter School will:

- Strengthen students service and academic learning with our service-learning curriculum.
- Include the philosophy and methodology of service-learning which best ensures the program quality and continuity are maintained.
- Provide concrete opportunities for students to learn new skills, to think critically, and to test new roles in an environment that encourages risk-taking and collaboration through the curriculum.
- Recognize students efforts to connect required curriculum to meet the needs of their target community while faculty and staff serve as guides.
- Involve students in planning and integrate systematic, formative and summative evaluation.

⁴ Civic mindedness, leadership, communication, collaboration and critical thinking intertwined in all aspects of the curriculum

(B) GOVERNANCE, ORGANIZATIONAL STRUCTURE

In accordance with provisions to RSA 194-B:3, V, the application to establish a public charter school has been submitted by a non-profit organization -- Tomorrow's Child Foundation.

The Sponsoring Board

Tomorrow's Child Foundation is the sponsoring entity for the Capital City Charter School (See Appendix A for a list of board members).

Tomorrows Child Foundation is a New Hampshire registered non-profit organization comprised of six founding members, and established to create and sustain a charter school in Concord, NH in accordance with RSA 194-B:3, V(a).

Board of Trustees

In accordance with RSA 194-B:5, CCCS will be governed by up to a nine-member Board of Trustees (the Board) that has general supervisory control and authority over operations of the charter school. Trustee selection will be based on personal and professional background and a commitment to the school's mission, support, and sustainability. Trustees will represent the diversity of stakeholders and contributors:

- Two (2) members representing the parents of CCCS students or not fewer than 25% of the Board's total membership (parent board members will be chosen after the school opens from the available population of interested parents.)
- Two (2) members representing the community or not fewer than 25% of the Board's total membership
- One (1) member representing the higher education community
- One (1) member representing the business community
- One (1) member will be the Director of the school.

During the first five years, there shall be no less than two (2) and no more than four (4) Founders on the Board of Trustees, in addition to the diverse stakeholders and contributors listed above.

Prior to opening the Board will develop a conflict of interest statement, policy, and form. For purposes of conducting business, a majority of the board's members must be physically present

and participating in person to be considered a quorum⁵. Records and minutes of meetings will be kept in accordance with New Hampshire's Right to Know statute RSA 91-A, which applies to chartered public schools.

Officers

Initial officers shall include: chair, vice chair, secretary and treasurer. Officers of the board shall be elected by majority vote of those present at the annual organizational meeting to be held in July of each year and shall serve until the next annual organizational meeting.

COMMITTEES

The Board of Trustees will create subcommittees as it deems necessary to pursue specific topics and report back to the board for action unless the board specifically votes to delegate a subcommittee to act. Committees will include but are not limited to Finance, Facilities, Fundraising, Startup, Board Recruitment, and Outreach. Committee assignments will be made by the Board and members will be chosen according to relevant experience.

GOVERNANCE

The Board of Trustees will be responsible for supporting the vision, mission and core beliefs of the school, and for providing active and sound fiscal oversight for the school. Day to day management of the school and staff members will be the responsibility of the school Director.

The Director will report directly to the Board.

Duties of the Director will include but are not limited to:

- Communication with the Board, teachers, students, parents, districts, and the public
- Staff management
- Disciplinary issues
- School culture
- Professional development
- Operational management
- School safety

⁵ See RSA 91-A:2-III(a-e)

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- Public relations
- Coordination with sending districts

The Board of Trustees will be responsible for:

- Hiring the director of school
- Approving an annual operating budget for the school.
- Meeting monthly with school leadership to review the budget and address any concerns or issues, as well as to plan for financial growth, development, and sustainability.
- Developing an annual financial timeline for the school.
- The Board will establish school policies prior to opening and periodically review policies as necessary. Policies will include but are not limited to, admissions, conflict of interest, non-discrimination, records retention, lottery selection, school safety including pupil safety & violence prevention, limiting the use of child restraint practices and developmentally appropriate daily physical activity.
- Developing the CCCS's accounting and finance manual.
- Ensuring proper accounting and reporting practices.
- Creating a systematic fundraising plan and raising funds for the school.
- Approving fiscal reports; facilities plans; fundraising plans and reports; marketing plans and reports; annual performance review of the CCCS's Director; and all human resources decisions and contracts.
- Supporting the curriculum and educational plan outlined in the charter by supporting the work of the Director and CCCS faculty.
- Creating a student recruitment plan
- Developing a long-range, strategic growth plan.
- Developing public understanding, demand, and will for high-quality education for every child.

The Board of Trustees will have oversight and authority to render final decisions on matters pertaining to:

- Appointing one or more advisory members or committees.
- Reviewing and approving significant contracts, e.g., for facilities and benefits programs.
- Matters for which the board serves as a hearing body for action or appeals.
- Any other matters which are prescribed by statute or rule.

(C) METHODS BY WHICH TRUSTEES AND THEIR TERMS ARE DETERMINED

The initial Board of Trustees will be appointed by members of the sponsoring entity,

Tomorrow's Child Foundation. Terms of trustees will be staggered. First-year trustees will be

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appointed for two, or three-year terms to establish initial staggered terms and governance stability. The Board may appoint a trustee to fill a vacancy if vacated but that Board member will only be allowed to serve until the original date expires. Board members may serve consecutive terms if so voted by a Board majority. The Board of Trustees, will select and appoint future trustees, define future board terms and vote policies for board governance and filling vacancies. For the purpose of conducting business, the Board will follow the New Hampshire Right to Know Law, RSA 91-A. For purposes of lawful meetings, a quorum is defined as a majority of trustees physically present or participating through video or voice conferencing systems. Records and meeting minutes will be kept in accordance with statutory guidelines. The Board of Trustees will begin governance within three months after receiving charter authorization.

Start-up Committee

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

- Form initial subcommittees
- Secure general and board liability insurance
- Secure appropriate site for the school
- Develop applications and marketing materials
- Develop job descriptions and the hiring process
- Publicize staff, administration, and faculty positions
- Obtain health, fire, and safety code approvals for facility
- Purchase supplies and materials for school setup

Board of Advisors

The Board of Trustees may be augmented by a Board of Advisors, non-voting, who represents academia, research, international relations, students and faculty, legislators, and topics of interest to the board. The board will attempt to include diverse perspectives of partners

collaborating with the school to advise on program quality, current research and development, and business strategy.

(D) GENERAL DESCRIPTION AND PROPOSED OR POTENTIAL LOCATION

Board members from the Tomorrow's Child Foundation are working with realtors and other community members to identify available properties in Concord large enough to house school programs for 60 – 140 during the first two years and for 200 – 330 students by the fourth and fifth years. At full capacity members from the Tomorrow's Child Foundation believe that we will utilize approximately 16 classrooms with the goal of maintaining a student teacher ratio of 15-17 to 1. The amount of teachers, in year one, will be four (4), year two nine (9), year three

Our ideal location will be accessible via public transportation in the I-93 Exit 13-15 corridor. Once the charter is approved, the initial trustees will pursue, negotiate, and arrange facility options and work with the local Code Enforcement and Fire Code personnel. We are looking at a location that can accommodate our growth as well as have outdoor space to establish a playground/physical education area. of 60 - 140 students and growth to a cap of 330 students plus the staff to support them, the school will require a minimum space of 25,000 sq feet. Ideally, we will find a space that already has some division of classrooms and, if possible, can be renovated for expansion gradually, thereby reducing any start-up costs.

In accordance with RSA 194-B:8, II, any facility will be brought up to code to comply with all state and federal health and safety laws, rules, and regulations, including but not limited to fire safety, HVAC, plumbing, electrical, and the requirements of ED 321.23(u) and (v).

Upon approval of the charter by the State Board of Education initial trustees will pursue, negotiate, and arrange facility options. We will require additional space for offices and must have flexible indoor & outdoor space.

(E) MAXIMUM NUMBER, GRADE OR AGE LEVELS

During the first year of operation, the CCCS will serve middle school students in grades 6-8, in one middle school classroom, which will serve students in grade 6, and two mixed-age classrooms, serving grades 7 and 8. CCCS will accept up to 60 students in its first year. New, incoming classes will be added each year thereafter, including grades 9-12. Maximum enrollment at full capacity shall be 320 students. Should the number of potential students exceed the available spots; a blind lottery will be conducted to determine enrollment.

Capital City Charter School Projected Enrollment

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
6	20	35	60	60	60
7	20	35	35	65	65
8	20	35	35	35	65
9	0	35	35	35	35
10	0	0	35	35	35
11	0	0	0	35	35
12	0	0	0	0	35
Total	60	140	200	265	330

Projected Teacher Needs 4FT/HT 8 FT/HT 12 FT/HT 16 FT/HT 20 FT/HT

(F) CURRICULUM THAT MEETS OR EXCEEDS STATED STANDARDS IN THE SUBJECT AREAS OFFERED

The intellectually conscious mission of The Capital City Charter School engages students in applying their knowledge through the deeper learning skills necessary for students to compete with their peers around the world. CCCS’ curriculum will be developed using Common Core State and National Standards as a guideline to ensure that students demonstrate mastery in all

subject areas. Based upon our current knowledge of best educational practice, students will, with the use of Common Core State Standards and Service-Learning curriculum⁶, gain valuable knowledge in various domains and connect their academics to service, career paths, and internships (when applicable and possible).

Students will engage directly with making meaning of the standards: co-design work that will best engage them in deep exploration of the standards that will assist students in gaining a deeper understanding of core academic content and simultaneously build more in-depth learning skills through the integration of content knowledge with application. In the middle school, students will study “traditional” middle school content — language and literature, rhetoric, math, history and government, the sciences, music, and art — in a program aligned with the K-12 Service-Learning Standards⁷ & ASLER Standards (Appendix E) and the Common Core State Standards⁸. The alignment will allow for the state standards to be met and exceeded, in unconventional ways, with a combination of instruction (“seat time” and knowledge with application in the community. CCCS’s future high school curriculum will deliver specific content and skills, aligned with but exceeding the state content standards while also aligning with the K-12 Service-Learning & ASLER Standards, for all subject areas.

DISTINGUISHING (SPECIAL) CURRICULUM FEATURES

State and national standards currently provide the blueprint of our students learning, the K-12 Service-Learning and ASLER Standards paired with Common Core Standards act as the foundation of CCCS. In concert with the Common Core Standards, that now provide the blueprint for student learning, the K-12 Service-Learning Standards will be aligned with New

⁶ see ASLER Standards – Appendix E

⁷ Figure 1.1, page 15 of application (next page)

⁸ see Common Core State Standards, Department of Education

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Hampshire state Grade-Level and Grade-Span Expectations and incorporated into CCCSs academic expectations.

K-12 SERVICE-LEARNING STANDARDS

<p>Meaningful Service Service-learning actively engages participants in meaningful and personally relevant service activities.</p>	<p>Link to Curriculum Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.</p>
<p>Reflection Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one’s relationship to society.</p>	<p>Diversity Service-learning promotes understanding of diversity and mutual respect among all participants.</p>
<p>Youth Voice Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.</p>	<p>Partnerships Service-learning partnerships are collaborative, mutually beneficial, and address community needs.</p>
<p>Progress Monitoring Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals and uses results for improvement and sustainability.</p>	<p>Duration and Intensity Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.</p>

K-12 Service-Learning Standards

All curriculum standards will correlate to the best practices for service-learning curriculum and the eight key elements involved. The Eight elements are Meaningful Service; Intentional Link to Curriculum; Reflection; Diversity; Youth Voice; Partnerships; Progress Monitoring; Duration and Intensity. Each element will be illustrated by appropriate Common Core Standards, NH Grade Level Expectations, and social and emotional developmental tasks, with clearly defined documentation for progress.

Meaningful Service: Service-learning at CCCS will actively engage students in significant and personally relevant service activities. Students identify, investigate, learn about,

and articulate a genuine, recognized community need. This need is often verified through the media, surveys, observation, or interviews with informed community partners (Teacher/Staff Community Liaison). With well guided and thought-out plans, students can see their actions having verifiable positive consequences as they learn and apply academic skills and knowledge. When a service experience has meaning, and students understand the purpose, engagement, and action.

Intentional Link to Curriculum: When service-learning is employed as a teaching method to meet designated content and skills, academics come alive. This is our goal for CCCS. Knowledge is applied with transparency, allowing students to make explicit connections between subject matter and application within the context of community. While the subject matter and social context may change, the skills learned and practiced by students are transferable. It is the goal of CCCS to create curriculum where the learning and the service weave together and reinforce each other, with the service informing the curriculum and the curriculum informing the service.

Reflection: Through service-learning, students at CCCS participate in systemic processes that integrate cognitive thinking--related to social issues and their lives--with an empathetic response. This blend of active and cognitive thought deepens the service- learning as students apply and transfer new understandings of themselves, others, and the world around them. While all the standards have importance, “reflection” is a word often repeated in the service-learning community.

Diversity: Imagine all the possible ways service-learning can expose young people to the concept of diversity. Whether it involves interfacing with local, or town/city community partners, an elder in a retirement community, a veteran just returning from war, a recent immigrant or a government official, participation in service-learning provides exposure to a

range of backgrounds, perspectives, and ways of thinking and solving problems. The term diversity takes on a deeper meaning and relevance. Social and cultural boundaries lessen as relationships resonate with mutual respect.

Youth Voice: Young people need ample opportunities to express their ideas and opinions, and to make constructive choices and see the results. Service-learning based education will enable students at CCCS to take the initiative, make decisions, interact with community representatives, learn about the role of government in social issues, develop critical-thinking skills, put their ideas into action, and assess and evaluate what happened. Our students meet significant age and grade appropriate challenges with tasks that require thinking, initiative, problem-solving, and responsibility in an environment safe enough for them to make mistakes and to succeed.

Partnerships: Our students participate in the development of partnerships and share responsibility with community members, parents, and other students, as well as with people from sponsoring and outside organizations business, and governments. These relationships give our students opportunities to interact with people of diverse backgrounds in different settings. Through these dynamics, our students and community members learn about each other and gain mutual respect, understanding, and appreciation. There is an exchange of information, ideas, and skills among all participants in the service-learning experience.

Progress Monitoring: Even the best service-learning intentions can fall flat or require a makeover. Since the service-learning experience typically takes place in a group or classroom, which are laboratories for learning and efficacy, if something goes awry benefits may still occur. At CCCS, the goal is to have continuous success; this will serve our students to continue to garner results from their service-learning experiences through the curriculum. For example, our students can learn about the need for perseverance, or find a better strategy to turn a good idea

into a policy or action. With progress monitoring, our students set a baseline of what the status quo is when they begin the process and learn the skill of comparing this with the results. Along the way they observe, report, and calculate to have a sense of where they are headed allowing for modifications even while in process.

Duration and Intensity: How long should the service-learning process last? As long as necessary for a quality experience. The charter is based on the theory of service-learning, and therefore, projects will continue throughout the year. A sufficient duration allows the participants to move through the Five States of Service-Learning--investigation, preparation, and planning, action, reflection, and demonstration--with ample time to authenticate and address identified community needs and achieve learning outcomes. The emphasis at CCCS is in the process; service-learning is about moving forward with purpose while allowing for flexibility.

CURRICULUM & INSTRUCTION

All instruction at CCCS will employ best practices and research based methods. Teaching styles may vary, though content coverage and alignment with standards will not. All curriculum standards will correlate to the best practices for service-learning curriculum and the eight key elements involved (See p. 15) with clearly defined documentation for progress.

The Capital City Charter School expects our students, teachers, administration and staff to maintain a safe, nurturing, participatory and productive learning environment. In order to maximize learning time and promote positive behaviors, CCCS Administration will use a multi-tiered system of support based on proven models such as the RTI (Response to Intervention, Tier 1: quality core instruction, Tier 2: supplemental intervention, and Tier 3: individualized interventions) for students' social, emotional and behavioral needs. This includes, once authorized and in accordance with 194-B:3, II(p), developing clear expectations, teaching social-emotional competencies, and fostering positive relationships among all members of the school

community. CCCS is committed to an instructive, corrective, and restorative approach to behavior. If behavior incidents arise that threaten student and staff safety or severely disrupt the educational process, the response should minimize the impact of the incident, repair harm, and address the underlying needs behind student behaviors. In accordance with the RTI multi-tiered system, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible. A safe, welcoming, and productive school requires the support of all staff, students, and families.

(G) ACADEMIC AND OTHER LEARNING GOALS AND OBJECTIVES

Service-Learning defined as a researched based teaching method where guided classroom learning is applied through action that addresses an authentic community need in a process that allows for youth initiative and provides structured time for reflection on the service experience and demonstration of acquired skills and knowledge. Picking up trash on a river bank is *service*. Studying water samples under a microscope is *learning*. When science students collect and analyze water samples, document their results, and present findings to a local pollution control agency – that is *service-learning*⁹.

In such settings, service-learning applied in a structured, but flexible way that connects to their classroom content; students will *Investigate; Prepare and Plan; Take Action; Reflect; and Demonstrate* across all content areas (See Appendix C, CCCS Curriculum Guide).

Through a variety of project-based and service-learning opportunities, ranging from interdisciplinary classes to personal learning experiences, **students work with teachers and mentors** to design personally meaningful work that addresses curriculum standards while infusing global competencies. Progress is mastery-based, with clearly identified standards¹⁰ and documentation requirements articulated and shared with students and parents/families, which

⁹ see National Youth Leadership Council

¹⁰ see Common Core State Standards, NH Grade Level Expectations and ASLER Standards

will be in line with the current State Standards. At CCCS, service-learning is an integral component of our education program, beginning with service-learning curriculum and projects for younger students and culminating in internships (and apprenticeships as appropriate) for older students.

The National Youth Leadership Council has clear examples (Appendix C) of ways in which CCCS can and will use Service-Learning over the academic year. NYLC states, service-learning is an incredibly flexible tool easily adapted to different age levels, community needs, and curricular goals. Projects can engage entire schools over an academic year, or involve a small group for a short period.

Because service-learning is defined as *a teaching strategy that explicitly links community services experiences to classroom instruction*, and because at CCCS, we will ensure the service-learning process mentioned in Section F produces appropriate learning for our students.

Traditional assessment methods (essays, quizzes, research papers) can be used along with other forms of inquiry and analysis, along with the specific goals located in Appendix C, we will strive for the following:

OVERARCHING GOALS:

- >90% of students will make 1 year's gain in reading, writing, and math each year.
- >90% of students will show gains in information and concept understanding in core curriculum areas, as per pre- and post-unit assessments
- Compile annual and longitudinal portfolios to be used for summative assessment and planning.
- Ongoing reviews with parents, staff and students
- Portfolios of student work
- Progress reports documenting skill and content knowledge development
- Teacher observation (during all phases of service-learning in class and during project) including, but not limited to note taking, group discussion, pre-post student questionnaires, etc.)

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CCCS will create an Accountability plan to review student learning and use assessment results to create and implement curriculum. Our curriculum will be designed to develop knowledge and skills in reading, writing, mathematics, spelling, history and geography, and science. Foreign language, technology, and health content will be woven into the core academic program. The arts are emphasized through a comprehensive, multi-disciplinary arts program beyond core academic instructional time as well as through Integrated Service-Learning Curriculum Projects (Figure 1.2).

Middle School	High School
A middle school science class studying pollution and disease worked with Environmental Protection to learn about the dangers of radon and how to test for it in homes. To educate the community on hazards, testing, and cleanup, students created an infomercial to share with local schools and community groups.	Tackling discrimination against HIV-positive people, tenth-graders wrote skits that drew parallels between the treatment of individuals living with AIDS and racial discrimination. They built sets, made costumes and programs, and performed their work for the community. Proceeds supported a local AIDS hospice.

Figure 1.2

(H) ACHIEVEMENT TESTS TO BE USED TO MEASURE PUPIL ACADEMIC AND OTHER GOAL ACHIEVEMENT

Student achievement will be measured using a variety of assessment strategies, including formative and summative assessments, anecdotal records, portfolio assessments, and norm-referenced and criterion-referenced tests. The achievement in mathematics, Spelling, Reading, Writing, History, Geography and Science will be determined in some ways and not limited to the following:

- Progress Reports will document our students’ progress in subjects and critical skills areas and can be reviewed for year-to-year comparisons.
- Progress Reports will document our students’ progress in subjects and critical skills areas and can be reviewed for year-to-year comparisons.

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- Students will maintain portfolios of their work. Portfolios will include work selected by students and teachers and will document progress over time. The portfolio will provide an opportunity for the student to reflect on their learning and progress.
- Student Journaling of their work, experience, and specific service-learning projects, will provide our students, their teachers and parents/guardians with a powerful means of assessing working knowledge across all areas of the curriculum throughout the year.
- Daily Observations and recording of those observations using checklists and other means of adjusting the personalized learning plans and facilitating the teachers' work in recording and communicating each student's progress. This documentation will be made available to students and parents/guardians at any time upon request.
- Group Projects and Collaborative Presentations will enable students and teachers to evaluate their skills at working cooperatively to solve problems, developing effective leadership, sharing and coordinating tasks and communicating efficiently.
- All seniors will satisfactorily produce a senior thesis that represents a culmination of each student's learning and research that draws both broadly and specifically from each student's civic and global education. The paper will also incorporate skills and understanding demonstrated through an act— as measured by a rubric and assessed jointly by faculty, fellow students, and community/parent volunteers.
- Parent/Teacher/Student conferences will provide an opportunity to review the student's growing portfolio.

Standardized Testing

Per RSA 194-B:8 V, CCCS will utilize standardized testing including the Smarter Balanced Assessment (SBA) in addition to other supplemental testing methods such as the Northwest Evaluation Assessments (NWEA). At the beginning of the school year, students will be given benchmark assessments for reading and mathematics, using the Common Core State Standards. Core competencies of literacy and numeracy will be assessed using a combination of state-

required standardized tests (SBA) and a nationally norm-referenced achievement test such as the NWEA’s MAP (Northwest Evaluation Association’s Measurement of Academic Progress) or Smarter Balance.

(I) FOR SCHOOLS OFFERING HIGH SCHOOL GRADE LEVELS, GRADUATION

The requirements for graduation from CCCS will meet all local and state requirements as outlined in the NH Code of Administrative Rules Ed 306.27. CCCS will consider “credit” to be defined as stipulated in Ed 306.27 (d): “By the 2008-2009 school year, the local school board shall require that a high school credit can be earned by demonstrating mastery of required competencies for the course, as approved by certified school personnel.”

Table 306-1 Required Program Areas and Credits

Required Program Areas	Credit(s)
Arts education	3 credits
Business education	5 credits
Information and communications technologies	½ credit
Family and consumer science	3 credits
World languages	5 credits
Health education	1/2 credit
Physical education	2 credits
Technology education	4 credits
English	6 credits
Mathematics	6 credits
Science	5 credits
Social studies	5 credits

CCCS will also meet all local and state requirements as outlined in the NH Code of Administrative Rules Ed 306.27 (4) a-d when offering extended learning opportunities (service-learning based curriculum).

(J) STAFF OVERVIEW

Planning and Development

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

Tasks related to school development include:

- Board initiations and government training
- Planning and coordination
- Facility initiatives
- Curriculum development and course design
- Materials development and marketing
- Set-up of administrative systems
- Strategic planning
- Financial operations, revenue initiatives
- Dissemination of material to schools, parents, and colleges

Staffing

The Board of Trustees is committed to recruiting staff with a diverse range of skills, teaching and administrative experience, and cultural and ethnic backgrounds who are qualified in domains of teaching. Other desired qualities and qualifications include: a commitment to the mission and vision of the school, an ability to work effectively on a team with colleagues, students, families, and community members; experience with a variety of instructional approaches, including project-based learning; interest or expertise working with a diverse

student population; and a commitment to their own professional growth.

School Director

Duties of the Director will include but are not limited to:

- Communication with the Board, teachers, students, parents, districts, and the public
- Staff management
- Disciplinary issues
- School culture
- Professional development
- Operational management
- School safety
- Public relations
- Coordination with sending districts

Director Qualifications

- Meet all NH regulations for eligibility and teacher certification, preferred
- Master's Degree from an accredited university, preferred
- Minimum of 5 years teaching and/or school administration experience, preferred
- Experience with administrative duties
- Background in high school education
- Such other qualifications as the Board may find appropriate.

Business Manager – ½ Time

Duties of the Business Manager will include but are not limited to:

- Setting up school financial systems
- Work with the director to prepare budget and other financial documents
- Preparing purchase orders and banking deposits
- Preparing information for payroll processing
- Assisting the Director when needed
- Filing required paperwork with state and federal agencies
- Responsible for ADM

Business Manager Qualifications:

- Bachelor's Degree from an accredited university, accounting preferred
- No less than three years' experience as a Business/Operations Manager
- Experience preparing purchase orders and bank deposits
- Experience preparing payroll processing

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- Experience with grant writing and management
- Such other qualifications as the Board may find appropriate

Teachers

The Board of Trustees will comply with RSA 194-B: 14. Section IV, which states, *“IV. The teaching staff of a chartered public school shall consist of a minimum of 50 percent of teachers either New Hampshire certified or having at least 3 years of teaching experience”*.

The school sets a goal of one teacher and one assistant for each classroom, with some assistant services provided by volunteers or teachers in training. CCCS hopes to maintain a student to teacher ratio of approximately 15-17 to 1 (not including aids). No less than 50% of teachers employed by the school will have New Hampshire teaching certificates as required by New Hampshire Charter School statute. Because of our rigorous service-learning based core curriculum, the school will hire those holding a current NH Educator Certification. In addition, we will seek adults who have prior experience working with children and have strong recommendations as positive role models.

The Board of Trustees, along with the Director of CCCS will identify other staff requirements such as administrative support, nurse, special education liaison and curriculum coordinator as needed, which may also be qualities found in other employees. Multiple positions may be fulfilled by one person. For example, a teacher may also be a part-time Nurse, or the assistant Director may also be the special education liaison. Those without NH Educator Certification may hold a Bachelor’s or Master’s degree, have a strong liberal arts backgrounds, have experience in a specific area of study, and interest or experience in service or experiential learning.

Teaching Assistants hired to work in the Capital City Charter School will meet three criteria: intelligence, very supportive with children, and strong recommendations as ethical role

models. Our goal is to hire Teaching Assistants who are working toward becoming classroom teachers, or hold a current NH paraprofessional certification.

The qualification and positions listed below are recommended, but not limited to the specifics, as there may be multiple positions that can be filled by one candidate (specifically the half time positions).

Guidance Counselor

- Hold a Bachelor's Degree from an accredited university.
- Preference given to candidates with coursework in counseling and guidance, and human growth and development.
- Preference given to Masters' Degree in School Counseling.
- Preference given to applicants holding a teacher certification.

Special Education Liaison

- Hold a Bachelor's Degree from an accredited university.
- Preference given to candidates with Special Education experience.
- Preference given to candidates with administrative experience.

Part Time Nurse

- Part time nurse will be available during specific school hours.

Art Teacher

- Part time Art Teacher will be available during core hours.
- Hold a Bachelor's Degree from an accredited university.
- Preference given to candidates with coursework in, but not limited to Visual Arts, Fine Arts and Art History and Drama.
- Preference given to Masters' Degree in Fine/Visual Arts.

(K) PERSONNEL COMPENSATION PLANS, INCLUDING PROVISION FOR LEAVES AND OTHER BENEFITS, IF ANY.

Salary

The CCCS Director, Learning Coordinator and Teachers will be paid a salary. The salaries of this full-time personnel shall be paid bi-weekly. Assistant Teachers, and other staff, whether full-time or part-time, will be paid on an hourly rate as employees or as independent professionals based on negotiated rates.

Vacation

CCCS will publish an annual calendar of holidays and vacations during which the School will officially be closed. Full-time teachers will also receive a maximum of three (3) days of paid personal leave per year. Personal leave days must be used during the school year in which they are accrued.

Sick Leave

Full-time salaried staff will receive five (5) sick days per school year, to be used in the year in which they are accrued. Part-time salaried employees will receive two (2) sick days per year. For purposes of sick leave for part-time salaried employees, one day will equal the number of hours in that employee's regularly scheduled workday.

Fringe Benefits

Capital City Charter School will provide health insurance and retirement benefits, in accordance with applicable federal and state laws.

(L) PUPIL TRANSPORTATION PLAN

The site for CCCS will be finalized during our initial planning period. We will seek a centrally located site both to accommodate the resources of the surrounding School Districts and for ease of access for families traveling from other areas.

Students residing within the district

It is expected that students residing in the district where the charter school is located will be provided transportation by the local district under the same terms and conditions referenced in RSA194-B: 2, V which states: *“Attendance at a chartered public school for the purposes of transportation shall not constitute assignment under the provisions of RSA 189:6 and RSA 189:8. Pupils who reside in the school district in which the chartered public school is located shall be provided transportation to that school by the district on the same terms and conditions as provided for non-chartered public schools in the district and utilizing the same regular bus schedules and routes that are provided to pupils attending non-chartered public schools within that district.* CCCS will work with the local district in which the charter school is located in order to design a mutually beneficial transportation plan for CCCS students and the local district.

Students living outside the district

For the purposes of open enrollment, neither the sending nor the receiving school district shall be obligated to provide transportation services for pupils attending an open enrollment school outside the pupil's resident district.” It is our expectation that students who attend the Capital City Charter School and reside in the host district shall have the opportunity to ride district transportation to the charter school within the conditions of

Students attending the Capital City Charter School who do not reside in the host district will be required to arrange for their own transportation. The Capital City Charter School will make every effort to support and coordinate among families as they explore transportation options and facilitate ride sharing between families of students from outside the district through an online database or other means.

**(M) STATEMENT OF ASSURANCES RELATED TO COMMITMENT TO
NONDISCRIMINATION ACCORDING TO RELEVANT STATE AND FEDERAL
LAWS**

Our school's success depends on a dynamic and diverse student body and staff. The Capital City Charter School will celebrate and welcome diversity in its students and staff and will not discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability, socio-economic or marital status in the selection of students or staff or in the administration of the School or in any other way that is prohibited by State and Federal Law¹¹. The Board of Trustees will develop and adopt a policy of open acceptance and will create administrative procedures to address any discriminatory concerns.

(N) METHOD OF COORDINATING WITH PUPIL'S LOCAL EDUCATION

The Capital City Charter School will comply with all federal and state special education laws and rules applicable to New Hampshire charter schools.

Charter Public Schools & Special Education

As an open enrollment school, the Capital City Charter School will accept applications from any child who is a New Hampshire resident and will discuss the school with any interested parent. In accordance with New Hampshire law (RSA 194-B:8), the Capital City Charter School will not discriminate against any child with a disability as defined in RSA 186-C. Under New Hampshire's charter school statute, RSA 194-B:11, III, when a child with disabilities attends a

¹¹ See

Titles IV, VI, and VII of the Civil Rights Act of 1964
The Age Discrimination in Employment Act of 1967
The Age Discrimination Act of 1975
Title IX of the Education Amendments of 1972 (Title IX)
Section 504 of the Rehabilitation Act of 1973 (Section 504)
The Americans with Disabilities Act of 1990 (ADA)
NH Law against discrimination (RSA 354-A)

chartered public school, all current options available to the parent and the school district are retained. It is the intention of CCCS to contract with a special education liaison in order to assist the director, attend IEP meetings and work with the sending district(s).

School District Special Education Responsibility

ED 1104.01, effective 6/28/08, sets forth the following sequence of the special education process:

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

It is clear pursuant to (a) that decision-making responsibility for the special education process for children with disabilities attending a public charter school remains with the child's sending school district. In addition, RSA 194-B:11, III provides that the sending school district remains responsible for the funding for children with disabilities attending a chartered public school. Any federal funding or other funding available to a sending district related to special education, to the extent and in a manner acceptable to the funding source, shall also be directed to the receiving chartered public school on an eligible per pupil basis pursuant to RSA 194-B:11, IV. These important provisions allow the responsible sending district and the Capital City Charter School to cooperate creatively to meet a student's special education needs with a credentialed special education liaison to assist with the transition to CCCS. The sending district will be required to provide the Capital City Charter School with a complete copy of each student's IEP for implementation and monitoring purposes by the contracted liaison at CCCS.

(O) ADMISSION PROCEDURES

Eligibility

CCCS is an open enrollment, public school. All New Hampshire students who meet the schools' admission criteria may apply. The school may accept out-of-state students on a space-available basis. There are two criteria for admission eligibility:

- 1.) The applicant student and his/her parent will agree to the mission of the school, its policies, program, and expectations (see Admissions Agreement).
- 2.) If more students apply and are eligible than the number of spaces available in any grade or program, the board will conduct a lottery according to an established lottery policy. Eligible students who are not chosen in the lottery will be listed on a wait list in the order their names are drawn, according to grade or program. Should a selected student not attend or an opening otherwise occur, placement will be offered based on waiting list order. If a student offered admission from the waitlist declines admission, the board will continue to contact students/parents in the order listed.

Application Procedures

The CCCS Charter School will follow the basic method of admissions that defines charter schools nationwide: Admission shall be blind, should the number of applicants exceed capacity, students will be chosen by a lottery system, with a wait list developed from the lottery overflow. The school will provide its program information, application procedures, and application forms to New Hampshire public school personnel. CCCS will have a website with complete application procedures and forms available online.

CCCS offers a unique opportunity for students to become deeply involved in their own education. CCCS recognizes such a shift in responsibility will not necessarily happen naturally or easily and is committed to supporting students and their parents or guardians through that

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process. CCCS wants to ensure each student, and his or her parent(s)/guardian(s) are clear about the mutual commitments being made upon admission to CCCS. The process of establishing a mutual relationship focused on student needs begins at the time of application.

At a minimum, the admissions process will include the following: Prospective students and their families will tour the School and attend at least one informational meeting at which our educational approach and school of students and their families will be explained.

Application packets with information about the School and its philosophy and expectations of attending students and their families will be shared, along with student-related policies. Parents will be asked to sign an agreement indicating their understanding of the School's Mission and other expectations as part of the admission process.

- Interested families will then submit their application.
- A committee will review the applications for completeness
- Should applicants exceed the number of allotted slots, a formal lottery, organized by grade and service-learning experience will be held. Those not accepted in the lottery will be placed on a waiting list in the order determined by the lottery.
- All accepted students will receive notification. Those who have been wait-listed will be notified.

Soon after the enrollment process is complete, CCCS will hold meetings for admitted students and their families and provide an orientation for students and families.

Enrollment Provisions

The CCCS will offer automatic re-enrollment to its students, provided they be in good standing. Families will have to provide a letter of intent to re-enroll by a stated date preceding the lottery, so there is clarity about available spaces.

- CCCS will admit from the wait-list should space become available after the lottery.
- Siblings of children already enrolled at the School will receive preference.

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- The Board will reserve the right to give preference in enrollment to up to five total children of School Faculty as part of the employee benefits package.
- Up to three children of the Founders of the CCCS will receive priority for placement, as a means of recognition of their sweat equity in establishing the School.

(P) PHILOSOPHY OF PUPIL GOVERNANCE AND DISCIPLINE AND AGE-APPROPRIATE DUE PROCESS PROCEDURES TO BE USED FOR DISCIPLINARY MATTERS INCLUDING SUSPENSION AND EXPULSION

It will be a priority at the Capital City Charter School that students are physically and emotionally safe while at school. In our planning period, a code of ethics will be established to address this priority both with regard to infringements on safety and respect, and to create clear and meaningful methods of problem-solving.

A core value of the CCCS is the development of student character and global citizenship and civic-mindedness. In CCCS, students will develop important self-monitoring, communication, and leadership skills as they progress academically and develop socially. Self-discipline, self-advocacy, governance, communication and conflict resolution will be inherent to the curriculum. Our RTI multi-tiered system, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible. A safe, welcoming, and productive school requires the support of all staff, students, and families. This system will work to support teachers in addressing any behavior issues they are experiencing with students in their classrooms in a manner that is respectful of the student, their family and in keeping with our mission. In addition to clear and fair guidelines for unacceptable and dangerous behavior, the school will strive to provide opportunities for positive recognition equally. The school recognizes that education includes evolving maturity and will provide

programs, such as mediation, to teach skills. Situations requiring intervention not available at the school will be discussed and handled with parents.

(Q) METHOD OF ADMINISTERING FISCAL ACCOUNTS AND REPORTING

CCCS will follow NH public school accounting guidelines and will put in place internal accounting controls at the direction of the Board of Trustees, necessary to safeguard its assets and to prevent and detect financial statement misstatements. The School, with the assistance of an approved Treasurer and Certified public accountant, will maintain accurate financial records in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. An annual financial report will be provided including an audit by an independent certified public accountant.

The Board of Trustees will appoint a Treasurer to provide the oversight necessary for monitoring the financial status of CCCS. The Treasurer shall report the financial status of CCCS to the Board of Trustees at least monthly. The Board shall also adopt policies on conflicts of interest for Board members and Faculty.

The Board will approve accounting policies and procedures manual to be followed by all employees, contractors and Board members to ensure proper tracking and use of CCCS funds. A general account will be set up for the administration of funds, and the Treasurer and named members of the Board of Trustees will have check-writing authority. Two signatures will be required on all check. A fidelity bond will cover each with check-writing authority in accordance with the guidelines of the New Hampshire Department of Revenue Administration.

CCCS shall comply with all requirements specified in the law pertaining to reporting requirement (RSA 194-B: 101-V). This list includes an annual report, annual financial audit and report, program audit, and participation during the annual school budget process.

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Pursuant to ED 318.07, CCCS will produce an annual report that will include, at a minimum, the following elements:

- A general progress report to establish the initial school program, a process that will require considerable flexibility and energy,
- An assessment and report of how the Charter School is meeting its educational and financial goals, as identified in its mission statement,
- Changes, if any, in the organizational structure and make-up of the Board of Trustees,
- Assessment and report of business, parent, and volunteer involvement in CCCS,
- Description of community services available at the site,
- A report of enrollment statistics including but not limited to, attendance, per-class enrollment, graduation rates, and any occurrences of withdrawal,
- School calendar,
- Transportation services,
- Financial statement and balance sheet identifying Charter School 's assets, liabilities, and fund balances or equities,
- Projections of income and expenses for the upcoming school year.

(R) ANNUAL BUDGET, INCLUDING SOURCES OF FUNDING

Please see the budget that appears in Appendix D.

The included budget reflects estimated expenses for the first four years of operations. We have developed a list of our most likely and most important Mission-driven plans and costs, recognizing that the budget as represented surpasses the expected income in the first few years. Appendix D also includes expected sources of revenue related to the federal start-up grant, and the state per-pupil allotment based on our projected enrollment. Work to raise the additional funds necessary to support the budget will begin and will increase in intensity once the charter

has been granted. During our planning period, we will also examine the feasibility of additional revenue sources, including extra-curricular activities, which might bring income as well as exposure to the School.

We have entered this project with the full understanding that the state per-pupil allotment is likely not enough to support a New Hampshire independent charter school's full goals and mission and guarantee sustainability. We will offset this gap through of the fundraising efforts of the CCCS Board of Trustees Fundraising Committee including securing grant monies, and private and corporate contributions. Strategic partnerships and other fundraising efforts will also be important. Rather than seek out a few high dollar investors, we hope to cultivate many committed supporters from the business community and the greater community to support the Mission of the CCCS.

Once the CCCS has been established, the CCCS Board of Trustees will organize a fundraising committee. This committee's mission will be to support the School's economic viability. As the School's development arm, the committee will focus on securing the support of local, state and national foundations and charitable organizations as well as cultivating support from community members and businesses. The unique character of the School, its blend of service-learning based instruction and approach to teaching and the resource and value it brings to our local community will be highlighted in our fundraising efforts. A major focus of the committee will be to begin to develop an endowment fund. School-focused fundraising will include events small and large, aimed at a financial gain and the solidifying of the School community and Mission.

(S) SCHOOL CALENDAR ARRANGEMENT AND THE NUMBER AND DURATION OF DAY PUPILS ARE TO BE SERVED PURSUANT TO RSA 194-B:8, III

We will follow, at a minimum, a 180-day school year in accordance with the RSA 194-B:8, III. We expect to follow the calendar of the district in which the charter school is located in order to best coordinate transportation services and better serve multi-student households. Any school-specific changes to the schedule will be monitored carefully to ensure that our students meet the required number of attendance hours. It is expected that days will begin at approximately 8:45 am and end at 2:15, though some flexibility may be required to meet our host district's bus route schedule. We are willing to open our doors as early as 7:20 am to account for such route scheduling and use this as individual work time for service-learning projects. We are willing to leave our doors open until 3:30 pm to do the same. Should transportation issues result in lost educational hours, we will address this loss and amend our students' school hours.

(T) PROVISION FOR PROVIDING CONTINUING EVIDENCE OF ADEQUATE INSURANCE COVERAGE

Pursuant to RSA 194-B:1, the Capital City Charter School will be a public school afforded the same protections as all other public schools under RSA 507(b), which provides for limited general liability for the charter school and its agents. The Board will procure and provide evidence of adequate insurance coverage as required by the State, including but not limited to general liability for the School.

(U) IDENTITY OF CONSULTANTS TO BE USED FOR VARIOUS SERVICES

During the period of startup and development, we may require tasks addressed and conducted by specialists in certain fields however no consultants have been identified at this time. While we cannot identify any particular contractor/s at this time, should this application be approved, CCCS will require that any individual or organization hired show sufficient evidence

of past experience and expertise in the specified role including but not limited to formal education in the specified field, certification if applicable, work history and references.

Individuals or organizations under consideration must meet the requirements contained within the school's conflict of interest policy and must disclose any potential conflicts prior to any formal agreement.

Volunteer Advisors, Experts and Friends of the School

At this time Foundation Board have identified a number of individuals who have agreed to participate in the first year of planning and development. These individuals will serve as **unpaid** advisors and experts in their fields as we launch this new public school.

Caroletta C. Alicea, New Hampshire State Representative, Business Owner, Tomorrow's Child Foundation Board Member Caroletta has joined the team in its early stages. Her commitment to help this student population as her local school board member, and to rally supporters, constituents, donors, legislators, and the business community, along with policy creation will be her gift and focus for CCCS.

Scott Fazzina, IT Director & Payroll Supervisor, Granite Bay Care, Inc. Scott has experience in the management, strategy and execution of IT infrastructure for non-profit organizations. He has the ability to establish, plan, and administer the overall policies and goals for the information technology department, and will consult CCCS in, but not limited to, this area. He will also assist in the analyzation of the needs of CCCS and determine ways to meet our objectives and potentially manage the deployment, monitoring, maintenance, development, upgrade, and support of all IT systems, including servers, PCs, operating systems, telephones, software applications, and peripherals. Scott is also able, if needed, to manage financial aspects of the IT Division, including purchasing, budgeting, and budget review.

Matt Southerton, Director, New Hampshire Alliance for Public Charter Schools,

Matt has experience in all areas of charter school development including; charter school applications, grant writing, school budgeting, charter school law, governance, and school setup.

Matt has assisted multiple charter school applicants with the creation of charter school and startup grant applications. Matt maintains contacts with many national organizations including: The National Alliance for Public Charter Schools, the Charter School Resource Center, the Office of Civil Rights and the U.S. Department of Education. Matt will serve as an unpaid adviser an expert on public charter schools.

Sabrina Rando, Ed.D., BCBA, LBA, Board Certified Behavior Analyst, Licensed Applied

Behavior Analyst, Owner Sabrina began working with children with autism in 2003. She has been in the field since, drawn to the challenge and the reward of teaching children to communicate and to become more independent. She has worked with several populations and in many settings, including public school, private school, residential settings, and in client homes. She earned a master's degree in behavior analysis from Simmons College and became a Board-Certified Behavior Analyst in 2013. Sabrina is most interested in applying behavior analytic principles to adult learning and leadership. She earned a doctorate in education from New England College, where her dissertation research focused on improving conditions for para-Educators who work with children with autism in public schools. Sabrina has offered to help us provide a successful and appropriately differentiated curriculum.

Barbara Higgins, M.Ed.D., Certified Health Educator, Head Coach Track & Field and Cross Country and Former Concord School District Board Member.

Barbara has been an educator for 14 years and currently works as a special education teacher at Parker Academy Charter School. Her perspective is important as an educator, coach and teacher mentor. She

brings knowledge about special education to CCCS and an extensive understanding of teacher preparation, certification and curriculum.

(V) PHILOSOPHY OF PARENT INVOLVEMENT

A key component of the CCCS design is that parents, legal guardians, and adult advocates are partners in students' learning and essential members of the CCCSs school community. Their knowledge of their children is sought throughout every aspect of their children's school careers. Resources, support, and training will be provided for parents, legal guardians, and adult advocates for the purpose of building shared language, purpose, and strategies around and for student learning.

Parents and legal guardians will also be encouraged to participate¹² in school governance structures, including the Board of Trustees and committees formed by the Board. Parents and legal guardians receive daily communications about their children 's learning, along with periodic progress reports. Parents and legal guardians have real-time access to their children 's work and learning progress through the online portfolios.

In accordance with RSA 189:13-a, CCCS shall conduct school employee and volunteer background checks on all individuals working or volunteering within the school.

(W) A PLAN TO DEVELOP AND DISSEMINATE INFORMATION TO ASSIST PARENT AND PUPILS WITH DECISION-MAKING ABOUT THEIR CHOICE OF SCHOOL

To assure all residents have equal opportunity to apply to the charter school, an extensive public relations effort will be initiated. During the initial months of planning and operating, information will be disseminated through bulletins, advisories, and postings on informational

¹² Participation may include, but is not limited to holding positions on the Board, Parent Committee, CCCS PTA, Volunteer work at the school, involvement/guidance in service-learning group projects and other involvement as needed and decided by Sponsoring Board and Board of Trustees.

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websites. Materials, including, but not limited to curriculum, policies and job postings – in accordance with RSA 194-B:2, II – for a major informational outreach program will be disseminated to public school administrators, school personnel, parents, businesses, and community and faith-based organizations and service agencies.

(X) A GLOBAL HOLD HARMLESS CLAUSE

In accordance with RSA 194-B: 3, II (x) Capital City 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 chartered public school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the chartered public school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

(Y) SEVERABILITY PROVISIONS AND STATEMENT OF ASSURANCE

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

(Z) PROVISION FOR DISSOLUTION OF THE CHARTER SCHOOL INCLUDING DISPOSITION OF ITS ASSETS

If the CCCS ceases operation, the Board shall consult with an attorney and the Department of Education to assure that contractual and financial obligations are met.

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Upon the dissolution of the School, the assets remaining after the payment of all its liabilities, and the return of any loaned items to rightful owners, shall be distributed to such organization or organizations operated exclusively for charitable or educational purposes that qualify as an exempt organization within the meaning of 501(c)(3) of the Internal Revenue code of 1986, or any corresponding section of any future federal tax code, or shall be distributed to the federal government, or to state or local government, for a public educational purpose.

(AA) IN THE CASE OF THE CONVERSION OF A PUBLIC SCHOOL TO A CHARTER SCHOOL Not Applicable.

(BB) A PLAN FOR THE EDUCATION OF THE SCHOOL'S PUPILS AFTER THE CHARTER SCHOOL MAY CEASE OPERATION

A plan for each student's continued education, should the school cease to exist, will be determined individually with each student and his/her parent or legal guardian. Likely options would be 1) re-integration into the students assigned public school, 2) application to a different chartered public school, if available, or 3) other available options based on parent and student priorities.

Upon cessation of operation, the records all the students would be transferred in a timely manner to the receiving school, and the staff and trustees would work with the receiving school, parents, and students to assure smooth and timely transition.

(CC) IN ADDITION TO AN APPLICATION, EACH CHARTER SCHOOL APPLICANT, IN CONSULTATION WITH THE LOCAL SCHOOL BOARD, SHALL PREPARE A PROPOSED CONTRACT

Not Applicable.

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(DD) AN OUTLINE OF THE PROPOSED ACCOUNTABILITY PLAN.

The Board of Trustees in cooperation with the Director will meet all New Hampshire accountability and reporting requirements including those outlined in the New Hampshire Charter Accountability Process. CCCS will provide an annual report to the Department of Education (DOE) that speaks to the school’s effectiveness at upholding its mission, maintaining student progress, and sustaining the academic, financial, and organizational health of the school.

Four questions will serve as the basis for the report:

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

Data for this report will be collected throughout the year from students, parents, legal guardians, faculty and staff, through a variety of means. The CCCS accountability plan will be fully developed prior to opening and will continue to evolve as statutory requirements change.

Reporting Document	Due Date	Comments
Annual Progress Report (a.k.a. Annual Accountability Report) <i>* RSA 194-B:10, I and II</i>	<ul style="list-style-type: none"> ▪ Annually - August 1 	Four Key Questions to Answer: (1) Is the school making progress toward achieving its mission; (2) Is the school responsibly using public funds; (3) Is the school promoting student attainment of expected knowledge and skills; and, (4) Is the school sustainable?
Board Minutes	<ul style="list-style-type: none"> ▪ Monthly or as determined, i.e., every other month 	Recommendation: post minutes on school website Right-to-Know law: RSA 91-A:2 and RSA 91-A:3, II
Certificate of Insurance Coverage (i.e., workers’ compensation, property liability)	<ul style="list-style-type: none"> ▪ Annually - Start of the school year 	RSA 194-B:3, II (f) – Provide evidence of adequate insurance coverage
Certificate of Occupancy for School Facility <i>* RSA 194-B:8, II</i>	<ul style="list-style-type: none"> ▪ Before a new school initially opens to students ▪ If an existing school moves to a new facility 	Supplied by the Fire Department
Fire and Life Safety Inspection <i>* RSA 194-B:8, II</i>	<ul style="list-style-type: none"> ▪ Before a new school initially opens to students ▪ Annually and/or if an existing school moves to a new facility 	School Inspection – Online Reporting Tool Upon completion, submit online to the NH Division of Fire Safety by December 15. Then, the Fire Department completes inspection.
Health Inspection Report <i>* RSA 194-B:8, II</i>	<ul style="list-style-type: none"> ▪ When a school initially opens to students and upon five-year renewal 	Contact the local health officer to schedule a school inspection: Health Officers by Town
Independent Financial Audit <i>* RSA 194-B:10, II</i>	<ul style="list-style-type: none"> ▪ Annually - September 30 	NHDOE Audit Department reviews and requests further action, if necessary.
Quarterly Financial Reports	<ul style="list-style-type: none"> ▪ Annually - September 30, December 31, March 31, June 30 	Instructions can be found at: https://www.education.nh.gov/instruction/school_improve/charter/accountability.htm
Please submit Charter Accountability Reporting Requirements to: Michelle Gauthier, NHDOE, Bureau of Instructional Support and Student Assessment		

Appendix A: Charter School Foundation Board/Bios

Appendix B: Articles of Incorporation, Tomorrow’s Child Foundation

Appendix C: CCCS Curriculum Guide, including Research & Sample Day in the Life

Appendix D: Project Budget

Appendix E: ASLER Standards

Appendix F: Letters of Support



APPENDICES

Appendix A: Charter School Foundation Board/Bios

**APPENDIX A
BOARD OF TRUSTEE BIOS**

Stephanie Alicea – Ms. Alicea has been a middle and high school educator since 1999 who has a Master’s of Education in Curriculum and Instruction. Her focus while teaching has been curriculum focused on the whole student and their experience. She has been the Coordinator for a thousand student plus faculty Community Service-Day, a coach, advisor and life-skills educator. Service-Learning has been Ms. Alicea’s focus of all classes and life. Awards and certifications include Alt 3 Educator Certification, Prime for Life Instructor Certification, Mac Certified.

Caroletta Alicea – President & CEO of Granite Bay Connections, Inc., Concord, NH. Mrs. Alicea provides direction to Agency Management and serves as the liaison between the Board of Trustees and the Executive Management Team. With over thirty (30) years of experience in all levels of management, finance/accounting, and leadership. Mrs. Alicea serves as an NH State Legislator, (Boscawen) for three terms. Currently, she is the Clerk, Assistant Floor Leader and President of the Order of Women Legislators (OWLs). Her educational interest and experience come in part from her sixteen (16) years on the Merrimack Valley School Board in which she has served as the Policy Chair, and on the Finance, Negotiations, and Student Ethics Committees.

Stephanie Carter – Ms. Carter has lived and worked in the Concord area for forty (40) years. Currently working as an Executive Administrative Assistant, she has spent the last fourteen (14+) years managing roughly two-hundred (200) people and the building she works in. Ms. Carter believes alternative/charter schools benefit students with non-traditional approached in teaching that allows for students’ growth in a society with ever-changing needs and is excited to be a part of Tomorrows Child and its mission.

Lavinia Jackson

A Tappahannock, VA native, began both writing and reciting at an early age. First Published at 13, by graduation, she had won awards for her poetry. Lavinia received her degree in Creative

Writing/Philosophy, with a concentration in Poetry, from Loyola College in 1994. She continued to publish her poetry online and in various collections. She continued to publish poetry and receive awards, while she served in the USCG.

As a resident of Greensboro, NC, Lavinia took her passion for poetry into the community. Her peace campers were published in a local anthology by partnering with the Creative Writing Dept at UNCG. She is one of the Founders of Sigma Theta Lambda Literary Sorority. She has written for the Greensboro Voice, performed her work with Artists4Justice in an original production. She also has facilitated writing classes for the homeless and has co-facilitated the Visual Poetry Walk. She is currently an artist-in-residence at Revolution Mill. "Poetry in Plain Sight" is her first collection of work, spanning over 20 years. Her book has earned her both 2015 Best Author Award and the 2016 Maya Angelou Literary award.

Kasai Mumpini - As Senior Executive Vice President, Mr. Mumpini provides direction to Agency Management and has more the twenty-five (25) years of leadership and organizational behavior experience. Mr. Mumpini, through business, serves individuals with cognitive and physical disabilities throughout New England, he affords the organization an expansive understanding of service delivery systems. He also actively coaches and volunteers with middle and high school football, cheer and other teams and events throughout the year.

John Scannell – As a professional with 25+ years of working in manufacturing environments supporting the defense, aerospace, medical, and molding/machining industries, Mr. Scannell will bring a business sense, fundraising expertise and supervisory experience to CCCS. Mr. Scannell has 15+ years successfully working in the start-up and or turn around business environment. This will be a benefit to CCCS, along with his training and proficiencies in “7 Habits of Highly Effective People”, Consultative Selling and Large Account Management processes and his consistent professional ability to grow businesses, prioritize projects and manage operations. He is passionate about building "world class" cross functional teams to meet or exceed customer (in this case, students, parents, staff and community) expectations, and an added benefit it the campground he owns and runs on his own time. Mr. Scannell is a welcome and exciting addition to the sponsoring board of CCCS.

Appendix B: Articles of Incorporation, Tomorrow’s Child Foundation

Articles Of Incorporation of Tomorrow’s Child Foundation

Articles of Incorporation

The undersigned, being persons of lawful age, associate under the provisions of the New Hampshire revised statutes annotated, chapter 292 submits the following articles of incorporation to the Secretary of the State.

ARTICLE 1: Name

The name of the corporation shall be Tomorrow’s Child Foundation.

ARTICLE 2: Purposes and Powers

This Corporation is organized for the basic purpose to do all things reasonable and proper in the operation of a nonprofit charter school within the state of New Hampshire and to deal generally therein. This corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code.

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE 3: Registered Office and Agent

The address of the registered office of the Corporation is 2 Stirrup Iron Road, Boscawen, New Hampshire 03303-3400, and the name of its initial registered agent is Stephanie C. Alicea.

ARTICLE 4: Directors

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than five (5) and no more than seven (7). The number of directors constituting the initial Board of Directors of the Corporation shall be five (5) and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

Caroletta C. Alicea, Boscawen NH 03303 – Chair
Kasai Mumpini Bedford, NH 03110 – Vice Chair
Stephanie Carter, Concord, NH – Secretary
John Scannell, Gilford, NH 03249 – Voting Member
Lavinia Jackson, North Carolina – Voting Member
Stephanie C. Alicea, Boscawen, NH 03303 – Voting Member

ARTICLE 5: Incorporators

The name and address of the initial incorporator is Stephanie C. Alicea, 2 Stirrup Iron Road, Boscawen, NH 03303.

ARTICLE 6: Mailing Address

The mailing address of the corporation shall be 2 Stirrup Iron Road, Boscawen, NH 03303.

ARTICLE 7: Membership

This corporation shall have members. The eligibility, rights and obligations of the members will be determined by the organization's bylaws. The management of the affairs of the corporation shall be vested in a board of directors, as defined by the corporation's bylaws. No director shall have any right, title, or interest in or to any property of the corporation.

ARTICLE 8: Dissolution and Distribution

The duration of the corporate existence shall be perpetual until dissolution. Upon the dissolution of the organization, assets of the corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE 9: Non-stock Corporation

The corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid to the Incorporators and Directors thereof.

ARTICLE 10: Bylaws

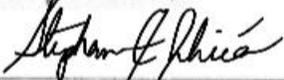
Provisions for the regulation for the internal affairs of the corporation shall be set forth in the Bylaws.

ARTICLE 11: Amendment to Articles

These Articles may be amended only upon the unanimous consent of the Directors.

Revised effective the 3rd day of April 2017.

Incorporators:

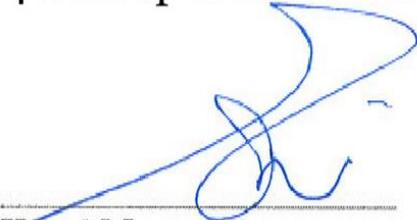


Stephanie C. Alicea

2 Stirrup Iron Rd, Boscawen NH. 03303



Caroletta C. Alicéa
4 Stirrup Iron Rd Boscawen, NH 03303



Kasai Mumpini
64 Old Suncook Road, Concord, NH 03301



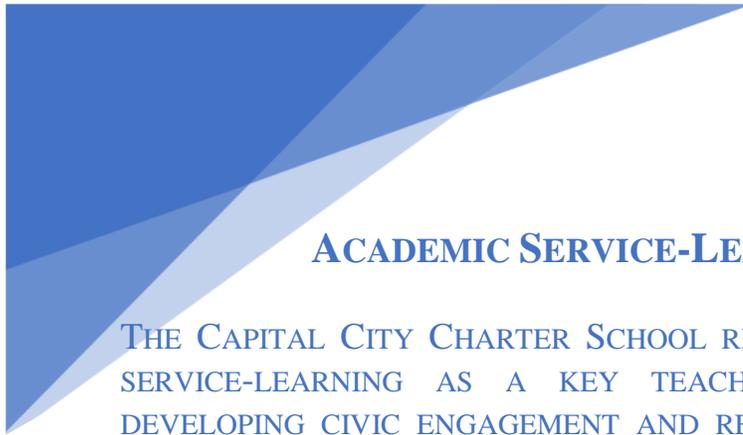
Lavinia Jackson
4112 Bramlet Place Greensboro, NC 27407



Stephanie Carter
10 Bow Street, Concord, NH 0301

CAPTIAL CITY CURRICULUM GUIDE:

We do not learn from our experiences; we learn from processing our experiences. - John Dewey



ACADEMIC SERVICE-LEARNING

THE CAPITAL CITY CHARTER SCHOOL RECOGNIZES ACADEMIC SERVICE-LEARNING AS A KEY TEACHING STRATEGY FOR DEVELOPING CIVIC ENGAGEMENT AND RESPONSIBILITY IN OUR STUDENTS. ACADEMIC SERVICE-LEARNING IS A FORM OF EXPERIENTIAL EDUCATION WHERE LEARNING OCCURS THROUGH A CYCLE OF ACTION AND REFLECTION AS STUDENTS WORK WITH OTHERS APPLYING WHAT THEY ARE LEARNING IN THEIR CLASSES TO COMMUNITY ISSUES.

THE BOARD IS COMMITTED TO THE CONCEPT OF ACADEMIC SERVICE-LEARNING AND TO THE INTEGRATION OF THE STRATEGY INTO THE INSTRUCTIONAL METHODOLOGY IN OUR SCHOOL IN ORDER TO INCREASE OUR STUDENTS' ACADEMIC PERFORMANCE, EMPLOYABILITY SKILLS AND CIVIC RESPONSIBILITY.



Curriculum Guide Created and Adapted from: The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action second edition by Cathryn Berger Kaye, M.A., (Free Spirit Publishing, 2010) www.freespirit.com, Minneapolis, MN.

INTRODUCTION

Service-learning is being widely practiced throughout the United States and internationally in K-12 schools. Having students learn important curricular objectives by providing service yields benefits for all involved.

Reflection is one of the most important components of service-learning. Reflection helps service-learning participants connect thinking and action and stimulates the use of higher order thinking skills such as analysis, comprehension, problem solving, evaluation, and inference.

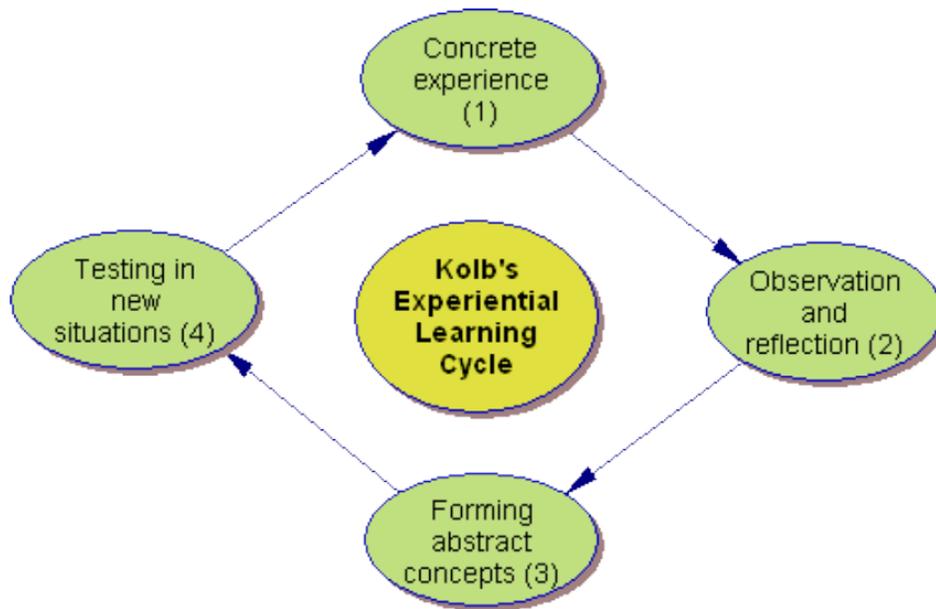
Reflection too often takes the form of a simple summary of service activities or one's feeling about the service experience. Most service-learning practitioners recognize that reflection can be deeper, but simply do not have the time to create a lot of different kinds of reflection activities.

Sections of the guide provide a summary of the theories in the educational research literature about reflection. This will also help Capital City Charter School staff, educators and community partners to create additional activities.

THEORETICAL FRAMEWORK

Building upon the work of John Dewey and Kurt Levin, American educational theorist David A. Kolb believes “learning is the process whereby knowledge is created through the transformation of experience” (1984, p.38). Kolb’s “Experiential Learning Model” provides a useful framework for integrating experience and synthesizing elements of service-learning. The theory presents a cyclical model of learning, consisting of four stages shown below. A person may begin at any stage, but must follow each other in the sequence:

- concrete experience (or “DO”)
- reflective observation (or “OBSERVE”)
- abstract conceptualization (or “THINK”)
- active experimentation (or “PLAN”)



Kolb’s four-stage learning cycle shows how experience is translated through reflection into concepts, which in turn are used as guides for active experimentation and the choice of new experiences.

The first stage, **concrete experience** (CE), is where the learner actively experiences an activity such as a lab session or field work. The second stage, **reflective observation** (RO), is

when the learner consciously reflects back on that experience. The third stage, abstract **conceptualization** (AC), is where the learner attempts to conceptualize a theory or model of what is observed. The fourth stage, **active experimentation** (AE), is where the learner is trying to plan how to test a model or theory or plan for a forthcoming experience.

Everyone responds to and needs the stimulus of all types of learning styles to one extent or another - it's a matter of using emphasis that fits best with the given situation and a person's learning style preferences. Kolb developed four learning styles classified as: *assimilators*, who learn better when presented with sound logical theories to consider; *convergers*, who learn better when provided with practical applications of concepts and theories; *accommodators*, who learn better when provided with “hands-on” experiences; and *divergers*, who learn better when allowed to observe and collect a wide range of information. This, again, provides a useful framework for integrating experience and synthesizing elements of service-learning.

Adapted from: Learning Theories Knowledgebase (2017, November). Experiential Learning (Kolb) at Learning-Theories.com. Retrieved November 15, 2017 from <http://www.learning-theories.com/experiential-learning-kolb.html>

SERVICE-LEARNING DEFINED

Service learning is a method by which young people learn and develop through active participation in thoughtfully organized service experiences that ...

- Meet actual community needs,
- Are coordinated in collaboration with the school and community,
- Are integrated into each young person's academic curriculum,
- Provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities,
- Enhance what is taught in the school by extending student learning beyond the classroom,
- Help to foster the development of sense of caring for others and commitment to civic responsibility .

Service + Learning = Service Learning

Service:
Service means contributing or helping to benefit others and the common good.

+

Learning:
Learning means gaining understanding of a subject or skill through study, experience, or an exchange of ideas.

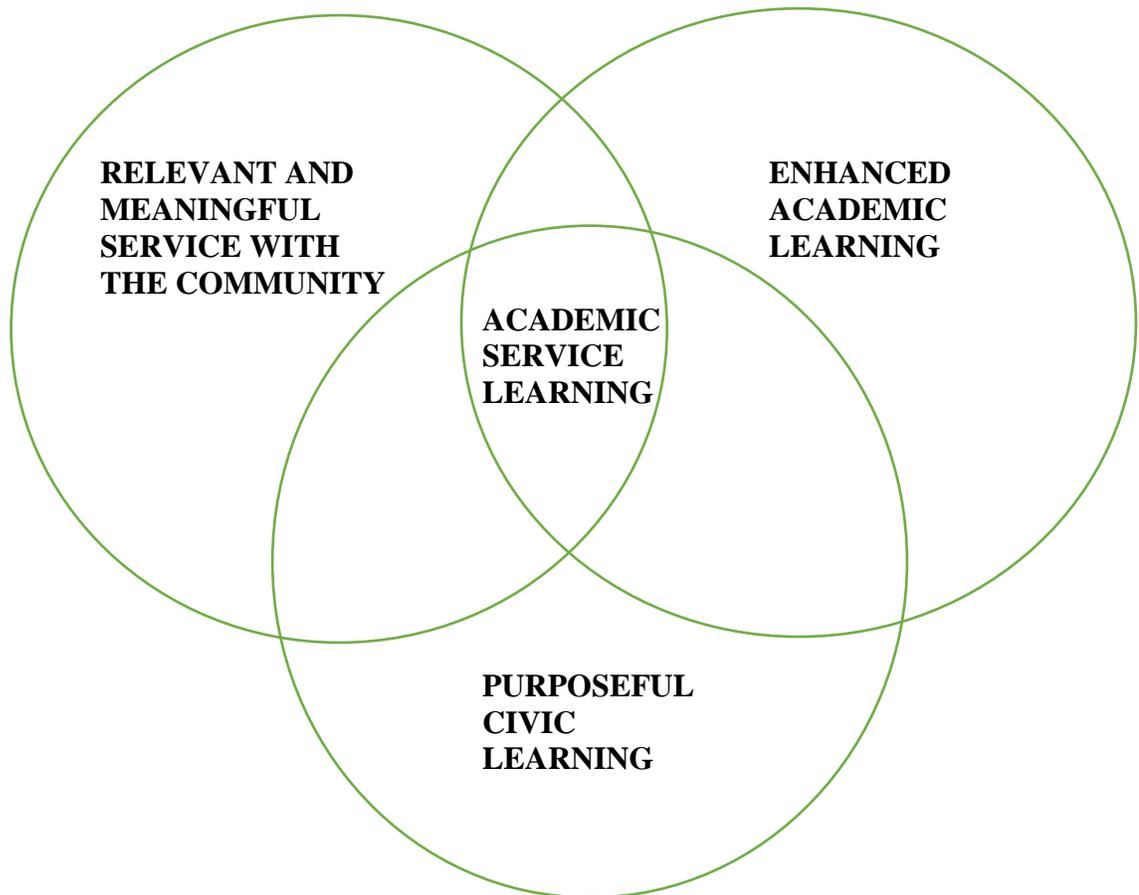
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Service Learning:
The ideas of service and learning combine to create service learning. Investigation, preparation, action, reflection, and demonstration are the five stages of service learning. By understanding how these stages work, you can be more effective when making plans to improve your school and community.

THE THREE NECESSARY CRITERIA FOR ACADEMIC SERVICE-LEARNING

The three criteria below test a course's ability to be classified as service learning.

- **Relevant and Meaningful service with the Community:** that the work being done must improve the quality of life for an individual, group, neighborhood, or for the entire community.
- **Enhanced Academic Learning:** that the work being done is used to apply contrast, or complement more traditional course learning resources.
- **Purposeful Civic Learning:** knowledge, skills, and values that make an explicitly direct and purposeful contribution to the preparation of students for active civic participation.



EXAMPLES OF SERVICE-LEARNING

Service-learning can be used in most disciplines, as evidenced by the examples below.

In an **Project Lead The Way** class, students design and build mechanical devices to assist people with physical, developmental or learning disabilities.

Industrial Arts students design and plant a community garden at a women's shelter.

Computer science student projects develop databases for non-profit agencies.

As part of a **Chemistry**, students conduct seminars for teens on the effects of substance abuse on the body.

Social Studies/Civics teacher instructs a course entitled "Aging: From Biology to Social Policy;" in which students are encouraged to volunteer in elderly support organizations providing students opportunities to explore the applications of course content to real world events.

Accounting students work with neighborhood advisory boards developing and leading workshops for residents of low-income areas on household finances, budgeting, etc.

Environmental Science students conduct an energy survey and make recommendations for energy savings in businesses, homes, the university, and schools.

History students publish a local cultural journal that reports on unique community aspects.

Civics students work with grass roots senior citizen's groups to lobby for legislation that better meets older people's needs. Grass roots organizing techniques are stressed.

SERVICE-LEARNING & COMMON CORE CONNECTION

Service Learning.

This allows students a laboratory to practice, review, reassess, and reflect, all with the guidance and support of knowledgeable teachers. They see the viability and purpose of their study. This process actually adds rigor to academics as students are depended upon, builds interdisciplinary understandings, and deepens learning, all while improving the viability of the Common Core State Standards.

Common Core and Student Engagement

Common Core State Standards (CCSS) serve as a guide for purposeful learning with real world application. Many CCSS descriptors and elements comprise essential 21st century competencies well suited for our 21st century learners. With Common Core integration the aim is for our students, through academics, to develop and hone their ability to read closely so as to analyze, interpret, and synthesize information and ideas, collaborate with others, and utilize refined language skills, to present information through writing and speaking with the support of technology. The following list of seven “Capacities for the Literate Individual,” a “portrait of students who meet the standards describes students at CCCS and all of the unique standards add up to a desired outcome.

1. Demonstrate independence

They read complex text independently, and question and clarify information. As self-directed learners, they seek appropriate resources (teacher assistance, peers, print and digital media) to increase understanding.

2. Build strong content knowledge

As purposeful readers, viewers, and listeners, they research to increase general and content specific knowledge and understanding. They share knowledge through writing and speaking.

3. Respond to varying demands of audience, task, purpose, and discipline

They shift tone, word choice, and selection of evidence to best fit the writing context.

4. Comprehend as well as critique:

They question the veracity and bias of their sources.

5. Value evidence

They evaluate evidence and use evidence effectively to construct arguments.

6. Use technology and digital media strategically and capably

They navigate media to find useful information, integrate online and offline sources, and choose tech tools wisely to best support their intentions.

7. Come to understand other perspectives and cultures

Students seek to understand other cultures, communicate with others, and evaluate perspectives of themselves and others.

This description of literate individuals is what we hope teachers keep in mind, rather than preparing students to pass standards-based tests. Passing such tests will be easy for students if they truly possess the capacities listed above.

So, we know where we are going; how do we get there? Of critical note regarding Common Core State Standards is this: They provide an outline of what we want students to be able to do, however the how of the process is left to the educators--those who prepare and design the day-to-day programs and curriculum and greet learners as they arrive at CCCS. We choose learning to provide a more authentic context for the application of the learning, and by so doing elevate students' abilities and understandings, assist them in seeing why learning matters, and recognize they already are people of value to society.

Adapted from: The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action second edition by Cathryn Berger Kaye, M.A., (Free Spirit Publishing, 2010) www.freespirit.com, Minneapolis, MN.

SERVICE-LEARNING OUTCOMES

Service-Learning as an educational strategy and curriculum at CCCS is designed to accomplish the following:

- Enhance student learning by joining theory with experience and thought with action
- Fill unmet needs in the community through direct and indirect service that is meaningful and necessary
- Enable students to help others, give of themselves, and enter into caring relationships with others
- Assist students to see the relevance of the academic subject to the real world
- Enhance the self-esteem and self-confidence of your students
- Develop an environment of collegial participation among students, faculty, and the community
- Give students the opportunity to do important and necessary work
- Increase the civic and citizenship skills of students
- Assist agencies to better serve their clients and benefit from the infusion of enthusiastic volunteers
- Expose students to societal inadequacies and injustice and empower students to remedy them
- Develop a richer context for students learning
- Provide cross-cultural experiences for students
- Better prepare students for their careers/continuing education
- Foster a re-affirmation of students' career choices
- Keep students motivated and interested class and serve as a tool for reflection

- Give students more responsibility for their learning
- Help students learn how to get things done
- Impact local issues and local needs

Meaningful Service: Service-learning based curriculum at CCCS will actively engage all participants in meaningful and personally-relevant service activities.

Indicators:

1. Service-learning experiences are appropriate to participant ages and developmental abilities.
2. Service-learning addresses issues that are personally relevant to the participants.
3. Service-learning provides participants with interesting and engaging service activities.
4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
5. Service-learning leads to attainable and visible outcomes that are valued by those being served.

Link to Curriculum: Service-learning based curriculum at CCCS will intentionally be used as an instructional strategy to meet learning goals and/or content standards.

Indicators:

1. Service-learning has clearly articulated learning goals.
2. Service-learning is aligned with the academic and/or programmatic curriculum.
3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.
4. Service-learning that takes place in schools is formally recognized in school board policies and student records.

Reflection: Service-learning based curriculum at CCCS will incorporate multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one’s relationship to society.

Indicators:

1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants’ knowledge, skills, and/or attitudes.
2. Service-learning reflection occurs before, during, and after the service experience.
3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
5. Service-learning reflection encourages participants to explore a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.

Diversity: Service-learning based curriculum at CCCS will promote understanding of diversity moreover, mutual respect among all participants.

Indicators:

1. Service-learning helps participants identify and analyze different points of view to gain an understanding of multiple perspectives.
2. Service-learning helps participants develop interpersonal skills in conflict resolution

and group decision-making.

3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
4. Service-learning encourages participants to recognize and overcome stereotypes.

Progress Monitoring: Service-learning based curriculum at CCCS will engage participants in an ongoing process of assessing the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

Indicators:

1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.
2. Service-learning participants gather evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.
3. Service-learning participants use evidence to improve service-learning experiences.
4. Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high-quality practices are sustained.

Duration and Intensity: Service-learning based curriculum has sufficient length and intensity to address community needs and meet specified outcomes.

Indicators:

1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and

celebration.

2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.
3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes¹.

¹ see Service-learning Standards For Quality Practice by National Youth Leadership Council

CURRICULUM FRAMEWORK & INTENTIONAL LINK TO CURRICULUM

English Language Arts/Literacy

At CCCS, students will learn to read while reading to learn. Reading is a complicated process about making meaning, which includes phonemic awareness, fluency, vocabulary development, and comprehension. At CCCS, comprehension strategies and critical thinking skills will be taught to help students make sense of content and the world around them. Students at all grade levels work with a balance of informational and literary text, and learn to read carefully to extract evidence from text. Complex text sources, whether primary or secondary source material, will be used with all students at CCCS as an enriching challenge. Like a steep mountain, complex text presents an opportunity for our students to go beyond their perceived limits and accomplish more than they thought possible. Students-collectively and individually-tackle complex texts with care and patience as their reading skills are strengthened. Reading is taught across all content areas because each subject area requires students to learn from different kinds of text (e.g., science articles, historical primary sources, math word problems).

At the secondary level, teachers of math, science, history, technology, and the arts explicitly teach and support students to be keen readers of text within their discipline. By integrating reading throughout the day, schools convey to students the importance of reading, critical thinking, and meaning-making in school and life. It is the goal of CCCS for teachers to develop and teach a common language for the writing process and the traits of good writing. They will use consistent practices for teaching and assessing writing. At the secondary level, teachers of math, science, history, technology, and the arts will explicitly teach and support quality writing within their subject area. Students engage in the writing process to learn to write

like historians, scientists, mathematicians, and artists. Through writing, students learn more deeply about content and communicate what they know.

Writing at CCCS is taught, across the curriculum. Students have regular opportunities to write for authentic purposes and audiences beyond the classroom, which fosters motivation for producing quality writing. While the nature and amount of writing vary by discipline and grade level, writing is a central vehicle for learning and communicating in all classrooms.

Goals:

- Students will learn to write effectively to inform, to build arguments substantiated with evidence, and to write with literary power in narrative and poetic genres.
- Students will read at or above grade level with fluency, accuracy and enjoyment in a way that makes meaning clear.
- Students will write effectively and creatively for a variety of purposes and audiences.
- Students will learn to craft quality writing in a variety of contexts.
- Students write to learn while learning to write.

Mathematics

Math at CCCS will be taught with rigor and integrity in discrete math classes. Along with discrete math instruction, math will be integrated into projects, case studies, and learning expeditions whenever possible, in the lead or supporting role. At CCCS, all teachers will promote mathematical thinking in areas such as numeracy, statistics, patterns, and problem-solving.

In the same way that our school will celebrate literacy through events, projects (creation of a community garden), community meetings, and hallway displays, mathematical thinking and learning will also be showcased and discussed throughout the building.

Goals:

- Students will focus on foundational facts-vocabulary, formulas, algorithms, and number facts-that are grounded in conceptual understanding.
- Our teachers will ensure that students develop procedural fluency, calculating with accuracy and efficiency. There is an equally strong focus on problem-solving skills and critical thinking.
- Students will learn to use appropriate technology strategically in problem-solving. Technology tools are used not as a substitute for learning foundational facts, but to enhance conceptual understanding and problem-solving.
- Math curriculum & educators will support students to think like mathematicians and cultivate mathematical habits of mind-curiosity, risk-taking, perseverance, and craftsmanship.
- Students will learn to reason abstractly and quantitatively, model mathematically to practical situations, and to construct and critique mathematical arguments.

Science

The science curriculum will allow students to read, write, think, and work as scientists. Expeditions, case studies, projects, problem-based content, possible collaboration with professionals and engineers, and interactive instructional practices at CCCS will foster inquiry and enable authentic student research. When possible, student research contributes to the school community or broader community (e.g., seventh-graders analyzing conditions for optimal growth in their school garden, high school students testing indoor air quality in the school to inform recommendations to the Board of Education).

Goals:

- Educators will reinforce the connections among science, math, engineering, and technology as they promote students' skills in questioning; developing and using

models; planning and carrying out investigations; collecting, analyzing, and interpreting data; constructing explanations; designing solutions; engaging in argument from evidence; and synthesizing and communicating information.

- Students at CCCS will acquire the skills to be logical in making assumptions, accurate when collecting data, insightful when concluding, and unbiased when supporting statements with reliable scientific evidence.
- Students will learn appreciation and stewardship of the natural world as part of the everyday design.
- Students will be able to integrate environmental literacy into the science curriculum (at all grade levels).

Social Studies

Students' understanding of enduring concepts is prioritized so that they can apply that knowledge to the modern world. CCCS views social studies as a way to develop students' capacity to interpret their world critically and to engage productively in it. The emphasis of the curriculum, meant for the student body is on deep understanding rather than memorization of myriad facts and details, explicit literacy instruction is a focus for students at all grade levels.

Goals:

- Students will understand the big picture and timeline of history.
- Students will focus on big ideas such as the elements that make up a culture or civilization.
- Teachers at CCCS will support our students to appreciate and understand diverse cultures and understand connections among ancient and modern cultures.
- Students will know how to animate history by choosing compelling case studies that include narratives that intertwine history, government, economics, geography, and culture, and illuminate enduring themes.
- Students will investigate and address social issues in their local community and become compassionate community members in the process.

- Students will demonstrate action as social scientists: analyze primary sources, consider multiple perspectives, conduct research, and draw their own conclusions.
- Students will read, write, and think like historians.

Arts

Arts in all forms will be celebrated as a foundation of culture and a central aspect of learning and life at CCCS. Artistic skills are understood as aptitudes, and artistic achievement is valued as academic achievement. It is the goal of CCCS to fill the hallways, classrooms and general areas with student artwork, which can be displayed in a way that honors all work.

Artistic performances will be points of pride for the school. The visual and performing arts will be taught using the same effective instructional practices that are used in other disciplines. The arts curriculum will build school culture and student character by emphasizing authentic performance, craftsmanship, risk-taking, creativity, and a quest for beauty and meaning. The heritage of critique in the arts forms the basis for a whole-school culture of critique in all disciplines.

Goals:

- Student exhibitions of learning will feature the arts along with other subjects.
- Students will use visual and performing arts to explore and enhance story-telling skills alongside the development of their creativity, communication and technology skills.
- Students will use Arts as a window into disciplinary content in other academic subjects (e.g., Ancient Greek architecture as an entry point to Ancient Greek civilization, protest songs as a case study when learning about the civil rights movement) and used as a window into diverse cultures and regions of the world; such is the goal of CCCS.

Fitness and Wellness

CCCS promotes wellness in students and school staff members. Healthy eating, exercise, stress reduction, sleep, and healthy relationships-the key elements of physical and mental health-are included as part of a school’s wellness approach. The physical education program will emphasize personal fitness and nutrition and character development and reinforces a school culture of respect, responsibility, and achievement. Physical activity and outdoor time will be woven into our school day whenever possible and appropriate (e.g., walking to fieldwork research sites, setting up and cleaning classrooms and common spaces, using physical energizer breaks to enhance academic work times). Team meetings and school staff explicitly support students to understand and monitor dangers to wellness posed by alcohol, drugs, and tobacco. Experiences in the natural world-working in and appreciating nature-are a priority for our students. We at CCCS hope through the curriculum physical challenges push students to pursue excellence and assume responsibility for their own learning.

Goals:

- Students will understand the connections between physical challenge and academic challenge.
- CCCS will provide healthy meals to students and even eat lunch in a “family style” for our staff to emphasize the importance of wellness.
- Students will become stewards of a climate of social and emotional safety for attending students.
- Students will participate in a basic physical education program aimed at meeting the health needs of children and early adolescents.
- Students will understand human development through an age-appropriate approach, exploring and promoting a healthy sense of self.

SKILL DEVELOPMENT

Thinking Skills Development Through Service-Learning

- Thinking critically and using good judgment
- Thinking creatively
- Analyzing and evaluating information and events
- Solving problems to reach goals
- Managing time and resources wisely
- Planning and organizing projects
- Researching, probing for information, and documenting
- Outlining, organizing, and presenting information

Personal Skills Development Through Service-Learning

- Making positive decisions
- Managing attitudes and emotions (self-control)
- Setting and reaching personal goals
- Developing talents and abilities
- Maintaining health and well-being

Social Skills Development Through Service-Learning

- Communicating effectively
- Resolving conflicts
- Showing respect and concern for others
- Resisting negative pressure and drug use
- Working cooperatively with others
- Providing ethical leadership
- Developing positive relationships

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**ELEMENTS OF AN
EFFECTIVE SERVICE LEARNING PROGRAM**

- Meaningful Service
- Problem Solving
- Working in Groups
- Adult-Student Interaction
- Opportunity to Apply Skills
- Preparation and Reflection

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Service-Learning Middle School Developmental Continuum

Service-learning helps adolescents develop the strength of character and resiliency necessary to withstand negative peer pressures. Through service-learning they learn about their responsibility to contribute to others and begin to feel valued and accepted for their meaningful participation in their community.

- To feel accepted by peers and others
- To see concrete outcomes from their efforts
- To have opportunities for creative expression
- To have opportunities for self-definition
- To participate and be part of a group
- To learn decision-making through experience
- To explore adult roles and career opportunities
- To interact with people of diverse backgrounds
- To engage in physical activity
- To take risks within a structured environment
- To gain competence and achievement
- To make a difference in the community

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Service-Learning High School Developmental Continuum

Service-learning allows all students, not just the honor roll student, to play a constructive role in the community and begin to learn the responsibilities of adulthood.

- Become self-reliant
- Expand peer relationships
- Learn to manage time and personal health
- Formulate a personal value system
- Assume responsibility for career planning
- Develop skills important to live as consumer and effective use of leisure time
- Develop citizenship skills important to responsible participation in a democratic society

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**DYNAMICS FOR SUCCESS:
A LEARNING CURRICULUM THAT SERVES**

At CCCS, we will ensure all resources are considered when planning curriculum. The Sponsoring Board has considered integrating a sequence of themes per grade level to be utilized throughout the school year with a focus on interdisciplinary learning, academic content, and development of transferable skills. Along with the overarching themes, we will utilize the Common Cores State Standards and the following skills that go hand-in-hand with the CCSS, commonly referred to as 21st Century Skills in teaching and learning that include life and career skills ie., critical thinking, communication, collaboration, creativity, technology and information/media literacy.

Although each level has a particular theme, essential questions, and a specific series of learning experiences that lead to taking purposeful action in the school, community, or globally. Each learning experience integrates opportunities for analytical thinking, creative thinking, practical thinking, and ethical thinking. Every learning experience is highly engaging with compelling paired or group interactions that develop communication and self assurance.

Consider the sequence of themes for each of these grades:

- Grade 7: Identity
- Grade 8: Community
- Grade 9: Contributing to Community
- Grade 10: Global Connections
- Grade 11: Leadership
- Grade 12: Transitions

Rubric for Continuous Improvement of the Service-Learning Experience

Based on the K-12 Service-Learning Standards for Quality Practice. National Youth Leadership Council, 2008

	Novice	Introductory	Experienced	Advanced
<p>Duration and Intensity Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.</p>	<p>Project is brief (less than two weeks) and addresses an immediate need without providing a long term solution. Process of investigation, planning, action, reflection, and demonstration/celebration of impacts is weak. Minimal amount of time and intensity is provided.</p>	<p>The Service-Learning experience is carried out over a short time period (a few weeks), addresses an immediate need and provides only a start to a long term solution. The process of investigating community needs, planning, action, reflection, and demonstration/celebration drives the project somewhat, resulting in limited time and intensity.</p>	<p>The process of investigating community needs, planning, action, reflection, and demonstration/celebration is used on a limited basis. Service-Learning is conducted over a significant period of time. The project addresses community need but falls short of achieving all learning outcomes.</p>	<p>The process of investigating community needs, planning, action, reflection, and demonstration/celebration of learning and impacts on self and community is used consistently. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months, providing adequate time to address identified community needs and achieve learning outcomes.</p>
<p>Link to Curriculum Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.</p>	<p>Project uses skills which can be found in the standards, but they aren't the foundation out of which the project grows. Skills incorporated into the experience are at lower levels on the hierarchy of learning. Service is not intentionally connected to learning and is seen as mainly an add-on or enrichment activity.</p>	<p>Students master basic skills through the service-learning project but the link to curriculum is weak and not intentional. Experience does not align with content standards and is not used to push learning to higher levels of application. Student is recognized on school records, but no formal district policy is in place.</p>	<p>Project work leads students toward mastery of more complex skills in a rigorous and relevant curriculum. Instruction assists students in completion of project, though the link may not be direct and intentional. Service-learning is an integral part of the academic expectations for students throughout the district.</p>	<p>Participants learn how to transfer knowledge and skills from one setting to another. Service-learning is explicitly aligned with the academic curriculum, learning goals are clearly articulated. Students construct knowledge through challenging tasks in a rigorous and relevant curriculum. Service-learning is formally recognized in school board policies and student records.</p>
<p>Partnerships Service-learning partnerships are collaborative, mutually beneficial, and address community needs.</p>	<p>Project is determined and implemented with little involvement from community partners or is grounded in meeting a need for service presented by the community partner or school. A shared vision and collaborative partnership has not been established or maintained.</p>	<p>Partnerships are few in number, weak, or non-existent. Limited interactions with community partners lead to meeting a minimal community need. Project reflects a partial shared vision with minimal collaborative work between the partners. Service is not reciprocal or of mutual benefit.</p>	<p>Some communication and ongoing interaction with community partners is central to the project. Students work with partners to develop common goals. More opportunities could be provided to encourage students to see community members as collaborative partners and resources, and not just recipients of service.</p>	<p>A variety of partners are engaged. Partnerships engage in frequent and regular communication, establish a shared vision and set common goals, and collaboratively develop and implement action plans to meet specified goals. Partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.</p>
<p>Meaningful Service Service-learning actively engages participants in meaningful and personally relevant service activities.</p>	<p>Students provide indirect service with no contact with population being served. Project is determined without a community needs assessment and does not lead to attainable and visible outcomes. Experience is not appropriate for students' age and developmental level and/or issue is not personally relevant.</p>	<p>Community needs assessment is done in isolation from the community. Project includes minimal direct contact with those being served. Outcomes are attainable and visible, but do little to contribute toward lasting change. Students do not understand their service experiences in the context of the underlying societal issues being addressed.</p>	<p>Project addresses a real need connected to a personally relevant issue and provides direct contact with those being served. Outcomes are attainable and visible, but may not be highly valued by those being served in the school, local, and/or global community.</p>	<p>Experiences are developmentally appropriate, address personally relevant issues, and encourage participants to understand their service experiences in the context of the underlying societal issues being addressed. Interesting and engaging service activities lead to attainable and visible outcomes that have significant impact on participants and others in the school, local, and/or global community.</p>

Rubric for Continuous Improvement of the Service-Learning Experience

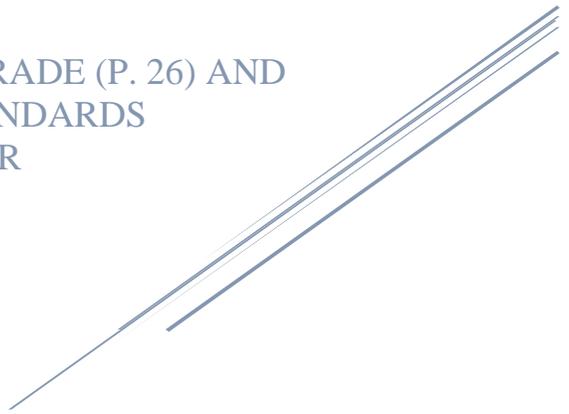
Based on the K-12 Service-Learning Standards for Quality Practice. National Youth Leadership Council, 2008

	Novice	Introductory	Experienced	Advanced
<p>Youth Voice Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.</p>	<p>Teacher determines project with very limited or without student input. Task completion is determined and monitored by the teacher. Teacher evaluates quality and effectiveness of the service-learning experience without student input.</p>	<p>Teacher determines project and offers strong guidance in organizing and completing project tasks. Students are allowed to provide input into decisions, but final determination is made by the teacher. Youth have limited opportunities to demonstrate their abilities and decision-making skills.</p>	<p>Teacher works with students in determining project based on standards. All students work collaboratively to develop project plan and take leadership in carrying out tasks. Teacher helps to shape decisions throughout the process, but places primary emphasis on student voice.</p>	<p>Youth are engaged in generating ideas, identifying learning outcomes, and decision-making during planning, implementation, and evaluation. Youth acquire knowledge and skills to enhance leadership and decision-making and are involved in evaluating the quality and effectiveness of the service-learning experience. Youth and adults are involved in creating an environment that supports trust and open expression of ideas.</p>
<p>Diversity Service-learning promotes understanding of diversity and mutual respect among all participants.</p>	<p>Students' pre-conceptions and stereotypes are not challenged. Multiple perspectives are not intentionally sought or incorporated into service-learning experience. Decisions are made by vote rather than consensus.</p>	<p>Understanding of multiple perspectives is limited to tolerance and acceptance of others. Students' pre-conceptions are challenged on a limited basis but project could do more to address engaging the perspective of recipients of the service (people and/or places).</p>	<p>Some time is spent identifying and overcoming stereotypes and valuing different points of view. Students' pre-conceptions and stereotypes are somewhat challenged. Some collaboration incorporating multiple perspectives is developed.</p>	<p>Participants analyze different points of view to gain understanding of multiple perspectives, develop interpersonal skills in conflict resolution and decision-making, recognize and overcome stereotypes, and understand and value the diverse backgrounds and perspectives of those offering and receiving service. Decisions are made through a consensus process.</p>
<p>Reflection Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.</p>	<p>Basic reflection is provided for at the end of the service-learning experience using one or two different methods. Reflection is limited in its depth and does not demonstrate complex analysis of social and civic issues. Examination of preconceptions and assumptions is not incorporated into reflective process.</p>	<p>Reflection consists of documenting progress of project and has no clear connection to skills being developed. Project could do more to deepen the level of reflection for students and challenge them to identify, research, and discuss alternative solutions.</p>	<p>Meaningful reflection is planned and integral to the project and is used to teach and/or reinforce core academic skills and/or content. Reflection includes some emphasis on higher order thinking skills. Students are prepared for service-related tasks in connection with skill instruction. Project challenges students to identify, research and implement alternative solutions.</p>	<p>Participants think deeply about complex community problems and alternative solutions and examine a variety of social and civic issues. Participants examine preconceptions in understanding their roles and responsibilities as citizens. It occurs before, during, and after the experience and includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate changes in participants' knowledge, skills, and/or attitudes.</p>
<p>Progress Monitoring Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.</p>	<p>Teacher and students follow implementation plans without collecting data to guide decisions. No clear connection exists to specific goals and learning outcomes.</p>	<p>Teacher assesses outcome of learning activities separate from service-learning experience. Teacher and students gather evidence of progress, but do not base decisions on data collected.</p>	<p>Evidence collected provides a picture of student progress throughout the service-learning experience and guides both instruction and project implementation.</p>	<p>Evidence of quality service-learning implementation and progress toward meeting specific goals and learning outcomes is collected from multiple sources throughout. Evidence is used to improve experiences and progress toward goals. Evidence of progress is communicated with the broader community to deepen understanding of service-learning and ensure high quality practices.</p>

THE FOLLOWING PROFILE DESCRIPTIONS INTERRELATE AND EMBED THE FOUR FACETS (LISTED ON THE LEFT) THAT UNDERPIN EACH COMPETENCY.

EACH PROFILE LEVEL PROGRESSES DEVELOPMENTALLY AND IS WRITTEN FROM A STUDENT’S POINT OF VIEW.

CONSIDER THE THEMES PER GRADE (P. 26) AND THE K-12 SERVICE-LEARNING STANDARDS WHEN READING THE PROFILES FOR ASSESSEMENT



CORE COMPETENCY “I CAN” STATEMENTS

CRITICAL THINKING

Analyze and Critique:

- I can show if I like something or not
- I can identify criteria that I can use to analyze evidence
- I can analyze evidence from different perspectives
- I can reflect on and evaluate my thinking, products, and actions
- I can analyze my own assumptions and beliefs and consider views that do not fit with them

Question and Investigate:

- I can explore materials and actions
- I can ask open-ended questions and gather information
- I can consider more than one way to proceed an investigation
- I can evaluate the credibility of sources of information
- I can tell the difference between facts and interpretations, opinions, and judgments

Develop and Design:

- I can experiment with different ways of doing things
- I can develop criteria for evaluating design options
- I can monitor my progress and adjust my actions to make sure I achieve what I want
- I can make choices that will help me create my intended impact on an audience or situation

CREATIVE THINKING

Novelty and value:

- I get ideas when I play. My ideas are fun for me and make me happy
- I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials
- I generate new ideas as I pursue my interests
- I get ideas that are new to my peers
- I can develop a body of creative work over time in an area I'm interested in or passionate about

Generating ideas:

- I get ideas when I use my senses to explore
- I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems
- I deliberately learn a lot about something (e.g. by doing research, talking to others or practicing) so that I am able to generate new ideas or ideas just pop into my head
- I have deliberate strategies for quieting my conscious mind (e.g. walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative
- I have interests and passions that I pursue over time

Developing ideas:

- I make my ideas work or I change what I am doing
- I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them
- I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries
- I use my experiences with various steps and attempts to direct my future work
- I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks, and use them to advance my thinking

PERSONAL AWARENESS AND RESPONSIBILITY

Self Determination:

- I can show a sense of accomplishment and joy
- I can celebrate my efforts and accomplishments
- I can advocate for myself and my ideas
- I can imagine and work toward change in myself and the world
- I take the initiative to inform myself about controversial issues

Self-Regulation:

- I can sometimes recognize emotions
- I can use strategies that help me manage my feelings and emotions
- I can persevere with challenging tasks
- I can implement, monitor, and adjust a plan and assess the results
- I can take ownership of my goals, learning, and behaviour

Well-being:

- I can participate in activities that support my well-being, and tell/show how they help me
- I can take some responsibility for my physical and emotional well-being
- I can make choices that benefit my wellbeing and keep me safe in my community, including my online interactions
- I can use strategies to find peace in stressful times
- I can sustain a healthy and balanced lifestyle

COMMUNICATION

Connect and engage with others (to share and develop ideas):

- I ask and respond to simple, direct questions
- I am an active listener; I support and encourage the person speaking
- I recognize that there are different points-of-view and I can disagree respectfully

Acquire, interpret, and present information (include inquiries)

- I can understand and share information about a topic that is important to me
- I present information clearly and in an organized way
- I can present information and ideas to an audience I may not know

Collaborate to plan, carry out, and review constructions and activities

- I can work with others to achieve a common goal; I do my share
- I can take on roles and responsibilities in a group
- I can summarize key ideas and identify the ways we agree (commonalities)

Explain/recount and reflect on experiences and accomplishments

- I give, receive, and act on feedback
- I can recount simple experiences and activities and tell something I learned
- I can represent my learning, and tell how it connects to my experiences and efforts

SOCIAL RESPONSIBILITY

Contributing to community and caring for the environment:

- With some support, I can be part of a group
- I can participate in classroom and group activities to improve the classroom school, community, or natural world
- I contribute to group activities that make my classroom, school, community, or natural world a better place
- I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change
- I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change

Solving problems in peaceful ways:

- I can solve some problems myself and can identify when to ask for help
- I can identify problems and compare potential problem-solving strategies
- I can clarify problems, consider alternatives, and evaluate strategies
- I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions

Valuing diversity:

- With some direction, I can demonstrate respectful and inclusive behaviour
- I can explain when something is unfair
- I can advocate for others
- I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.

Building relationships:

- With some support, I can be part of a group
- I am kind to others, I can work or play co-operatively, and can build relationships with people of my choosing
- I can identify when others need support and provide it
- I am aware of how others may feel and take steps to help them feel included
- I build and sustain positive relationships with diverse people, including people from different generations

POSITIVE PERSONAL & CULTURAL IDENTITY

Relationships and cultural contexts:

- I can describe my family and community
- I am able to identify the different groups that I belong to
- I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer group)
- I understand that learning is continuous and my concept of self and identity will continue to evolve

Personal values and choices:

- I can tell what is important to me
- I can explain what my values are and how they affect choices I make
- I can tell how some important aspects of my life have influenced my values
- I understand how my values shape my choices

Personal strengths and abilities:

- I can identify my individual characteristics
- I can describe/express my attributes, characteristics, and skills
- I can reflect on my strengths and identify my potential as a leaders in my community
- I understand I will continue to develop new abilities and strengths to help me meet new challenges

CONTINUUM OF PROFILES	
The following profile descriptions interrelate and embed the four facets (listed on the left) that underpin the Social Responsibility Competency. Each profile level progresses developmentally and is written from a student's point of view.	
PROFILE	DESCRIPTION
1	<p>I am aware that other people can be different than I am.</p> <p>I can interact with my friends. With some support, I can be part of a group.</p> <p>In familiar and structured settings, I can interact with others and the environment respectfully.</p> <p>I can participate in classroom and group activities to improve the classroom, school, community, or natural world. I can share my feelings and listen to others' views. I can solve some problems myself and can identify when to ask for help. With some direction, I can demonstrate respectful and inclusive behaviour, including online. I can identify when something is unfair to me or others. I can identify when others need help. I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing.</p>
2	<p>I can interact with others and the environment respectfully and thoughtfully.</p> <p>I contribute to group activities that make my classroom, school, community, or natural world a better place. I can identify small things I can do that could make a difference. I can consider others' views and express a different opinion in a peaceful way. I can identify problems and compare potential problem-solving strategies. I can demonstrate respectful and inclusive behaviour, including online. I can explain why something is unfair. I can identify when others need support and provide it. I can build and sustain relationships. I show care for elders.</p>
3	<p>I can take purposeful action to support others and the environment.</p> <p>I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change. I can identify different perspectives on an issue. I can clarify problems, consider alternatives, and evaluate strategies. I respect differences, and demonstrate respectful and inclusive behaviour, including online. I can advocate for others. I am aware of how others may feel and take steps to help them feel included. I maintain relationships with people from different generations.</p>
4	<p>I can initiate positive, sustainable change for others and the environment.</p> <p>I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change. I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions. I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online. I build and sustain positive relationships with diverse people, including people from different generations. I show empathy for others and adjust my behaviour to accommodate their needs.</p>
5	<p>I can take thoughtful action to support others and the environment.</p> <p>I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change. I can identify different perspectives on an issue. I can clarify problems, consider alternatives, and evaluate strategies. I respect differences, and demonstrate respectful and inclusive behaviour, including online. I can advocate for others. I am aware of how others may feel and take steps to help them feel included. I maintain relationships with people from different generations.</p>

SOCIAL RESPONSIBILITY	
<p>Social Responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.</p>	
<p>1. Contributing to Community and Caring for the Environment</p> <p>Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities and the environment.</p> <ul style="list-style-type: none"> ➢ <i>With some support, I can be part of a group.</i> ➢ <i>I can participate in classroom and group activities to improve the classroom, school, community, or natural world.</i> ➢ <i>I contribute to group activities that make my classroom, school, community, or natural world a better place.</i> ➢ <i>I can identify how my actions & the actions of others affect my community and the natural environment & can work to make positive change.</i> ➢ <i>I can analyze social or environmental issues from multiple perspectives. I can take thoughtful action to influence positive, sustainable change.</i> 	
<p>2. Solving Problems in Peaceful Ways.</p> <p>Students identify and develop an appreciation of different perspectives on issues; they generate, use, and evaluate strategies to resolve problems.</p> <ul style="list-style-type: none"> ➢ <i>I can solve problems myself and can identify when to ask for help.</i> ➢ <i>I can identify problems and compare potential problem-solving strategies.</i> ➢ <i>I can clarify problems, consider alternatives, and evaluate strategies.</i> ➢ <i>I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.</i> 	
<p>3. Valuing Diversity</p> <p>Students value diversity, defend human rights, advocate for others, and act with a sense of ethics in interactions, including online.</p> <ul style="list-style-type: none"> ➢ <i>With some direction, I can demonstrate respectful and inclusive behaviours.</i> ➢ <i>I can explain when something is unfair.</i> ➢ <i>I can advocate for others.</i> ➢ <i>I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.</i> 	
<p>4. Building Relationships</p> <p>Students develop and maintain diverse, and positive peer and intergenerational relationships in a variety of contexts.</p> <ul style="list-style-type: none"> ➢ <i>With some support, I can be part of a group.</i> ➢ <i>I am kind to others, can work or play cooperatively, and can build relationships with people of my choosing.</i> ➢ <i>I can identify when other need support and provide it.</i> ➢ <i>I am aware of how others may feel and take steps to help them feel included.</i> ➢ <i>I build and sustain positive relationships with diverse people, including people from different generations.</i> 	

CONTINUUM OF PROFILES	
The following profile descriptions interrelate and embed the four facets (listed on the left) that underpin the Communication Competency. Each profile level progresses developmentally and is written from a student's point of view.	
PROFILE	DESCRIPTION
1	In a safe and supported environment, I respond meaningfully to communication from peers and adults. With support, I can be part of a group.
2	In a familiar situations, with direct support, I communicate with peers and adults I understand and share basic information about topics that are important to me. I talk and listen to people I know. I plan and complete activities with peers and adults. I can answer simple direct questions about my activities and experiences.
3	In familiar situations, with some support and guidance, I communicate with peers and adults. I understand and share basic information about topics that are important to me, and participate in conversations for a variety of purposes (to connect, help, be friendly, learn/share). I listen and respond to others. I can work with others to achieve a short-term concrete goal. I do my share. I can recount simple experiences/activities & tell something I learned
4	I communicate with peers and adults with growing confidence, using forms and strategies I have practiced. I gather basic information I need for school tasks and for my own interests, and present it in ways I have learned. I am becoming an active listener. I ask questions and make connections. When I talk and work with peers, I express my ideas and encourage others to express theirs; I share roles & responsibilities. I recount & comment on events and experiences.
5	I communicate clearly, in an organized way, using a variety of forms appropriately. I acquire the information I need for school tasks and for my own interests, and present it clearly. In discussions and collaborative activities, I am an engaged listener—I ask clarifying and extending questions. I share my ideas and try to connect them with others' ideas. I contribute to planning and adjusting a plan, and help to solve conflicts or challenges. I am able to represent my learning, and connect it to my experiences and efforts. I give and receive constructive feedback.
6	I communicate confidently in organized forms that show attention to my audience and purpose. I acquire information about complex and specialized topics from various sources, and synthesize and present it with thoughtful analysis. I contribute positively to discussions and collaborations, and help to organize and monitor the work. I ask thought-provoking questions, integrate new information, support others, and help to manage conflicts. I offer detailed descriptions of my own efforts and experiences. I give, receive, and act on constructive feedback.
7	I communicate effectively in well-constructed forms that are effective in terms of my audience and purpose. I acquire, critically analyse, and integrate well-chosen information from a range of sources. I show understanding and control of the forms and technologies I use. In discussion and collaboration, I acknowledge different perspectives, and look for commonalities. I offer both leadership and support; I am flexible and have a variety of strategies and experiences to draw on. I am able to represent my learning and my goals, and connect these to my previous experiences. I accept constructive feedback and use it to move forward.
8	I am intentional and strategic; I am able to engage and accomplish my purpose with an increasing range of audiences, including those I do not know. I access and make strategic choices from complex and specialized information sources. I show expertise in the forms and technologies I use. I can take leadership in a discussion or collaboration, and focus on deepening or transforming our thinking. I seek consensus, and focus on collective results. I can articulate a keen awareness of my strengths, my aspirations and myself. I offer detailed analysis, using specific terminology, of my progress, work and goals.

COMMUNICATION COMPETENCY	
<p>Communication competency encompasses the set of abilities that students use to impart and exchange information, experiences, and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. Communication competency provides a bridge between students' learning, their personal and social identity and relationships, and the world in which they interact.</p>	<p>1. Connect and engage with others (to share & develop ideas) Students engage in informal and structured conversations where they listen, contribute, develop understanding and relationships, learn to consider diverse perspectives, and build consensus. Examples: literature circles, book clubs, blogs, and small group discussions & decision making/informal debate</p> <ul style="list-style-type: none"> ➢ I ask and respond to simple, direct questions ➢ I am an active listener; I support and encourage the person speaking ➢ I recognize that there are different points-of-view and I can disagree respectfully
<p>2. Acquire, interpret, and present information (include inquiries) Students inquire into topics that interest them, and topics related to their school studies. They present for many purposes and audiences; their work often features media and technology. Examples: "show & tell" explaining a concept, sharing a Power Point presentation about a research or inquiry topic, creating a video proposal</p> <ul style="list-style-type: none"> ➢ I can understand and share information about a topic that is important to me ➢ I present information clearly & in an organized way ➢ I can present information & ideas to an audience I may not know 	<p>3. Collaborate to plan, carry out, review constructions & activities Students work together to accomplish goals either face to face, or through media. Examples: planning a construction, inquiry, or performance, solving a problem, conducting an inquiry, working together on a community project</p> <ul style="list-style-type: none"> ➢ I can work with others to achieve a common goal, I do my share ➢ I can take on roles and responsibilities in a group ➢ I can summarize key ideas & identify the ways we agree (commonalities)
<p>4. Explain/recount/reflect on experiences and accomplishments Students tell about their experiences—especially their learning experiences – and reflect and share what they learned. Examples: presentations of learning, self-assessment, and receiving/offering feedback</p> <ul style="list-style-type: none"> ➢ I give, receive, and act on feedback ➢ I can recount simple experiences and activities and tell something I learned ➢ I can represent my learning and tell how it connects to my experiences and efforts 	

CONTINUUM OF PROFILES	
The following profile descriptions interrelate and embed the three facets (listed on the left) that underpin the Creative Thinking Competency. Each profile level progresses developmentally and is written from a student's point of view.	
PROFILE	DESCRIPTION
1	I get ideas when I play. I get ideas when I use my senses to explore. My play ideas are fun for me and make me happy. I make my ideas work or I change what I am doing.
2	I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials. I can get new ideas, build on other's ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems. My ideas are fun, entertaining, or useful for me and my peers, and I have a sense of accomplishment. I can usually make my ideas work within the constraints of a given form, problem, or materials if I keep playing with them.
3	I can get new ideas in areas in which I have an interest and build my skills to make them work. I generate new ideas as I pursue my interests. I deliberately learn a lot about something (e.g., by doing research, talking to others, or practising), so that I am able to generate new ideas about it or the ideas just pop into my head. I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries.
4	I can get new ideas or reinterpret others' ideas in ways that have an impact on my peers. I get ideas that are new to my peers. My creative ideas are often a form of self-expression for me. I have deliberate strategies for quieting my conscious mind (e.g., walking away for a while, doing something relaxing, being deliberately playful), so that I can be more creative. I use my experiences with various steps and attempts to direct my future work.
5	I can develop a body of creative work over time in an area of interest or passion. I can get new ideas and develop them to form a body of work over time or to have an impact in my community or beyond. I have interests and passions that I pursue over time. I am willing to take significant risks in my thinking. I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure and setbacks, and use them to advance my thinking.

CREATIVE THINKING COMPETENCY	
<p>Creative thinking involves the generation of new ideas and concepts that have value to the individual or others, and the development of these ideas and concepts from thought to reality. Creative thinking is deeply collaborative. New thoughts and concepts are built on combinations of existing thoughts and concepts. The ideas available as raw material for creative thinking depend on previous experiences and learning, as well as one's cultural legacy</p>	<p>1. Novelty and Value Students get creative ideas that are both novel and have value. Degrees of novelty—idea may be: new to that student or their peers; it may be novel for their age group or larger community. It may be new in a particular context or absolutely new. The idea or product may also have value in a variety of ways and contexts—it may: be fun; provide a sense of accomplishment; solve a naturally occurring problem; be a form of self-expression; provide a new perspective that influences how people think about something or the actions people take. An idea can have an impact of the individual student, classmate, larger group of peers, in one's community, or on a global level</p> <ul style="list-style-type: none"> ➢ I get ideas when I play. My ideas are fun & make me happy. ➢ I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials. ➢ I generate new ideas as I pursue my interests. ➢ I get ideas that are new to my peers. ➢ I can develop a body of creative work over time in an area I'm interested in or passionate about
<p>2. Generating Ideas Students may generate creative ideas as a result of free play, engagement with someone else's ideas, a naturally occurring problem or constraints or interest or passion. New ideas and inspirations can spontaneously arise from the unconscious mind, which is why student often report that their ideas just "pop" into their heads. However, students can also become aware of, and use, ways to help their unconscious minds generate ideas—giving their unconscious minds lots of ideas and information to combine and recombine at random (e.g. by learning about something of interest), providing the incubation time for the unconscious to work, and quieting the filters and censors in the conscious an subconscious minds that tend to prevent novel ideas and inspirations from rising to the conscious mind (e.g. by doing relaxing or automatic activities)</p> <ul style="list-style-type: none"> ➢ I get ideas when I use my senses to explore. ➢ I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems ➢ I deliberately learn a lot about something (e.g. by doing research, talking to others or practising) so that I am able to generate new ideas or ideas just pop into my head. ➢ I have deliberate strategies for quieting my conscious mind (e.g. walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative. ➢ I have interest and passions that I pursue over time) 	<p>3. Developing Ideas After students get creative ideas, they evaluate them, decide which ones to develop, refine them, work to realize them in some way. The process of developing ideas may require building the necessary skills, sustaining perseverance, and using failure productively over time. It may require generating additional creative ideas to get solutions to problems along the way.</p> <ul style="list-style-type: none"> ➢ I make my ideas work or I change what I am doing. ➢ I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them ➢ I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries ➢ I use my experiences with various steps and attempts to direct my future work ➢ I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks and use them to advance my thinking

CRITICAL THINKING COMPETENCY	
<p>Critical thinking involves making judgments based on reasoning; students consider options; analyze these using specific criteria; and draw conclusions and make judgments. Critical thinking competency encompasses a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.</p>	
<p>1. Analyze and Critique</p> <p>Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They consider purpose, focus on evidence, and use criteria (explicit or implicit) to draw conclusions and make defensible judgments or assessments. They consider a variety of perspectives. Some opportunities for analysis and critique are formal tasks; others are informal, ongoing activities (e.g. assessing a plan they are developing to solve a problem). Students often analyze and critique their own work as a key part of their learning.</p> <ul style="list-style-type: none"> ➤ <i>I can show if I like something or not.</i> ➤ <i>I can identify criteria that I can use to analyze evidence.</i> ➤ <i>I can analyze evidence from different perspectives.</i> ➤ <i>I can reflect on and evaluate my thinking, products, and actions.</i> ➤ <i>I can analyze my own assumptions and beliefs and consider views that do not fit with them.</i> 	
<p>2. Question and Investigate</p> <p>Students learn to engage in an inquiry investigation where they identify and explore questions or challenges related to key issues or problematic situations in their studies, their lives, their communities, and the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and draw reasoned conclusions. Some critical thinking activities focus on part of the process, such as questioning, while others may involve a complex inquiry into a local or global issue.</p> <ul style="list-style-type: none"> ➤ <i>I can explore materials and actions.</i> ➤ <i>I can ask open-ended questions and gather information.</i> ➤ <i>I can consider more than one way to proceed in an investigation.</i> ➤ <i>I can evaluate the credibility of sources of information.</i> ➤ <i>I can tell the difference between facts and interpretations, opinions, or judgments.</i> 	
<p>3. Develop and Design</p> <p>Students apply critical thinking to create or transform products, methods, performances, and representations in response to problems, events, issues, and needs. They work with clear purpose and consider the potential users or audience of their work. They explore possibilities develop and refine plans, monitor their progress, and adjust their procedures in the light of criteria and feedback. They can determine the extent to which they have met their goals.</p> <ul style="list-style-type: none"> ➤ <i>I can experiment with different ways of doing things</i> ➤ <i>I can develop criteria for evaluating design options.</i> ➤ <i>I can monitor my progress and adjust my actions to make sure I achieve what I want.</i> ➤ <i>I can make choices that will help me created my intended impact on an audience or situation.</i> 	

CONTINUUM OF PROFILES	
The following profile descriptions interrelate and embed the three facets (listed on the left) that underpin the Critical Thinking Competency. Each profile level progresses developmentally and is written from a student's point of view.	
PROFILE	DESCRIPTION
1	<p>I can explore.</p> <p>I can explore materials and actions. I can show if I like something or not.</p>
2	<p>I can use evidence to make simple judgments.</p> <p>I can ask questions, make predictions, and use my senses to gather information. I can explore with a purpose in mind and use what I learn. I can tell or show something about my thinking. I can contribute to and use simple criteria. I can find some evidence and make judgments.</p>
3	<p>I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments.</p> <p>I can ask open-ended questions, explore, gather information, and experiment purposefully to develop options. I can contribute to and use criteria. I can use observation, experience, and imagination to draw conclusions, make judgments, and ask new questions. I can describe my thinking and how it is changing.</p>
4	<p>I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans.</p> <p>I can use what I know and observe to identify problems and ask questions. I can explore and engage with materials and sources. I can consider more than one way to proceed and make choices based on my reasoning and what I am trying to do. I can develop or adapt criteria, check information, assess my thinking, and develop reasoned conclusions, judgments, or plans.</p>
5	<p>I can evaluate and use well-chosen evidence to develop interpretations; identify alternatives, perspectives, and implications; and make judgments. I can examine and adjust my thinking.</p> <p>I can ask questions and offer judgments, conclusions, and interpretations supported by evidence I or others have gathered. I am flexible and open-minded; I can explain more than one perspective and consider implications. I can gather, select, evaluate, and synthesize information. I can consider alternative approaches and make strategic choices. I can take risks and recognize that I may not be immediately successful. I can examine my thinking, seek feedback, reassess my work, and adjust.</p>
6	<p>I can examine evidence from various perspectives to analyze and make well-supported judgments and interpretations about complex issues.</p> <p>I can determine my own framework and criteria for tasks that involve critical thinking. I can compile evidence and draw reasoned conclusions. I can consider views that do not fit with my beliefs. I am open-minded and patient, taking the time to explore, discover, and understand. I can make choices that will help me create my intended impact on an audience or situation. I can place my work and that of others in a broader context. I can connect the results of my inquiries and analyses to action.</p>

<p>POSITIVE PERSONAL & CULTURAL IDENTITY</p> <p>A positive personal and cultural identity is the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. Students who have a positive personal and cultural identity value their personal and cultural narratives, and understand how these shape their identity. Supported by a sense of self-worth, self-awareness, and positive identity, students become confident individuals who take satisfaction in who they are, and what they can do to contribute to their own well-being and to the well-being of their family, community, and society.</p>	<p>1. Relationships and Cultural Contexts</p> <p>Students understand that their relationship and cultural contexts help to shape who they are ("Culture" meant in its broadest sense, including identifiers such as ethnicity, nationality, language, ability, sex/gender, age, geographic region, sexuality and religion) Students define themselves in terms of their relationship to others and their relationship to the world (people and place) around them.</p> <ul style="list-style-type: none"> ➢ I can describe my family and community. ➢ I am able to identify the different groups that I belong to. ➢ I understand that my identity is made up of many interconnected aspects (such as life experience, family history, heritage, peer groups) ➢ I understand that learning is continuous and my concept of self identity will continue to evolve. 	<p>2. Personal Values and Choices</p> <p>Students define what they value. They understand how what they value has been influenced by their life experiences. They identify ways in which what they value helps to shape their choices in all contexts of their lives.</p> <ul style="list-style-type: none"> ➢ I can tell what is important to me. ➢ I can explain what my values are and how they affect choices I make. ➢ I can tell how some important aspect of my life have influenced my values ➢ I understand how my values shape my choices 	<p>3. Personal Strengths and Abilities</p> <p>Students acknowledge their strengths and abilities, and explicitly consider these as assets that can help them in all aspects of their lives. Students understand that they are unique and are a part of larger communities. They explain how they are using their strengths and abilities in their families, their relationships, and their communities.</p> <ul style="list-style-type: none"> ➢ I can identify my individual characteristics. ➢ I can describe/express my attributes, characteristics, and skills. ➢ I can reflect on my strengths and identify my potential as a leader in my community. ➢ I understand I will continue to develop new abilities and strengths to help me meet new challenges.
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<p>CONTINUUM OF PROFILES</p> <p>The following profile descriptions interrelate and embed the three facets (listed on the left) that underpin the Positive Personal & Cultural Identity Competency. Each profile level progresses developmentally and is written from a student's point of view.</p>	<table border="1"> <thead> <tr> <th data-bbox="235 180 305 1001">PROFILE</th> <th data-bbox="305 180 1567 1001">DESCRIPTION</th> </tr> </thead> <tbody> <tr> <td data-bbox="305 180 423 1001">1</td> <td data-bbox="423 180 638 1001"> <p>I am aware of myself as different from others.</p> <p>I know my name. With some help, I can identify some of my attributes.</p> </td> </tr> <tr> <td data-bbox="638 180 708 1001">2</td> <td data-bbox="708 180 875 1001"> <p>I am aware of different aspects of myself. I can identify people, places, and things that are important to me.</p> <p>I can identify some of my individual characteristics. I can describe my family, home, and/or community (people and/or place). I can explain what I like and dislike. I am able to explain what interests me.</p> </td> </tr> <tr> <td data-bbox="875 180 945 1001">3</td> <td data-bbox="945 180 1040 1001"> <p>I can describe different aspects of my identity. I have pride in who I am.</p> <p>I am able to identify different groups that I belong to. I am able to represent aspects of my cultural contexts (such as family, communities, school, peer groups) through words and/or images. I can describe what is important to me. I can describe and demonstrate pride in my positive qualities, characteristics, and/or skills. I can explain how I am able to use these to contribute to my home and/or community.</p> </td> </tr> <tr> <td data-bbox="1040 180 1208 1001">4</td> <td data-bbox="1208 180 1375 1001"> <p>I understand that my identity is influenced by many aspects of my life. I am aware that my values shape my choices, and contribute to making me a unique individual.</p> <p>I understand that my identity is made up of many interconnected aspects of my life such as experiences, family history, heritage, where I live, and groups I identify with (including family, friends, peers, and virtual communities). I understand that what I value influences the choices I make and how I present myself in various contexts. I understand that my characteristics, qualities, strengths, and challenges make me unique, and are an important part of the communities I belong to (including people and places).</p> </td> </tr> <tr> <td data-bbox="1375 180 1567 1001">5</td> <td data-bbox="1375 180 1567 1001"> <p>I can identify how my life experiences have contributed to who I am. I recognize the continuous and evolving nature of my identity.</p> <p>I understand that my learning is continuous and my concept of self and identity will continue to evolve. I can describe how aspects of my life experiences, family history, background, and where I live (or have lived) have influenced my values and choices. I can identify how my strengths can help me meet challenges, and I understand that I will continue to develop new skills, abilities, and strengths. I can identify how my challenges can be opportunities for growth. I can identify my potential as a leader in the communities I belong to.</p> </td> </tr> </tbody> </table>	PROFILE	DESCRIPTION	1	<p>I am aware of myself as different from others.</p> <p>I know my name. With some help, I can identify some of my attributes.</p>	2	<p>I am aware of different aspects of myself. I can identify people, places, and things that are important to me.</p> <p>I can identify some of my individual characteristics. I can describe my family, home, and/or community (people and/or place). I can explain what I like and dislike. 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PERSONAL AWARENESS & RESPONSIBILITY	
<p>Personal awareness and responsibility includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being.</p>	<p>1. Self-Determination</p> <p>Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when they need it; to find purpose and motivation and act on it, and to advocate for themselves.</p> <ul style="list-style-type: none"> ➢ <i>I can show a sense of accomplishment & joy</i> ➢ <i>I can celebrate my efforts & accomplishments.</i> ➢ <i>I can advocate for myself and my ideas</i> ➢ <i>I can imagine and work toward change in myself and the world.</i> ➢ <i>I take the initiative to inform myself about controversial issues</i> <p>2. Self-Regulation</p> <p>Students who are personally aware and responsible take responsibility for their own choices and actions. They set goals, monitor progress, and understand and regulate their emotions. They are aware that learning involves patience and time. They are able to persevere in difficult situations, and to understand how their actions affect themselves and others.</p> <ul style="list-style-type: none"> ➢ <i>I can sometimes recognize emotions.</i> ➢ <i>I can use strategies that help me manage my feelings and emotions.</i> ➢ <i>I can persevere with challenging tasks.</i> ➢ <i>I can implement, monitor, and adjust a plan and assess the results.</i> ➢ <i>I can take ownership of my goals, learning, & behavior.</i> <p>3. Well-being</p> <p>Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including online interactions. They recognize the importance of happiness, and having strategies that help them find peace in challenging situations.</p> <ul style="list-style-type: none"> ➢ <i>I can participate in activities that support my self-being, and tell/show how they help me.</i> ➢ <i>I can take some responsibility for my physical and emotional well-being.</i> ➢ <i>I can make choices that benefit my well-being and keep me safe in my community, including my online interactions.</i> ➢ <i>I can use strategies to find peace in stressful times.</i> ➢ <i>I can sustain a healthy and balanced lifestyle.</i>

CONTINUUM OF PROFILES	
PROFILE	DESCRIPTION
1	<p>The following profile descriptions interrelate and embed the three facets (listed on the left) that underpin the Personal Awareness & Responsibility Competency. Each profile level progresses developmentally and is written from a student's point of view.</p> <p>With support, I can show a sense of accomplishment and joy, and express some wants, needs, and preferences.</p> <p>I can sometimes recognize emotions. I can participate in activities that support my well-being.</p>
2	<p>In a safe, supportive environment, I can share my ideas and accomplishments, and accept responsibility for my actions.</p> <p>I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions. I can connect my actions with both positive and negative consequences. I make decisions about my activities and, with support, take some responsibility for my physical and emotional well-being. I can express my wants and needs and celebrate my efforts and accomplishments.</p> <p>I can recognize my strengths and use strategies to focus, manage stress, and accomplish my goals.</p>
3	<p>I can be focused and determined. I can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. I can tell when I am becoming angry, upset, or frustrated, and I have strategies to calm myself. I can make choices that benefit my well-being and keep me safe in my community, including my online interactions. I advocate for myself and my ideas; I accept myself.</p>
4	<p>I can recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements.</p> <p>I can set priorities; implement, monitor, and adjust a plan; and assess the results. I take responsibility for my learning, seeking help as I need it. I use strategies for working toward a healthy and balanced lifestyle, for dealing with emotional challenges, and for finding peace in stressful times. I know how to find the social support I need. I have valuable ideas to share; I can imagine and work toward change in myself and in the world.</p>
5	<p>I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions.</p> <p>I can take ownership of my goals, learning, and behaviour; I act on what is best, over time, in terms of my goals and aspirations. I recognize the implications of my choices and consult with others who may be affected by my decisions. I sustain a healthy and balanced lifestyle. I am aware of my personal journey and reflect on my experiences as a way of enhancing my well-being and dealing with challenges. I can advocate for myself in stressful situations. I take the initiative to inform myself about controversial issues and take ethical positions.</p>

<h1>SOCIAL RESPONSIBILITY</h1>	
<p>Social Responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.</p>	<p>1. Contributing to Community and Caring for the Environment</p> <p>Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities and the environment.</p> <ul style="list-style-type: none"> ➢ <i>With some support, I can be part of a group.</i> ➢ <i>I can participate in classroom and group activities to improve the classroom, school, community, or natural world.</i> ➢ <i>I contribute to group activities that make my classroom, school, community, or natural world a better place.</i> ➢ <i>I can identify how my actions & the actions of others affect my community and the natural environment & can work to make positive change</i> ➢ <i>I can analyze social or environmental issues from multiple perspectives. I can take thoughtful action to influence positive, sustainable change.</i>
<p>2. Solving Problems in Peaceful Ways.</p> <p>Students identify and develop an appreciation of different perspectives on issues; they generate, use, and evaluate strategies to resolve problems.</p> <ul style="list-style-type: none"> ➢ <i>I can solve problems myself and can identify when to ask for help.</i> ➢ <i>I can identify problems and compare potential problem-solving strategies</i> ➢ <i>I can clarify problems, consider alternatives, and evaluate strategies.</i> ➢ <i>I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.</i> 	<p>3. Valuing Diversity</p> <p>Students value diversity, defend human rights, advocate for others, and act with a sense of ethics in interactions, including online.</p> <ul style="list-style-type: none"> ➢ <i>With some direction, I can demonstrate respectful and inclusive behaviours.</i> ➢ <i>I can explain when something is unfair.</i> ➢ <i>I can advocate for others</i> ➢ <i>I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.</i>
<p>4. Building Relationships</p> <p>Students develop and maintain diverse, and positive peer and intergenerational relationships in a variety of contexts.</p> <ul style="list-style-type: none"> ➢ <i>With some support, I can be part of a group.</i> ➢ <i>I am kind to others, can work or play cooperatively, and can build relationships with people of my choosing.</i> ➢ <i>I can identify when other need support and provide it.</i> ➢ <i>I am aware of how others may feel and take steps to help them feel included.</i> ➢ <i>I build and sustain positive relationships with diverse people, including people from different generations.</i> 	<p>5. Building Relationships</p> <p>Students develop and maintain diverse, and positive peer and intergenerational relationships in a variety of contexts.</p> <ul style="list-style-type: none"> ➢ <i>With some support, I can be part of a group.</i> ➢ <i>I am kind to others, can work or play cooperatively, and can build relationships with people of my choosing.</i> ➢ <i>I can identify when other need support and provide it.</i> ➢ <i>I am aware of how others may feel and take steps to help them feel included.</i> ➢ <i>I build and sustain positive relationships with diverse people, including people from different generations.</i>

<h1>CONTINUUM OF PROFILES</h1>	
<p>The following profile descriptions interrelate and embed the four facets (listed on the left) that underpin the Social Responsibility Competency. Each profile level progresses developmentally and is written from a student's point of view.</p>	
PROFILE	DESCRIPTION
1	<p>I am aware that other people can be different than I am.</p> <p>I can interact with my friends. With some support, I can be part of a group.</p>
2	<p>In familiar and structured settings, I can interact with others and the environment respectfully.</p> <p>I can participate in classroom and group activities to improve the classroom, school, community, or natural world. I can share my feelings and listen to others' views. I can solve some problems myself and can identify when to ask for help. With some direction, I can demonstrate respectful and inclusive behaviour, including online. I can identify when something is unfair to me or others. I can identify when others need help. I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing.</p>
3	<p>I can interact with others and the environment respectfully and thoughtfully.</p> <p>I contribute to group activities that make my classroom, school, community, or natural world a better place. I can identify small things I can do that could make a difference. I can consider others' views and express a different opinion in a peaceful way. I can identify problems and compare potential problem-solving strategies. I can demonstrate respectful and inclusive behaviour, including online. I can explain why something is unfair. I can identify when others need support and provide it. I can build and sustain relationships. I show care for elders.</p>
4	<p>I can take purposeful action to support others and the environment.</p> <p>I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change. I can identify different perspectives on an issue. I can clarify problems, consider alternatives, and evaluate strategies. I respect differences, and demonstrate respectful and inclusive behaviour, including online. I can advocate for others. I am aware of how others may feel and take steps to help them feel included. I maintain relationships with people from different generations.</p>
5	<p>I can initiate positive, sustainable change for others and the environment.</p> <p>I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change. I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions. I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online. I build and sustain positive relationships with diverse people, including people from different generations. I show empathy for others and adjust my behaviour to accommodate their needs.</p>

ASSESSMENT

STANDARDS OF ASSESSMENT

The principles of sound assessment- whether authentic or standards based (or both)- align with principles of good practice for service-learning- which call for real-world problem solving, Authentic learning opportunities and audiences, and active student participation in all phases of projects—as well as give direction to educators to design authentic, standards based assessments for their service-learning projects. The following include methods of assessment CCCS would like to employ.

Organization of Information – Students must organize, synthesize, interpret, explain, or evaluate complex information in addressing a concept, problem or issue.

Consideration of Alternative - Students must consider alternative solutions, strategies, perspectives, or points of view in addressing a concept, problem or issue.

Disciplinary Content - Students must show understanding and/or use ideas, theories, or perspectives considered central to an academic (or professional) discipline.

Disciplinary Process - Students must use methods or inquiry, research, communication characteristic of an academic (or professional) discipline.

Elaborated Written Response - Students must demonstrate they can elaborate on their understanding, explanations, or conclusions through extended writing.

Problem Connected to the World Beyond the Classroom - Students must address a concept, problem or issue that is similar to the one that they have encountered or are likely to encounter in life beyond the classroom.

Audience Beyond the School- Students must communicate their knowledge, present a product or performance, or take some action for an audience beyond the teacher, classroom, and school.

STANDARDS OF TEACHING AND LEARNING.

Higher Order Thinking - Instruction involves students in manipulating information and ideas by synthesizing, generalizing, explaining, or arriving at conclusions that produce new meaning and understanding for them.

Deep Knowledge - Instruction addresses central ideas of a topic or discipline with enough thoroughness to explore connections and relationships and to produce relatively complex understanding.

Substantive Conversation - Students engage in extended conversational exchanges with the teacher and/or peers about subject matter in a way that builds an improved and shared understanding of ideas or topics.

Connections to the World Beyond the Classroom - Students make connections between substantive knowledge and either public problems or personal experiences,

EXAMPLE ASSESSEMENT METHODS AT CCCS

Capital City Charter School Final Revision – January 2018

Phases	Content & Processes	Standards Addressed	Instructional Methods	Assessment (what students may be asked to do)
What?:	<p>Content/Knowledge:</p> <ul style="list-style-type: none"> concepts of multiplication, division, and area. number and money sense, decimals. <p>Mechanics/Skills:</p> <ul style="list-style-type: none"> how to execute multiplication, division, and area algorithms. how to use paper-and-pencil and calculator to prepare a budget and calculate funds. 	<p>Mathematics Standard #1</p> <ul style="list-style-type: none"> Students develop number sense; use numbers and number relationships in problem solving; and communicate the reasoning used in solving these problems. <p>Mathematics Standard #5</p> <ul style="list-style-type: none"> Students use a variety of tools and techniques to measure; apply results in problem solving situations; and communicate the reasoning used in problem solving. 	<ul style="list-style-type: none"> lecture direct instruction presentations demonstrations 	<ul style="list-style-type: none"> short answer definitions of concepts. communicate math concepts with symbols and in writing. compute perimeter and area of garden multiply variables related to garden compute using percents, and decimals.
So What?:	<p>Integration of Knowledge (Synthesis)</p> <ul style="list-style-type: none"> how to integrate knowledge and skills about math learned in the classroom with ways of calculating and problem solving at the garden. 	<p>Mathematics Standard #6</p> <ul style="list-style-type: none"> Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem solving situations and communicate the reasoning used. 	<ul style="list-style-type: none"> experiments labs 	<ul style="list-style-type: none"> demonstrate connection between math concepts and procedures learned in class with those needed to build the garden;
Now What?:	<p>Application of Knowledge (Transfer)</p> <ul style="list-style-type: none"> how to apply new “integrated” knowledge about mathematics to the actual building of the garden and management of project funds. 	<p>Although not explicitly discussed in terms of “transfer” or “application” of knowledge, the standards listed above focus on problem solving which facilitates the transfer and application of knowledge.</p>	<ul style="list-style-type: none"> service learning 	<ul style="list-style-type: none"> demonstrates ability to make plan of action with knowledge (e.g., can decide how much fence to buy).

**REFLECTION RESOURCES FOR STAFF
(INCLUDES, BUT NOT LIMITED TO ITEMS BELOW)**

1. Journals:

- ***Personal Journal*** - Students will write freely about their experience. This is usually done weekly. These personal journals may be submitted periodically to the teacher, or kept as a reference to use at the end of the experience when putting together an academic essay reflecting their experience. (Hatcher,1996)
- ***Dialogue Journal*** - Students submit loose-leaf pages from a dialogue journal bi-weekly (or otherwise at appropriate intervals) for the teacher to read and comment on. While labor intensive for the teacher, this can provide continual feedback to the students and prompt new questions for students to consider during the year. (Goldsmith, 1995)
- ***Highlighted Journal*** - Before students submit the reflected journal, they reread personal entries and, using a highlighter, mark sections of the journal that directly relate to concepts discussed in the text or in class. This makes it easier for the teacher to identify the student to reflect on their experience in light of course content. (Gary Hesser, Augsburg College)
- ***Key Phrase Journal*** - Students are asked to integrate terms and key phrases within their journal entries. The teacher can provide a list of terms at the beginning of the term/quarter or for a certain portion of the text. Students could also create their own list of key phrases to include. These are written within the framework of the course content and become an observation of how course content is evident in the service experience. (Hatcher, 1996)
- ***Double-entry Journal*** - When using a double-entry journal, students are asked to write one-page entries each week: Students describe their personal thoughts and reactions to the service experience on the left page of the journal, and write about key issues from class discussions or readings on the right page of the journal. Students then draw arrows indicating relationships between their personal experiences and course content. This type of journal is a compilation of personal data and a summary of course content in preparation of a more formal reflection paper at the end of the semester. (Angelo and Cross, 1993)
- ***Critical Incident Journal*** - This type of journal entry focuses the student on analysis of a particular event that occurred during the week. By answering one of the following sets of prompts, students are asked to consider their thoughts and reactions and articulate the action they plan to take in the future: Describe a significant event that occurred as a part of the service-learning experience. Why

was this significant to you? What underlying issues (societal, interpersonal) surfaced as a result of this experience? How will this incident influence your future behavior? Another set of questions for a critical incident journal includes the following prompts: Describe an incident or situation that created a

dilemma for you in terms of what to say or do. What is the first thing thought of to say or do? List three other actions you might have taken. Which of the above seems best to you now and why do you think this is the best response? (Hatcher, 1996)

• **Three-part Journal** - Students are asked to divide each page of their journal into thirds, and write weekly entries during the semester. In the top section, students describe some aspect of the service experience. In the middle of the page, they are asked to analyze how course content relates to the service experience. And finally, an application section prompts students to comment on how the experience and course content can be applied to their personal or professional life. (Bringle, 1996)

1. **Free Association Brainstorming** – (This reflection session should take place no earlier than the end of the first 1/3 of the project experience.) Give each student 10-20 “post-its” and ask them to write down all the feeling they had when they first heard about their service-learning requirement. After they finish the first question, have them write down all of the feeling they had when they experienced their first “field encounter.” After finishing question two completely, have them write down all of the feelings they are having “right now” regarding their service-learning experience. Encourage them to write down as many different brainstormed thoughts as possible (one for each card). Have three newsprint papers strategically located and taped to walls around the classroom. Have one with a large happy face, one with a sad face, and one with a bewildered face. Ask students to now place their words on the newsprint paper that closest fits their brainstormed feelings. Then have them stand next to the newsprint that has most of their feelings. This exercise involves both writing and speaking and is seen as nonthreatening in an oral presentation sense. (Sloan, 1996)
2. **Quotes** - Using quotes can be a useful way to initiate reflection because there is an ample supply of them and they are often brief and inspiring. Here are some quotes as examples you might want to use:
 - “If we do not act. We shall surely be dragged down the long, dark and shameful corridors of time reserved for those who possess power without compassion, might without morality, and strength without insight.” — Dr. Martin Luther King, Jr.
 - “A different world cannot be built by indifferent people.” — Horace Mann

- “I believe that serving and being served are reciprocal and that one cannot really be one without the other.” —Robert Greenleaf, educator and writer
- “Never doubt that a small group of thoughtful, committed citizens can change the world: indeed, it’s the only thing that ever has.” — Margaret Mead
- “Unless you choose to do great things with it, it makes no difference how much you are rewarded, or how much power you have.” — Oprah Winfrey

Quotes may be used in a variety of ways. You might give each student a page of quotes and ask

them to pick one that fits his/her feelings about the service-learning project. Then you could ask them to explain why this quote represents his/her feelings. The best results seem to be when the students are given the sheet one session before the reflection class. This gives them time to put their thoughts together. The students could also do it as a one-minute paper that might then be read and explained to the rest of the class. (Diane Sloan, Miami Dade Community College)

3. **Quotes in Songs** - Ask the students to find a song where the singer uses lyrics that describe what he/she feels about the service-learning project. Emphasize that it does not need to be a whole song but a lyric in a song. If they have access to the song, tell them to bring it in to play at the end of the reflection session. Even if they do not have the song, ask them to “say” the lyric that describes their feelings. This usually proves to be “fun” in a sense that it creates a casual atmosphere and bonds the group together. Many times others will help by trying to sing it with them. Playing the songs usually creates a celebratory atmosphere. You might also bring a bag of Hershey’s kisses, or something similar to keep the festive spirit going. (adapted from Prof. Gwen Stewart’s song speech, Miami Dade Community College)
4. **Reflective Essays** - Reflective essays are a more formal example of journal entries. Essay questions are provided at the beginning of the semester and students are expected to submit two to three essays during the term. Reflective essays can focus on personal development, academic connections to the course content, or ideas and recommendations for future action. As with any essay, criteria can be clearly stated to guide the work of the students.
5. **Directed Writings** - Directed writings ask students to consider the service experience within the framework of course content. The instructor identifies a section from the textbook or class readings (i.e., quotes, statistics, concepts) and structures a question for students to answer. For example, “William Gray has identified five stages of a mentor-protégé relationship. At what stage is your mentoring relationship with your protégé at this point in the semester? What evidence do you have to support this statement? In the

following weeks, what specific action can you take to facilitate the development of your mentoring relationship to the next stage of Gray’s continuum?” A list of directed writings can be provided at the beginning of the semester, or given to students as the semester progresses. Students may also create their own directed writing questions from the text. Directed writings provide opportunity for application and critical analysis of the course content.

6. **Experiential Research Paper** - An experiential research paper, based on Kolb’s experiential learning cycle, is a formal that asks students to identify a particular experience at the service site and analyzes that experience within the broader context in order to make recommendations for change. Mid-semester, students are asked to identify an underlying social issue they have encountered at the service site. Students then research the social issue and read three to five articles on the topic. Based on their experience and library research, students make recommendations for future action. This reflection activity is useful in inter-disciplinary interests and expertise to pursue issues experienced at the service site.
7. **Directed Readings** - Directed readings are a way to prompt students to consider their service experience within a broader context of social responsibility and civic literacy. Since textbooks rarely challenge students to consider how knowledge within a discipline can be applied to current social needs, additional readings must be added if this is a learning objective of the course. Directed readings can become the basis for class discussion or a directed writing.
8. **Ethical Case Studies** - Ethical case studies give students the opportunity to analyze a situation and gain practice in ethical decision making as they choose a course of action. This reflection strategy can foster the exploration and clarification of values. Students write a case study of an ethical dilemma they have confronted at the service site, including a description of the context, the individuals involved, and the controversy or event that created an ethical dilemma. Case studies are read in class and students discuss the situation and identify how they would respond. (David Lisman, Colorado College)
9. **Structured Class Discussions** - Structured reflection sessions can be facilitated during regular class time when all students are involved in service. It is helpful for students to hear stories of success from one another. They can also offer advice and collaborate to identify solutions to problems encountered at the service site. The following exercise is an example of structured reflection discussion: list phrases that describe your senses/feelings at the service site. List phrases that describe your actions at the service site. List phrases that describe your thoughts at the service site. What contradictions did you sense at the service 30 site? What connections can you make between your service and the course content? (Nadine Cruz, Stanford University)

10. **Student Portfolios** - This type of documentation has become a vital way for students to keep records and learn organizational skills. Encourage them to take photographs of themselves doing their project, short explanations (like business reports), time logs, evaluations by supervisors or any other appropriate “proof” which could be used in an interview. Require them to make this professional. Keep reminding them that submitting it at the end of the term is only one reason for doing this. “The real reason is to have documentation to present at future interviews. This could be a major factor in distinguishing them from other candidates.” Student portfolios could contain any of the following: service-learning contract, weekly log, personal journal, impact statement, directed writings, photo essay. Also, any products completed during the service experience (i.e., agency brochures, lesson plans, advocacy letters) should be submitted for review. Finally, a written evaluation essay providing a self-assessment of how effectively they met the learning objectives of the course is suggested for the portfolio.
11. **It’s My Bag** - Tell the students to find a bag at home (any bag). Then tell them to fill it with one (or two depending on the time) item(s) that remind them of how they feel about their service-learning project. Tell them to bring this bag with the item(s) to the reflection session, and have them explain their items to the rest of the class. The items that they bring usually turn out to be inspiring visual aids that bring out some great comments. (Adapted through a speech exercise provided by Prof. James Wolf, 1998)
12. **It’s Your Thing/Express Yourself** - This reflection exercise takes a long time in preparation (probably several weeks, if you want them to use lots of creativity). You can use a solo version or group. Both usually turn out to be very rewarding for the individual performers and the class. Tell the students that they will have the opportunity to create their own version of their feeling toward the service-learning project. Examples could include poetry, visual art (paintings, drawings, sculpture), music (rap is a rather popular choice for this exercise), individually created games or puzzles, any form of creative outlet that gives the student the chance to perform or explain in front of the class is what you are looking for. Be sure to require that it must be some kind of individual work that he/she created. This type of reflection works well if you have each student create something. However, if you are limited for class time, ask them to form groups and give them the same directions explaining that at least one of each group member’s feelings must be included in their creation. You will be amazed at the kind of creativity that surfaces either way you do it. (adapted from Multiple Intelligence exercises created by Profs. Michael and Donna Lenaghan, Miami Dade Community College)
13. **Small Group Week** - This is a simple alternative to full-class reflection sessions when you really want students to have a maximum amount of time to talk individually. Schedule the reflection sessions so that only a small number of students need to attend. The group should consist of no more than 10-12, if possible. The rest of the class will be

scheduled to attend other class periods, using this period for whatever you want them to be doing outside of class. The students will feel more like sharing when you form the group in a small intimate circle and spend the period asking them questions related to their service-learning experience that encourage self-expression. (Prof. Dave Johnson, Miami Dade Community College)

14. **E-mail Discussion Groups** - Through e-mail, students can create a dialogue with the instructor and peers involved in service projects. Students write weekly summaries and identify critical incidents that occurred at the service site. Students can rotate as a moderator of the discussion every two weeks. Instructors can post questions for consideration and topics for directed writings. A log can be printed to provide data about the group learning that occurred from the service experience.

15. **Class Presentations** - A way for students to share their service-learning experience with peers is to class presentation through a video, slide show, bulletin board, panel discussion, or a persuasive speech. This is an opportunity for students to display their work in a public format. A similar presentation can be offered to the community agency as a final recognition of students' involvement.

Once approved, The CCCS will hold four to six community outreach events in Concord, NH and the surrounding communities. At these events we will be introducing families to the innovative approach that The Capital City Charter School will offer.

We will be reaching out to the following organizations, but not limited to these organization, in order to make sure that we are reaching as many families in the Concord and surrounding areas in New Hampshire, as well as creating as diverse a population as possible.

Concord Boys and Girls Club
Child & Family Services
Department of Health and Human Services
Easter Seals
Hearts For Kindness
New England College
North East Deaf & Hard of Hearing Services

RESEARCH

Studies conducted by Cairn and Kielsmeier (1991) and Kraft and Swadener (1994) indicate the following outcomes for students involved in service learning:

Personal Growth: Increased self-esteem and confidence
Increased personal responsibility
Increased sense of personal efficacy

Career Development: Active exploration of career interests
Understanding of the world of work
Specific job skill
Hiring advantage over others
Greater confidence in career choice

Social Development: Increased interpersonal skills
Increased tolerance/support for diversity
Engagement in other volunteer activities
Indication of future community participation

Academic/Cognitive: Belief that service is a positive learning experience
Better grades
Persistence to graduation

The Dominant Service Sector

- The Bureau of Labor Statistics (BLS) defines the service sector to include all industries except those in the goods-producing sector like agriculture, mining, construction, and manufacturing. The service sector or “service-providing industry,” encompasses the industries of wholesale and retail trade, utilities, transportation, information, financial and business activities, professional and technical services, education, health care and social assistance, government, leisure and hospitality, and miscellaneous services.
 - Many careers are considered part of the service sector such as managers, accountants, sales representatives, architects, computer specialists, engineers, scientists, therapists, social workers, lawyers, teachers, artists, athletes, reporters, dentists, nurses, electricians, mechanics, airplane pilots, chefs, firefighters, grounds keepers, and soldiers.

The service sector will be the main source of employment and output between 2008 and 2018, according to BLS projections released in November 2009. Employment in the service sector will increase over 12 percent between 2008 and 2018, while employment in the goods-producing sector is not expected to increase. Overall, economy-wide employment is expected to increase by 10 percent.

The service sector employed 112.8 million people (seasonally adjusted) as of March 2011. BLS projects that by 2018, the service sector will employ 131.1 million people.

In 2008, more than three out of four jobs (77.2 percent) in the U.S. economy were in the service sector. By 2018, this dominance is expected to increase, with 78.8 percent of total employment being in the service sector.

The Service Industry: Creating Jobs

- The 10 occupations with the largest projected growth between 2008 and 2018 are in the service sector. In fact, twenty-nine of the top 30 occupations with the largest growth are in the service sector. The top 30 occupations with the fastest projected growth are in the service sector.
- The service sector is expected to create 14.6 million jobs between 2008 and 2018. The goods-producing sector (excluding agriculture) is expected to add only 27,300 jobs in the same time period.
 - Within the service sector, education services, health care and social assistance services, and professional and business services are the industry divisions with the strongest employment growth. All three are expected to grow at an annual average rate that is over double the expected rate for the economy as a whole.
 - The educational service industry is expected to add 805,500 new jobs; health and social services is expected to add nearly 4 million new jobs; and professional and business services is expected to add 4.2 million jobs. Altogether these three sectors account for more than half the total increase in employment expected by 2018. In 2018, over one in four jobs will be in one of these three industries.
 - The industry group expected to be the largest source of output growth in the service sector is information services. Output in this sector is projected to increase 5.4 percent per year, to nearly \$2.3 trillion in 2018, up from about \$1.2 trillion in 2008. As of March 2011, the information sector employed 2.7 million people. Increased demand for internet, cable, and telecommunications services will continue to propel the information sector of the service industry, with over 3.1 million employed by 2018.
 - “Employment in public and private educational services is anticipated to grow by 12 percent, adding about 1.7 million new jobs through 2018. Rising student enrollments at all levels of education will create demand for educational services.” Jobs in the education services industry are expected to increase at a 2.4 percent annual rate from 2008 to 2018. Education, training, and library occupations are projected to increase by 14.4 percent from 2008 to 2018 (over 1.3 million added jobs).
 - Between 2008 and 2018, “employment in community and social services occupations is projected to increase by 16 percent, growing by roughly 448,400 jobs. As health insurance providers increasingly cover mental and behavioral health treatment, and as a growing number of elderly individuals seek social services, demand for these workers will increase.”
 - Employment of professionals and related occupations is expected to increase by nearly 16.8 percent, growing by over 5.2 million jobs.
 - The top five **industries** projected to add the most professional and technical jobs from 2008 to 2018 are:
 1. Management, scientific, and technical consulting services: 835,200 added jobs;

2. Computer systems design and related services: 656,400 added jobs;
3. General local government educational services: 652,700 added jobs;
4. Nursing and residential care facilities: 636,800 added jobs; and
5. Employment services: 599,700 added jobs.

National Studies on Service-Learning and Academic Achievement

- Students who are more civically engaged perform better in reading, mathematics, history, and science, and are more apt to complete high school. Those who participated in service-learning made significantly greater gains in all four subject areas than those who did not participate. Davila and Mora (2007) analyzed data from the National Education Longitudinal Study of 1988.
- Eighty-one percent of dropouts felt that they would have been more apt to stay in school if their school had offered real-world learning opportunities, such as service-learning. Bridgeland and colleagues (2006) conducted focus groups and interviews with high school dropouts, ages 16-24, to determine reasons they left school and factors that might have led them to persist.
- Low socio-economic status students who participate in service scored higher in achievement, motivation, grades, bonding to school, and attendance than similar students who did not participate in service. Scales and colleagues (2006) studied the effects of taking part in service-learning or community service on the academic assets of a large national sample of sixth- through twelfth-grade students.
- In a national evaluation of high-quality middle and high school federally funded Learn and Serve programs, Melchior (1998) found that at the end of one year, service-learning students significantly outperformed comparison students in overall grades, grades in mathematics and science, and school engagement. Participating high school students demonstrated significantly greater improvement in mathematics, science, and school engagement and had significantly fewer failures than the comparison group. Middle school students demonstrated significantly greater gains in social studies grades than comparison students. Short-term academic benefits were more pronounced for minority students; minority and disadvantaged students showed significantly greater long-term academic benefits than others.
- When comparing academic performance of students in alternative high schools offering the Quest Skills for Action curriculum, which includes a service-learning component, with the performance of similar students in traditional schools, alternative

school students had approximately half the absences, posted significantly fewer suspensions, and earned significantly higher grades (Laird & Black, 2002).



Impacts of Service-Learning on Participating K-12 Students

Source: RMC Research Corporation, December 2002, updated May 2007

For additional resources on this and other service-learning topics visit Learn and Serve America's National Service-Learning Clearinghouse at <http://www.servicelearning.org>.

Recent research emphasizes academic, civic/citizenship, social/personal, and resilience impacts of service-learning on participating K-12 students.

Academic Impacts

A number of studies have been conducted showing promising results of the academic impact of service-learning. Students who participated in service-learning were found to have scored higher than nonparticipating students in several studies, particularly in social studies, writing, and English/language arts. They were found to be more cognitively engaged and more motivated to learn. Studies show great promise for service-learning as an avenue for increasing achievement among alternative school students and other students considered at risk of school failure.

Studies on school engagement generally show that service-learning students are more cognitively engaged in school, but not necessarily more engaged behaviorally. Studies of students' problem-solving abilities show strong increases in cognitive complexity and other related aspects of problem solving. Service-learning, then, does appear to have a positive impact on students by helping them to engage cognitively in school and score higher in certain content areas on state tests. Many of these outcomes are mediated by the quality of the program. For example:

California Service-Learning Programs (Ammon, Furco, Chi & Middaugh, 2001) Researchers found that academic impacts were related to clarity of academic goals and activities, scope, and support through focused reflection.

Civic Engagement and High School Academic Progress: An Analysis Using NELS Data (Dávila & Mora, 2007) A review of data from the National Educational Longitudinal Study of 1988 (NELS) suggested that participation in civic engagement activities including voluntary community service, service-learning, and student government during high school years enhanced academic achievement.

Philadelphia Need in Deed Initiative Study (Billig, 2003) Sixth-grade students who participated in the service-learning approach had statistically significantly higher scores on the Terra Nova, a standardized test, in the areas of science and language arts; however, the same effects were not found for other grade levels. Data analyses showed that the differences may be attributable to the content and quality of the service-learning experience.

Role of Service-Learning in Enhancing Student Achievement (Furco, 2007) A review of research indicates that high quality service-learning, because of its utilization of effective, experiential learning strategies, can enhance academic



outcomes in such content areas as reading, writing, mathematics, and science. A variety of studies have shown evidence of a range of achievement-related benefits from service-learning, including improved attendance, higher grade point averages, enhanced preparation for the workforce, enhanced awareness and understanding of social issues, greater motivation for learning, and heightened engagement in prosocial behaviors.

Civic/Citizenship Impacts

Typically, the area of civics and citizenship contains calls for the acquisition of knowledge (most often reflected in standards and measured by the National Assessment of Educational Progress), skills, and dispositions or virtues. Service-learning research in the area of civic engagement and citizenship is growing exponentially, especially in response to these calls for increased civic education.

Most, but not all, of the studies of service-learning and its impact on various measures of civic engagement, show that service-learning has positive results, particularly for the domains of civic skills and dispositions. The mixed results in these studies have been analyzed by the researchers as being related to the quality and intention of service-learning programs. When service-learning is intentionally oriented to a civic outcome, it appears to produce that outcome most of the time, especially for high school students. However, for many programs, civic engagement is not an intentional goal, and in those cases, it appears that service-learning may not accomplish civic outcomes as well as some other deliberate interventions. See, for example:

Building Citizenship: How Student Voice in Service-Learning Develops Civic Values (Morgan & Streb, 2001) Student voice in service-learning projects is positively correlated with improved self-concept, political engagement, and tolerance.

Carnegie Corporation Study of High School Civic Engagement (Billig, Root, & Jesse, 2005) Service-learning students had higher scores of enjoyment of school overall than comparison group peers and were significantly more likely to report intending to vote than comparison students. Duration of the service-learning experience, student decision making, teacher characteristics, experience using service-learning, and active teaching strategies were all associated with higher civic knowledge, skills, and dispositions.

Colorado Learn and Serve Program (Kim & Billig, 2003; Klute, Sandel, & Billig, 2002) Results showed a statistically significant difference in connection to community, connection to school, and civic responsibility for those participating in service-learning relative to their nonparticipating peers.

Impact of Service-Learning on Transitions to Adulthood (Martin, Neal, Kielsmeier, & Crossley, 2006) A nationally representative survey examined the ways in which service-learning involvement affected youths' development of attributes associated with adulthood. Compared to their peers, young adults who participated in K-12 service-learning were more likely to discuss politics or community issues and vote in an election year, more politically and socially connected to their communities, both as leaders and role models, and more active members of society.

Social/Personal Impacts

Over the years, the social and personal impacts of service-learning have been most frequently documented. Typical outcome areas that were shown to be strongly related to service-learning included self-efficacy, respect for diversity, self-confidence, collaborative skills, avoidance of risk behaviors, and resilience (Billig, 2000). Over the past few years, the number of studies in this area has declined.

Researchers in the social-emotional learning field, however, have embraced service-learning as a key strategy for accomplishing the five core social-emotional competencies (self-awareness, social awareness, self-management, relationship skills, and responsible decision making) that all young people should develop (Fredericks, 2003). Social emotional learning theorists believe that “social emotional learning provides the skills while service-learning provides the opportunities to apply the skills” (p. 1). Recent studies have focused on:

Career exploration

Several recent studies affirmed the research that has consistently shown the value of service-learning in helping young people explore career options. Yamauchi and colleagues (2006), for example, showed students in service-learning relative to nonparticipating students had a stronger set of job and career related skills and aspirations, including knowledge of how to plan activities, desire to pursue postsecondary education, and job interview skills. Furco (2002) found strong statistically significant differences on formulation of career plans and emphasis on finding a career that was personally satisfying and/or beneficial to others between the service-learning and service groups and the nonparticipants.

Ethics

Several studies of the impact of service-learning participation on ethics have recently been conducted. In these studies, ethics were generally defined as students’ willingness to stand up for what is right, the development of strong moral values and judgments, willingness to intervene for the sake of justice, and development of a strong sense of right and wrong, good and bad.

- Furco (2002) found that there were statistically significant differences between service and service-learning participants and nonparticipants on all measures of ethics, with far more positive ratings for those who participate in service or service-learning.
- Leming (2001) examined whether service-learning reflection that contained an ethical reasoning component impacted student agency (feeling that they could make a difference), social relatedness, and political-moral awareness. Students with the ethical component within their service-learning program were compared to those who engaged in community service with reflection but without the ethical component and with those who did not participate in service.
- Leming found that after one semester, high school students with the ethical component in their service-learning program scored much higher on the ethics measures (essay prompts scored according to an ethical awareness index) than students in either of the other conditions. In both service-learning conditions, students scored higher than nonparticipants on measures of social responsibility and anticipated future participation

in community affairs. There were no differences on measures of self-esteem.

Resilience

A study of the Lions Quest program by Laird and Black (2002b) examined students' risk behaviors such as potential for dropping out of school, use of alcohol and other substances, and misconduct. They also conducted surveys that documented degrees of participation in service-learning and a checklist of personal gains. These studies affirmed the strong evidence from earlier research summarized by Billig (2000) that service-learning produces an array of positive impacts in the area of prosocial behaviors, acceptance of diversity, connection to cultural heritage, development of ethics, and strengthening of protective factors related to resilience. Service-learning clearly helps students to develop caring, altruism, and other social emotional learning.

- Ninth-grade students who participated in service-learning classes had statistically significantly more positive scores on all measures of resilience, and 12th-grade service-learning students maintained a low risk of dropping out compared to their nonparticipating peers, including those identified as being at high risk initially.
- Those students who participated in environmental service-learning projects had higher scores on interpersonal attitude scales than those who participated in other forms of service.
- Those involved in human service projects started out with lower scores and gained more than others.
- Those with more service hours showed higher scores on several areas, particularly measures of positive community values and interpersonal competencies.
- Ninth-grade students were also more likely to decrease their cigarette smoking if they engaged in service-learning.

A study of a three-year Corporation for National Service demonstration project in Wisconsin (Potts, 2000) looked at the success of fostering resiliency through service-learning in two geographical areas of the state. The project paired middle school students and university students in more than 100 service-learning projects.

Middle school students reported lower rates of certain risk behaviors, higher levels of leadership and ability to resist danger, higher levels of positive peer influence, higher rates of homework and school engagement, higher interpersonal competence, and increased involvement in service to others.

For a more detailed discussion, including references and documentation, see the complete online fact sheet at

http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/impacts/expanded.php

Suggested Citation: RMC. *Impacts of Service-Learning on K-12 Participants*. Scotts Valley, CA: Learn and Serve America's National Service-Learning Clearinghouse, 2003/2007.

http://www.servicelearning.org/instant_info/fact_sheets/k-12_facts/impacts/index.php

A DAY IN THE LIFE AT CCCS

REGULAR SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 - 8:30	Project Period				
8:40 - 9:30	A	F	D	B	G
9:35 - 10:25	B	G	E	C	A
10:30 - 11:20	C	A	F	D	B
11:30 - 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:40 - 1:30	D	B	G	E	C
1:35 – 2:25	E	C	A	F	D
2:30 - 3:30/4	Project Period				

PROJECT DAYS

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 - 8:30	Project Period				
8:40 - 9:30	A	Project	D	Project	G
9:35 - 10:25	B	Project	E	Project	A
10:30 - 11:20	C	Project	F	Project	B
11:30 - 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:40 - 1:30	D	B	Project	E	C
1:35 – 2:25	E	C	Project	F	D
2:30 - 3:30/4	Project Period Flex Time/Conference				

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Appendix D: Project Budget

Capital City Charter School
Budget Summary

Capital City Charter School Projected Enrollment									
Grade				Pre-Operations	Year 1	Year 2	Year 3	Year 4	Year 5
6				0	20	35	60	60	60
7				0	20	35	35	65	65
8				0	20	35	35	35	65
9				0	0	35	35	35	35
10				0	0	0	35	35	35
11				0	0	0	0	35	35
12				0	0	0	0	0	35
Total Projected Enrollment					60	140	200	265	330
				Pre-Operations	Year1	Year2	Year3	Year4	Year5
		State Revenue - Per Pupil Income	\$7,047.06	\$0.00	\$422,823.60	\$986,588.40	\$1,409,412.00	\$1,867,470.90	\$2,325,529.80
		Projected FRL Population 20%	\$1,780.63	\$0.00	\$21,367.56	\$49,857.64	\$71,225.20	\$92,592.76	\$113,960.32
		Projected Federal Startup Funds		\$200,000.00	\$200,000.00	\$200,000.00	\$0.00	\$0.00	\$0.00
		Total Projected Income		\$200,000.00	\$644,191.16	\$1,236,446.04	\$1,480,637.20	\$1,960,063.66	\$2,439,490.12
FUNC									
1000		Instructional Services							
2200		Instructional Salaries and Benefits							
2400		Administrative Salaries and Benefits							
		Object							
		Instruction General							
1000	110	Salaries - Teachers 1		\$0.00	\$150,000.00	\$262,500.00	\$400,000.00	\$520,000.00	\$640,000.00
	111	Salaries, Support Staff, Teachers Assistants 1		\$0.00	\$40,000.00	\$60,000.00	\$80,000.00	\$100,000.00	\$120,000.00
	200	Teachers/Aids benefits		\$0.00	\$0.00	\$6,000.00	\$8,000.00	\$10,000.00	\$12,000.00
	240	Staff Development		\$0.00	\$5,000.00	\$7,500.00	\$10,000.00	\$12,000.00	\$15,000.00
2410	200	FICA - Teachers		\$0.00	\$15,000.00	\$26,250.00	\$40,000.00	\$52,000.00	\$64,000.00
	260	Workers Compensation		\$0.00	\$6,750.00	\$11,812.50	\$18,000.00	\$23,400.00	\$28,800.00
	320	Consultants & Contracted Support		\$10,000.00	\$12,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
	580	Instructional Travel		\$2,000.00	\$2,800.00	\$3,400.00	\$3,400.00	\$3,400.00	\$3,400.00
	610	Supplies for Art, Music, Language		\$10,000.00	\$15,000.00	\$18,000.00	\$18,000.00	\$18,000.00	\$18,000.00
	641	Textbooks, Other Media & Core Instruction		\$18,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00
	734	Computer, Software, Licenses		\$2,900.00	\$3,900.00	\$3,900.00	\$2,900.00	\$2,900.00	\$2,900.00
	730	Office Furniture & Equipment		\$4,000.00	\$6,000.00	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00
	734	Computers and Communication Equipment		\$10,000.00	\$13,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00

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		SUBTOTAL		\$56,900.00	\$294,450.00	\$462,362.50	\$643,300.00	\$804,700.00	\$967,100.00
		SPECIAL EDUCATION							
1200	110	Teacher Liaisons Special Education		\$0.00	\$10,000.00	\$12,500.00	\$15,000.00	\$20,000.00	\$25,000.00
		SUBTOTAL		\$0.00	\$10,000.00	\$12,500.00	\$15,000.00	\$20,000.00	\$25,000.00
2100	110	STUDENT SUPPORT SERVICES							
2122	360	Testing/Appraisal & Support Services		\$0.00	\$12,000.00	\$10,000.00	\$12,000.00	\$12,000.00	\$12,000.00
2122	390	Contracted Services, Guidance & Counseling		\$0.00	\$5,000.00	\$7,500.00	\$12,500.00	\$15,000.00	\$15,000.00
2122	610	Supplies, Building & Grounds (including signage)		\$0.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
2700	320	Insurance/Maintenance		\$0.00	\$8,000.00	\$18,000.00	\$28,000.00	\$28,000.00	\$28,000.00
2122	734	Computers and Communication Equipment		\$0.00	\$1,000.00	\$800.00	\$800.00	\$800.00	\$800.00
		SUBTOTAL		\$0.00	\$27,000.00	\$37,300.00	\$54,300.00	\$56,800.00	\$56,800.00
2130		HEATH SERVICES							
2134	110	Nurse Salary Contracted		\$0.00	\$5,000.00	\$7,500.00	\$12,500.00	\$15,000.00	\$15,000.00
2134	220	Nurse FICA		\$0.00	\$500.00	\$750.00	\$1,250.00	\$1,500.00	\$1,500.00
2134	610	Supplies, Health		\$0.00	\$800.00	\$1,000.00	\$1,200.00	\$1,500.00	\$1,700.00
		SUBTOTAL		\$0.00	\$6,300.00	\$9,250.00	\$14,950.00	\$18,000.00	\$18,200.00
2222		LIBRARY & MEDIA SERVICES							
2222	641	Books, Library		\$0.00	\$1,500.00	\$1,500.00	\$4,000.00	\$4,000.00	\$6,000.00
		SUBTOTAL		\$0.00	\$1,500.00	\$1,500.00	\$4,000.00	\$4,000.00	\$6,000.00
2225		PURCHASED PROFESSIONAL/TECHNICAL SERVICES							
2225	110	Contract Services, IT		\$5,000.00	\$8,000.00	\$12,000.00	\$15,000.00	\$15,000.00	\$15,000.00
2225	610	Computer Supplies		\$1,700.00	\$1,000.00	\$1,000.00	\$1,500.00	\$1,500.00	\$1,500.00
2225	731	Computer Equipment		\$7,500.00	\$8,000.00	\$8,000.00	\$3,500.00	\$3,500.00	\$3,000.00
		SUBTOTAL		\$14,200.00	\$17,000.00	\$21,000.00	\$20,000.00	\$20,000.00	\$19,500.00
2410		Administration							
2410	110	Start Up Director Salary		\$55,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2410	110	School Director Salary		\$0.00	\$60,000.00	\$62,000.00	\$64,000.00	\$65,000.00	\$65,000.00
2410	125	1/2 FTE Executive Assistant		\$0.00	\$20,000.00	\$21,000.00	\$22,000.00	\$23,000.00	\$24,000.00
2410	125	1/2 FTE Business Manager		\$0.00	\$25,000.00	\$26,000.00	\$27,000.00	\$28,000.00	\$29,000.00
2410	210	Director Benefits		\$0.00	\$2,000.00	\$2,200.00	\$2,400.00	\$3,000.00	\$3,500.00
2410	210	Support Staff Benefits		\$0.00	\$0.00	\$2,000.00	\$3,000.00	\$4,000.00	\$4,000.00
2410	220	FICA - School Director		\$0.00	\$0.00	\$6,200.00	\$6,400.00	\$6,500.00	\$6,500.00
2410	221	FICA - Support Staff, Teacher Assistants.		\$0.00	\$4,000.00	\$6,000.00	\$8,000.00	\$10,000.00	\$12,000.00
2318	330	Legal Services		\$2,000.00	\$2,500.00	\$2,500.00	\$2,500.00	\$3,000.00	\$3,000.00
2317	331	Auditors		\$0.00	\$4,500.00	\$5,000.00	\$5,500.00	\$6,000.00	\$6,500.00
2410	534	Postage		\$1,500.00	\$1,500.00	\$2,500.00	\$3,000.00	\$3,000.00	\$3,000.00

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2410	210	Support Staff Benefits	\$0.00	\$0.00	\$2,000.00	\$3,000.00	\$4,000.00	\$4,000.00
2410	220	FICA - School Director	\$0.00	\$0.00	\$6,200.00	\$6,400.00	\$6,500.00	\$6,500.00
2410	221	FICA - Support Staff, Teacher Assistants.	\$0.00	\$4,000.00	\$6,000.00	\$8,000.00	\$10,000.00	\$12,000.00
2318	330	Legal Services	\$2,000.00	\$2,500.00	\$2,500.00	\$2,500.00	\$3,000.00	\$3,000.00
2317	331	Auditors	\$0.00	\$4,500.00	\$5,000.00	\$5,500.00	\$6,000.00	\$6,500.00
2410	534	Postage	\$1,500.00	\$1,500.00	\$2,500.00	\$3,000.00	\$3,000.00	\$3,000.00
2410	540	Advertising & Program Material Dissemination	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
2410	550	Printing	\$600.00	\$600.00	\$500.00	\$500.00	\$500.00	\$500.00
2410	390	Contracted Services/School Board Management	\$2,000.00	\$8,000.00	\$8,000.00	\$8,000.00	\$4,500.00	\$4,500.00
2410	340	Network Cabling & Set-up, Security	\$2,000.00	\$2,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
2410	739	Other Equipment	\$2,500.00	\$2,500.00	\$700.00	\$700.00	\$700.00	\$700.00
2319	500	Other Purchased Services:Background Checks	\$350.00	\$350.00	\$300.00	\$300.00	\$300.00	\$300.00
		SUBTOTAL	\$67,450.00	\$134,450.00	\$147,400.00	\$155,800.00	\$160,000.00	\$165,000.00
2600		OPERATIONAL AND MAINTENANCE OF FACILITIES						
2620	423	Trash removal, Plowing, Grounds, Etc.	\$0.00	\$1,000.00	\$1,000.00	\$1,500.00	\$1,500.00	\$2,000.00
2620	440	Rental (for a reasonable period of time in preparation for the school's opening)	\$55,000.00	\$110,000.00	\$115,000.00	\$130,000.00	\$130,000.00	\$130,000.00
2620	450	Building Repairs and Renovations (be used for necessary maintenance, repair, or upkeep of buildings and equipment that neither add to the permanent value of the property nor appreciably prolong its life, but merely keep it in an efficient operating condition)	\$0.00	\$8,000.00	\$20,000.00	\$30,000.00	\$35,000.00	\$40,000.00
	620	Heat	\$0.00	\$3,000.00	\$4,000.00	\$5,000.00	\$6,000.00	\$8,000.00
	622	Electricity	\$0.00	\$3,000.00	\$3,500.00	\$4,000.00	\$4,500.00	\$5,000.00
	520	Property Liability Insurance	\$0.00	\$4,000.00	\$10,000.00	\$12,000.00	\$13,000.00	\$15,000.00
	530	Phone & Internet	\$2,500.00	\$3,600.00	\$3,600.00	\$3,600.00	\$4,000.00	\$4,000.00
		SUBTOTAL	\$57,500.00	\$132,600.00	\$157,100.00	\$186,100.00	\$194,000.00	\$204,000.00
		Total Projected Income	\$200,000.00	\$644,191.16	\$1,236,446.04	\$1,480,637.20	\$1,960,063.66	\$2,439,490.12
		Total Projected Expenses	\$196,050.00	\$623,300.00	\$848,412.50	\$1,093,450.00	\$1,277,500.00	\$1,461,600.00

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2410	540	Advertising & Program Material Dissemination	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
2410	550	Printing	\$600.00	\$600.00	\$500.00	\$500.00	\$500.00	\$500.00
2410	390	Contracted Services/School Board Management	\$2,000.00	\$8,000.00	\$8,000.00	\$8,000.00	\$4,500.00	\$4,500.00
2410	340	Network Cabling & Set-up, Security	\$2,000.00	\$2,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
2410	739	Other Equipment	\$2,500.00	\$2,500.00	\$700.00	\$700.00	\$700.00	\$700.00
2319	500	Other Purchased Services:Background Checks	\$350.00	\$350.00	\$300.00	\$300.00	\$300.00	\$300.00
		SUBTOTAL	\$67,450.00	\$134,450.00	\$147,400.00	\$155,800.00	\$160,000.00	\$165,000.00
2600		OPERATIONAL AND MAINTENANCE OF FACILITIES						
2620	423	Trash removal, Plowing, Grounds, Etc.	\$0.00	\$1,000.00	\$1,000.00	\$1,500.00	\$1,500.00	\$2,000.00
2620	440	Rental (for a reasonable period of time in preparation for the school's opening)	\$55,000.00	\$110,000.00	\$115,000.00	\$130,000.00	\$130,000.00	\$130,000.00
2620	450	used for necessary maintenance, repair, or upkeep of buildings and equipment that neither add to the permanent value of the property nor appreciably prolong its life, but merely keep it in an efficient	\$0.00	\$8,000.00	\$20,000.00	\$30,000.00	\$35,000.00	\$40,000.00
	620	Heat	\$0.00	\$3,000.00	\$4,000.00	\$5,000.00	\$6,000.00	\$8,000.00
	622	Electricity	\$0.00	\$3,000.00	\$3,500.00	\$4,000.00	\$4,500.00	\$5,000.00
	520	Property Liability Insurance	\$0.00	\$4,000.00	\$10,000.00	\$12,000.00	\$13,000.00	\$15,000.00
	530	Phone & Internet	\$2,500.00	\$3,600.00	\$3,600.00	\$3,600.00	\$4,000.00	\$4,000.00
		SUBTOTAL	\$57,500.00	\$132,600.00	\$157,100.00	\$186,100.00	\$194,000.00	\$204,000.00
		Total Projected Income	\$200,000.00	\$644,191.16	\$1,236,446.04	\$1,480,637.20	\$1,960,063.66	\$2,439,490.12
		Total Projected Expenses	\$196,050.00	\$623,300.00	\$848,412.50	\$1,093,450.00	\$1,277,500.00	\$1,461,600.00

ANNOTATIONS FOR BUDGET

NOTES EXPENDITURES

- (1) Three Full time Teacher positions \$37,500, & two 1/2 time Positions \$18,750 based on starting salaries in NH in the range of salaries as \$29,542 to \$46,040.00 Concord SD & Surrounding SD's ave Salary \$38,446.33 year two five ft @ \$37,500 four 1/2 time @18,875
- (2) Teacher assistant estimates based on \$20,000 FTE, after capacity there will be both FTE and PTE, contract aids if shortage in support.
- (3) The board of Trustees will set substitute rates and leave allowances
- (4) This anticipates curriculum module development
- (5) Computer purchases reflect classroom set-up needs
- (6) Anticipate part-time position during planning until full enrollment for first year
- (7) Due to scope of this initiative, 1.4 FTE is needed for development/planning year
- (8) Anticipates 0.5 FTE admin assistant during planning and 1.0 FTE office after school has capacity of 45 Anticipates the Board needing specific consultation services each year, e.g. training, research reports, specialists for projects and concerns
- (9) Anticipate a facility that needs some funding's for renovation and code compliance - funds in this category will be requested unless needed

NOTES REVENUE

- (1) Revenue from parent group fundraisers, other fundraising within community dinners, corporate fundraisers etc.
- (2) Revenue balances will be transferred to a trust account according to appropriate procedures.
- (3) Revenue from Summer programs, enrichment classes, before after school care, school initiatives. Revenue based on 1/3 of students using services
- (4) Reflects expenditure allotted for growth in 3rd year, new small and online, initiative

ASLER STANDARDS

Members of the Alliance for Service Learning in Education Reform (ASLER) developed these standards to promote quality in school-based and community-based service learning programs.

- I. Effective service-learning efforts strengthen service and academic learning.
- II. Model service learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in an environment that encourages risk-taking and rewards competence.
- III. Preparation and reflection are essential elements in service learning.
- IV. Youths' efforts are recognized by those served, including their peers, the school, and the community.
- V. Youth are involved in the planning.
- VI. The service students perform makes a meaningful contribution to the community.
- VII. Effective service learning integrates systematic formative and summative evaluation.
- VIII. Service learning connects the school or sponsoring organization and its community in new and positive ways.
- IX. Service learning is understood and supported as an integral element in the life of a school or sponsoring organization and its community.
- X. Skilled adult guidance and supervision are essential to the success of service learning.
- XI. Preservice training, orientation, and staff development that include the philosophy and methodology of service learning best ensure that program quality and continuity are maintained.

Source: Standards of Quality for School-based and Community-based Service-Learning, Alliance for Service Learning in Education Reform, March, 1995.

If your Service-Learning Project meets six to seven of these eleven ASLER Standards, you have a project that is consistent in the principles of Service-Learning.

June 4, 2017

Susan Felker-Martin
333 Deer Meadow Rd
Webster, NH 03303

Michelle Gauthier
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Michelle,

I have lived in the Concord area for over thirty years. I would like to put forth my enthusiastic support, as a local business person and parent, for the proposed Capital City Charter School. The Concord community would truly benefit from this school. There is nothing to compare to it.

I have seen the city become rich in cultural diversity over these three decades. Capital City will celebrate this diversity. Their plan to have the students become sensitive to its community's needs and then design their service to meet those needs is both highly meritorious and will serve to empower these middle school age students to become service oriented for life. The plan for the curriculum to be community service focused inspires hope.

Most Sincerely,

Susan Felker-Martin
Sales Coordinator Juice Plus+ company

June 7, 2017

Nicole Fitts
Laconia, NH 03276

Mr. David Quigley
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Mr. Quigley,

I have lived in the Laconia area my entire life. I would like to put forth my enthusiastic support, as a parent, for the proposed Capital City Charter School. The curriculum and pedagogy is bold, forward-thinking and exciting. This area is in need of such a forward-thinking, supportive and student-led environment. The surrounding communities and potentially the State of New Hampshire would be at a significant advantage with this school in operation.

After Ms. Alicea explained the use of the word “Capital” having a purposeful, dual meaning:

1. Capital is the noun used for Concord versus
2. Capital - in the business world -- defined as wealth in the form of money or other assets owned by a person or organization or available or contributed for a particular purpose such as starting a company or investing. I was thrilled and excited for the concept to become a reality. Imagine the student's esteem when they attend and leave Capital City Charter School!

Capital City would celebrate the diversity that has become of the State of New Hampshire, educationally, socially and globally. The school & Founder's philosophy will aid to empower middle school age students to develop service-oriented and global thinking for life. I plan to enroll my son, currently in 2nd grade, into Capital City Charter School, as soon as they are approved.

Sincerely,

Nicole Fitts
Laconia Parent

Capital City Charter School
Budget Summary

Capital City Charter School Projected Enrollment									
Grade				Pre-Operations	Year 1	Year 2	Year 3	Year 4	Year 5
6				0	20	35	60	60	60
7				0	20	35	35	65	65
8				0	20	35	35	35	65
9				0	0	35	35	35	35
10				0	0	0	35	35	35
11				0	0	0	0	35	35
12				0	0	0	0	0	35
Total Projected Enrollment					60	140	200	265	330
				Pre-Operations	Year1	Year2	Year3	Year4	Year5
		State Revenue - Per Pupil Income	\$7,047.06	\$0.00	\$422,823.60	\$986,588.40	\$1,409,412.00	\$1,867,470.90	\$2,325,529.80
		Projected FRL Population 20%	\$1,780.63	\$0.00	\$21,367.56	\$49,857.64	\$71,225.20	\$92,592.76	\$113,960.32
		Projected Federal Startup Funds		\$200,000.00	\$200,000.00	\$200,000.00	\$0.00	\$0.00	\$0.00
		Total Projected Income		\$200,000.00	\$644,191.16	\$1,236,446.04	\$1,480,637.20	\$1,960,063.66	\$2,439,490.12
FUNC									
1000	Instructional Services								
2200	Instructional Salaries and Benefits								
2400	Administrative Salaries and Benefits								
	<u>Object</u>								
		Instruction General							
1000	110	Salaries - Teachers 1		\$0.00	\$150,000.00	\$262,500.00	\$400,000.00	\$520,000.00	\$640,000.00
	111	Salaries, Support Staff, Teachers Assistants 1		\$0.00	\$40,000.00	\$60,000.00	\$80,000.00	\$100,000.00	\$120,000.00
	200	Teachers/Aids benefits		\$0.00	\$0.00	\$6,000.00	\$8,000.00	\$10,000.00	\$12,000.00
	240	Staff Development		\$0.00	\$5,000.00	\$7,500.00	\$10,000.00	\$12,000.00	\$15,000.00
2410	200	FICA - Teachers		\$0.00	\$15,000.00	\$26,250.00	\$40,000.00	\$52,000.00	\$64,000.00
	260	Workers Compensation		\$0.00	\$6,750.00	\$11,812.50	\$18,000.00	\$23,400.00	\$28,800.00
	320	Consultants & Contracted Support		\$10,000.00	\$12,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
	580	Instructional Travel		\$2,000.00	\$2,800.00	\$3,400.00	\$3,400.00	\$3,400.00	\$3,400.00
	610	Supplies for Art, Music, Language		\$10,000.00	\$15,000.00	\$18,000.00	\$18,000.00	\$18,000.00	\$18,000.00
	641	Textbooks, Other Media & Core Instruction		\$18,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00
	734	Computer, Software, Licenses		\$2,900.00	\$3,900.00	\$3,900.00	\$2,900.00	\$2,900.00	\$2,900.00
	730	Office Furniture & Equipment		\$4,000.00	\$6,000.00	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00
	734	Computers and Communication Equipment		\$10,000.00	\$13,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00

		SUBTOTAL		\$56,900.00	\$294,450.00	\$462,362.50	\$643,300.00	\$804,700.00	\$967,100.00
		SPECIAL EDUCATION							
1200	110	Teacher Liaisons Special Education		\$0.00	\$10,000.00	\$12,500.00	\$15,000.00	\$20,000.00	\$25,000.00
		SUBTOTAL		\$0.00	\$10,000.00	\$12,500.00	\$15,000.00	\$20,000.00	\$25,000.00
2100	110	STUDENT SUPPORT SERVICES							
2122	360	Testing/Appraisal & Support Services		\$0.00	\$12,000.00	\$10,000.00	\$12,000.00	\$12,000.00	\$12,000.00
2122	390	Contracted Services, Guidance & Counseling		\$0.00	\$5,000.00	\$7,500.00	\$12,500.00	\$15,000.00	\$15,000.00
2122	610	Supplies, Building & Grounds (including signage)		\$0.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
2700	320	Insurance/Maintenance		\$0.00	\$8,000.00	\$18,000.00	\$28,000.00	\$28,000.00	\$28,000.00
2122	734	Computers and Communication Equipment		\$0.00	\$1,000.00	\$800.00	\$800.00	\$800.00	\$800.00
		SUBTOTAL		\$0.00	\$27,000.00	\$37,300.00	\$54,300.00	\$56,800.00	\$56,800.00
2130		HEATH SERVICES							
2134	110	Nurse Salary Contracted		\$0.00	\$5,000.00	\$7,500.00	\$12,500.00	\$15,000.00	\$15,000.00
2134	220	Nurse FICA		\$0.00	\$500.00	\$750.00	\$1,250.00	\$1,500.00	\$1,500.00
2134	610	Supplies, Health		\$0.00	\$800.00	\$1,000.00	\$1,200.00	\$1,500.00	\$1,700.00
		SUBTOTAL		\$0.00	\$6,300.00	\$9,250.00	\$14,950.00	\$18,000.00	\$18,200.00
2222		LIBRARY & MEDIA SERVICES							
2222	641	Books, Library		\$0.00	\$1,500.00	\$1,500.00	\$4,000.00	\$4,000.00	\$6,000.00
		SUBTOTAL		\$0.00	\$1,500.00	\$1,500.00	\$4,000.00	\$4,000.00	\$6,000.00
2225		PURCHASED PROFESSIONAL/TECHNICAL SERVICES							
2225	110	Contract Services, IT		\$5,000.00	\$8,000.00	\$12,000.00	\$15,000.00	\$15,000.00	\$15,000.00
2225	610	Computer Supplies		\$1,700.00	\$1,000.00	\$1,000.00	\$1,500.00	\$1,500.00	\$1,500.00
2225	731	Computer Equipment		\$7,500.00	\$8,000.00	\$8,000.00	\$3,500.00	\$3,500.00	\$3,000.00
		SUBTOTAL		\$14,200.00	\$17,000.00	\$21,000.00	\$20,000.00	\$20,000.00	\$19,500.00
2410		Administration							
2410	110	Start Up Director Salary		\$55,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2410	110	School Director Salary		\$0.00	\$60,000.00	\$62,000.00	\$64,000.00	\$65,000.00	\$65,000.00
2410	125	1/2 FTE Executive Assistant		\$0.00	\$20,000.00	\$21,000.00	\$22,000.00	\$23,000.00	\$24,000.00
2410	125	1/2 FTE Business Manager		\$0.00	\$25,000.00	\$26,000.00	\$27,000.00	\$28,000.00	\$29,000.00
2410	210	Director Benefits		\$0.00	\$2,000.00	\$2,200.00	\$2,400.00	\$3,000.00	\$3,500.00
2410	210	Support Staff Benefits		\$0.00	\$0.00	\$2,000.00	\$3,000.00	\$4,000.00	\$4,000.00
2410	220	FICA - School Director		\$0.00	\$0.00	\$6,200.00	\$6,400.00	\$6,500.00	\$6,500.00
2410	221	FICA - Support Staff, Teacher Assistants.		\$0.00	\$4,000.00	\$6,000.00	\$8,000.00	\$10,000.00	\$12,000.00
2318	330	Legal Services		\$2,000.00	\$2,500.00	\$2,500.00	\$2,500.00	\$3,000.00	\$3,000.00
2317	331	Auditors		\$0.00	\$4,500.00	\$5,000.00	\$5,500.00	\$6,000.00	\$6,500.00
2410	534	Postage		\$1,500.00	\$1,500.00	\$2,500.00	\$3,000.00	\$3,000.00	\$3,000.00

2410	540	Advertising & Program Material Dissemination	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
2410	550	Printing	\$600.00	\$600.00	\$500.00	\$500.00	\$500.00	\$500.00
2410	390	Contracted Services/School Board Management	\$2,000.00	\$8,000.00	\$8,000.00	\$8,000.00	\$4,500.00	\$4,500.00
2410	340	Network Cabling & Set-up, Security	\$2,000.00	\$2,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
2410	739	Other Equipment	\$2,500.00	\$2,500.00	\$700.00	\$700.00	\$700.00	\$700.00
2319	500	Other Purchased Services:Background Checks	\$350.00	\$350.00	\$300.00	\$300.00	\$300.00	\$300.00
		SUBTOTAL	\$67,450.00	\$134,450.00	\$147,400.00	\$155,800.00	\$160,000.00	\$165,000.00
2600		OPERATIONAL AND MAINTENANCE OF FACILITIES						
2620	423	Trash removal, Plowing, Grounds, Etc.	\$0.00	\$1,000.00	\$1,000.00	\$1,500.00	\$1,500.00	\$2,000.00
2620	440	Rental (for a reasonable period of time in preparation for the school's opening)	\$55,000.00	\$110,000.00	\$115,000.00	\$130,000.00	\$130,000.00	\$130,000.00
2620	450	used for necessary maintenance, repair, or upkeep of buildings and equipment that neither add to the permanent value of the property nor appreciably prolong its life, but merely keep it in an efficient	\$0.00	\$8,000.00	\$20,000.00	\$30,000.00	\$35,000.00	\$40,000.00
	620	Heat	\$0.00	\$3,000.00	\$4,000.00	\$5,000.00	\$6,000.00	\$8,000.00
	622	Electricity	\$0.00	\$3,000.00	\$3,500.00	\$4,000.00	\$4,500.00	\$5,000.00
	520	Property Liability Insurance	\$0.00	\$4,000.00	\$10,000.00	\$12,000.00	\$13,000.00	\$15,000.00
	530	Phone & Internet	\$2,500.00	\$3,600.00	\$3,600.00	\$3,600.00	\$4,000.00	\$4,000.00
		SUBTOTAL	\$57,500.00	\$132,600.00	\$157,100.00	\$186,100.00	\$194,000.00	\$204,000.00
		Total Projected Income	\$200,000.00	\$644,191.16	\$1,236,446.04	\$1,480,637.20	\$1,960,063.66	\$2,439,490.12
		Total Projected Expenses	\$196,050.00	\$623,300.00	\$848,412.50	\$1,093,450.00	\$1,277,500.00	\$1,461,600.00

NOTES EXPENDITURES

1 Three Full time Teacher positions \$37,500, & two 1/2 time Positions \$18,750 based on starting salaries in NH in the range of salaries as \$29,542 to \$46,040.00
 Concord SD & Surrounding SD's ave Salary \$38,446.33 year two five ft @ \$37,500 four 1/2 time @18,875

2 Teacher assistant estimates based on \$20,000 FTE, after capacity there will be both FTE and PTE, contract aids if shortage in support

3 The board of Trustees will set substitute rates and leave allowances

4 This anticipates curriculum module development

5 Computer purchases reflect classroom set-up needs

6 Anticipate part-time position during planning until full enrollment for first year

7 Due to scope of this initiative, 1.4 FTE is needed for development/planning year

8 Anticipates 0.5 FTE admin assistant during planning and 1.0 FTE office after school has capacity of 45

Anticipates the Board needing specific consultation services each year, e.g. training, research reports, specialists for projects and concerns

10 Anticipate a facility that needs some fundings for renovation and code compliance - funds in this category will be requested unless needed

NOTES REVENUE

1 Revenue from parent group fundraisers, other fundraising within community dinners, corporate fundraisers etc.

2 Revenue balances will be transferred to a trust account according to appropriate procedures.

3 Revenue from Summer programs, enrichment classes, before after school care, school initiatives. Revenue based on 1/3 of students using services

4 Reflects expenditure allotted for growth in 3rd year, new small and online, initiative

**NEWLY SUBMITTED
APPLICATION MATERIALS
FOR THE
FEBRUARY 8, 2018
STATE BOARD OF EDUCATION MEETING**

**NEW HAMPSHIRE CHARTER SCHOOLS PROGRAM
APPLICATION COVER SHEET**

Name of Proposed Charter School:	CAPITAL CITY PUBLIC CHARTER SCHOOL
Name of Organization Sponsoring the Charter School (if any):	TOMORROW'S CHILD FOUNDATION
Name of Contact Person:	STEPHANIE C. ALICEA
Mailing Address:	2 STIRRUP IRON ROAD BOSCAWEN
Primary Telephone:	603-369-9000
Alternate Telephone:	603-796-2532
Email Address:	TOMORROWSCHILDNH@GMAIL.COM
Projected Date of School Opening:	AUGUST/SEPTEMBER 2018
Proposed School Location:	TBD - CONCORD NH

	SCHOOL YEAR	GRADE LEVELS	NUMBER OF KINDERGARTEN STUDENTS	TOTAL PROJECTED STUDENT ENROLLMENT
<i>First Year</i>	2018-2019	6-8	0	60
<i>Second Year</i>	2019-2020	6-9	0	140
<i>Third Year</i>	2020-2021	6-10 ●	0	200
<i>Fourth Year</i>	2021-2022	6-11	0	265
<i>Fifth Year</i>	2022-2023	6-12	0	330

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.

Signature

Title

Printed Name

Date

January 2, 2018

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

Dear Commissioner Edelblut

This letter is the formal response to the legal feedback pertaining to the public charter school application submitted by the sponsoring entity, Tomorrows Child Foundation. An updated and revised charter school application accompanies this response.

1. Ed 318.08(i), 1:

This requirement is not satisfied as the application does not include the total number of teachers and the average teacher/student ratio for the first five years of the school. The application also lacks a statement as to how the applicant intends to provide a physical location for the school.

The budget contains the anticipated number of students and salaries for teachers and teacher aids. Section (D) on pp. 12-13 of the Resubmitted Application indicates that the average teacher/student ratio will be 20/1. It is unclear from the charts provided in section (E (P. 13) and the budget how many teachers will be assigned to each student. While a ratio has been provided, the total number of teachers has not. Additional information would be helpful in clarifying this issue.

Additional explanation may be necessary.

Applicant Response: This section has been updated in the revised charter school application. At full capacity members from the Tomorrow's Child Foundation believe that we will utilize approximately 16 classrooms with the goal of maintaining a student/teacher average of 15-17/1. Sections D and E have been updated to reflect these changes. Facility details are also clarified (Section D paragraph 2-4). Please also see budgetary notes on p 3 of CCCS Revised Budget Document.

2. Ed. 318.08 (j)¹(2): This subsection is not satisfied, as the applicant failed to provide a policy setting forth the guidelines for the optional contracting of services or a statement as to why the school declines this option. A policy that either sets forth the guidelines for the optional contracting of services as allowed under RSA 194-B:5, V and RSA 194-B:8, VII, or states how and why the school declines to choose the option;

In its resubmitted application, Capital City indicates that it anticipates contracting with individuals or companies. However, there is no reference to RSA 194-B:5 or RSA 194-B:8, VII.

¹ It appears that there is a typographical error in the rules. Ed 318.08 has two sections labeled (i), for the purposes of this application, this section is actually (j)

Additional clarification is necessary. There is a reference on p. 7 to entering into mutually agreeable relationships. This may be a reference to RSA 194-B:5, V. If so, a specific reference to the statute may assist in meeting this requirement.

This requirement is partially satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 38, Section U).

Excerpt from Section U:

During the period of startup and development, we may require tasks addressed and conducted by specialists in certain fields however no consultants have been identified at this time. While we cannot identify any particular contractor at the time of this application, should we contract with an individual or company to provide services all candidates will be required to show sufficient evidence of past experience and expertise in the specified role including but not limited to formal education in the specified field, work history and references.

Volunteer Advisors, Experts and Friends of the School

At this time Foundation Board have identified a number of individuals who have agreed to participate in the first year of planning and development. These individuals will serve as **unpaid** advisors and experts in their fields as we launch this new public school.

Ed. 318.08 (j) (4)

(6) A statement which meets the requirements of RSA 194-B:2, II; and The initial legal review determined that this subsection was satisfied. However, there is no specific indication that the curriculum and policies will be included in the information dissemination referenced in section (W).

This requirement may be satisfied with additional information.

Applicant Response: This section has been updated in the revised charter school application (p. 41, Section W).

(7) Statements that the school shall develop, prior to opening, policies regarding the following:

- a. Records retention;
- b. Promoting school safety including:
 - 1. Reporting of suspected abuse or neglect;
 - 2. Sexual harassment, as detailed in Ed 303.01(j) and (k);
 - 3. RSA 193-F, pupil safety and violence prevention;
 - 4. RSA 126-U, limiting the use of child restraint practices; and

a. Developmentally appropriate daily physical activity pursuant to Ed 310.

The initial legal review determined that this subsection was not satisfied. In its resubmitted application, additional information has been provided.

However, the resubmitted application does not indicate that, prior to opening, it will develop policies related to reporting suspected abuse or neglect or sexual harassment. This requirement remains not satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 8, Section B). All required policies will be developed prior to opening.

194-B:3 Chartered Public Schools; Establishment; Application; Amendment; Procedure.

(b) Governance and organizational structure and plan.

The initial legal review determined that this requirement was not satisfied. The initial application was silent on the organizational structure beyond the board and did not specify the composition of the initial board.

In its resubmission, the applicant provided additional information regarding the role of the Director. However, in making its changes, the applicant deleted the listing of the officers of the board.

Also, it is unclear if the applicant's definition of a quorum is consistent with RSA 91-A. In its resubmitted application, Capital City states "for purposes of conducting business, a majority of the board members must be present and participating in person or through video or voice communication to be considered a quorum." Resubmitted Application p. 7. "

This requirement appears to remain not satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 8-10, Section B).

Excerpt from Section B:

A. For the purpose of conducting business, the Board will follow the New Hampshire Right to Know Law, RSA 91-A. For purposes of lawful meetings, a quorum is defined as a majority of trustees physically present. Records and meeting minutes will be kept in accordance with statutory guidelines. The Board of Trustees will begin governance within three months after receiving charter authorization.

B. Officers

Initial officers shall include: chair, vice chair, secretary and treasurer. Officers of the board shall be elected by majority vote of those present at the annual organizational meeting to be held in July of each year and shall serve until the next annual organizational meeting.

(C) Methods by which trustees and their terms are determined.

The initial legal review determined that this requirement did not appear to be satisfied, noting that the application did not identify the initial trustees, nor did it specify how they will be

selected. In its resubmitted application, Capital City clarified that the initial Board of Trustees will be appointed by the sponsoring entity and that terms will be set and staggered.

It remains unclear if the applicant’s definition of a quorum is consistent with RSA 91-A. In its resubmitted application, Capital City states “for purposes of conducting business, a majority of the board members must be present and participating in person or through video or voice communication to be considered a quorum.” Resubmitted Application p. 7. However, RSA 91-A:2, III, (b) states that “except in an emergency, a quorum of the public body shall be physically present at the location specified in the meeting notice as the location of the meeting.”

Applicant Response: This section has been updated in the revised charter school application (p. 11, Section C). The reference to RSA 91-A can be found in this section.

Excerpt from Section C:

For conducting business, the Board will follow the New Hampshire Right to Know Law, RSA 91-A. Records and meeting minutes will be kept in accordance with statutory guidelines. The Board of Trustees will begin governance within three months after receiving charter authorization.

.....

(F) Curriculum that meets or exceeds state standards in the subject areas offered.

The review of the initial application determined that this requirement was not satisfied.

This section was resubmitted. However, it remains unclear as to whether or not the information provided, is a curriculum that meets or exceeds state standards in the subject areas offered. The subject areas, themselves, are not provided for in this section.

This requirement appears to remain not satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 14-19, Section F).

(G) Academic and other learning goals and objectives.

The initial review determined that this requirement was not satisfied.

In its original submission, sections (f) and (g) were combined. In its resubmitted application, these two sections were separated and additional information was provided in section (g). The resubmitted application lists subject area and goals as well as a lengthy description of service learning.

The goals submitted are rather abstract with no clear means by which to measure their achievement. For instance, a goal under English Language Arts is that “students write to learn while learning to write.” Resubmitted Application p. 23.

This requirement appears to remain not satisfied, unless the State Board of Education determines that the Academic and other learning goals and objectives identified, are sufficient.

Applicant Response: This section has been updated in the revised charter school application (p. 14-19, Section F and p. 19-20, Section G). The modified content (Section G) beginning on page 19 of the revised application, includes *Overarching Goals*. These are goals meant to help understand the service-learning process (p. 20, curr guide). Included in the CCCS Curriculum Guide, Appendix C, are each subject, like Mathematics (curr guide p. 21), with a summary of what teachers will expect and promote at CCCS. After said description, there are approximately five (5) goals listed (curr guide p. 23) like: *Students will focus on foundational facts-vocabulary, formulas, algorithms, and number facts-that are grounded in conceptual understanding.*

(J) Staffing overview, including qualifications sought for professionals and paraprofessionals.

The initial legal review determined that this requirement was not satisfied. In its resubmission, Capital City has provided additional information regarding the requirements for certain employees, but not all. There are no requirements for a number of the positions included in the budget, including but not limited to the nurse and executive assistant. Further, the requirements for the teachers are rather broad, not necessarily requiring specific specialties. For instance, while art is taught at the school, there is no indication of the requirements for the art teacher.

This section also provides the qualifications for a business manager. However, this position is not accounted for in the budget.

This requirement remains not satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 24-27, Section J).

The Board of Trustees, along with the Director of CCCS will identify other staff requirements such as administrative support, nurse, special education liaison and curriculum coordinator as needed, which may also be qualities found in other employees. Multiple positions may be fulfilled by one person. For example, a teacher may also be a part-time Nurse, or the assistant Director may also be the special education liaison.

The internal legal review stated *“There are no requirements for a number of the positions included in the budget, including but not limited to the nurse and executive assistant. This section also provides the qualifications for a business manager. However, this position is not accounted for in the budget”*. **A ½ FTE Business Manager is accounted for on p. 2 of the budget, line 2410:125.**

(K) Personnel compensation plan, including provisions for leaves and other benefits, if any. The initial legal review determined that this requirement was not satisfied because it was silent regarding fringe benefits and retirement benefits.

This requirement appears to remain not satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 28, Section K).

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

The initial legal review determined that this requirement may not be satisfied. It is still unclear how the school will use its own resources for the transportation of out-of-district students.

This requirement may not be satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 28, Section L).

(M) Statement of assurances related to nondiscrimination according to relevant state and federal laws.

The initial legal review determined that this requirement appeared to be satisfied. However, it recommended expanding the protected categories to its statement of nondiscrimination, to include: pregnancy, citizenship, veteran status and genetic information. These changes have not been made.

Applicant Response: This section has been updated in the revised charter school application (p. 30, Section M).

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

The initial legal review determined that this requirement was not satisfied because the application did not describe the method of coordinating with an LEA to provide required special education programs. In its resubmission, it is unclear what, if any, changes were made.

Resubmitted application p. 35. The resubmitted application does not describe how the charter school will coordinate with the pupil's LEA and it does not indicate if the special education liaison will be certified in special education.

This requirement appears to remain not satisfied.

Applicant Response: The information requested was on the bottom of page 34. It is also located on page 2 of the CCCS revised budget section 1200: 110. In this updated application, the information requested is located on page 30 and the top of page 31, and states:

Excerpt from Section C:

“In accordance with New Hampshire law (RSA 194-B:8), the Capital City Charter School will not discriminate against any child with a disability as defined in RSA 186-C. Under New Hampshire’s charter school statute, RSA 194-B:11, III, when a child with disabilities attends a chartered public school, all current options available to the parent and the school district are retained. It is the intention of CCCS to hire with a special education liaison in order to assist the director, attend IEP meetings and work with the sending district(s).”

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

The initial legal review determined that this requirement was not satisfied.

The application continues to be lacking in a clear description of its governance, discipline and age-appropriate due process procedures.

This requirement remains not satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 34, Section P).

(R) Annual budget, including all sources of funding, and a projected budget for the next 2 years. The initial legal review determined that this requirement may be satisfied.

However, in its resubmitted application there was reference to contributions by families. As this is a public school, it is unclear if families can be expected to contribute.

This requirement may not be satisfied.

Applicant Response: This section has been updated and the above reference removed from the revised from the charter school application for clarity (p. 36, Section R).

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

The initial legal review determined that this requirement appeared to be satisfied. However, it did raise a concern related to the school’s proposed budget if there is a need to adjust the school hours due to transportation conflicts with the local school district. This concern has not been addressed.

This requirement may be satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 38, Section S).

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

The initial legal review determined that this requirement was not satisfied due to the fact that while the application indicates that consultants may be utilized there are no descriptions of qualifications or certifications provided.

The concerns raised in the initial legal review, remain. While additional information has been provided which indicates that Capital City anticipates hiring consultants for computer IT set up, guidance and counseling, special education and health, neither the desired qualifications nor certifications have been provided.

This requirement remains not satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 38, Section U). It should be noted that this submission (application) on behalf of the sponsoring entity (Tomorrows Child Foundation) is the first step in a long series of technical steps required to open a new public charter school. Many of the reviewer’s comments are simply subjective and others require a level of granularity that simply cannot be expressed until post authorization when the new entity (CCCS) is created and the Board of Trustees has been seated.

Excerpt from Section U:

During the period of startup and development, we may require tasks addressed and conducted by specialists in certain fields however no consultants have been identified at this time. While we cannot identify any particular contractor/s at this time, should this application be approved, CCCS will require that any individual or organization hired show sufficient evidence of past experience and expertise in the specified role including but not limited to formal education in the specified field, certification if applicable, work history and references. Individuals or organizations under consideration must meet the requirements contained within the school’s conflict of interest policy and must disclose any potential conflicts prior to any formal agreement.

(V) Philosophy of parent involvement and related plans and procedures.

The initial legal review determined that this requirement did not appear to be satisfied.

In its resubmission, additional information was provided but it was limited. The resubmitted application states that “parents and legal guardians will also be encouraged to participate in

school governance and governance structures.” Resubmitted Application p. 43. However, it is unclear what this participation entails.

This requirement appears to remain not satisfied.

Applicant Response: This section has been updated in the revised charter school application (p. 41, Section V).

(X) A global hold-harmless clause which states:

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

The initial legal review determined that this requirement appeared to be satisfied but suggested an edit that was not made. The required language is taken directly from RSA 194-B:3, II (x) and should be exact.

This requirement will be satisfied when the necessary changes are made.

Applicant Response: This section has been updated in the revised charter school application (p. 42, Section X).

(dd) 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.

The initial legal review determined that this requirement was not satisfied. The initial application did not provide an outline of the school's proposed accountability plan that clarified expectations for evaluating the school's program.

Additional information has been provided which includes four questions that will serve as a basis for its annual report. The four questions are:

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

In making its report, the charter school would benefit from using the additional questions listed as suggested sub-questions in the New Hampshire Charter School Accountability Process found at:

https://www.education.nh.gov/instruction/school_improve/charter/documents/charter_school_accountability_process.pdf

This requirement may be satisfied, if the state board deems the proposed accountability plan to be adequate.

Applicant Response: The CCCS accountability plan will be fully developed prior to opening and will continue to evolve as statutory requirements change (p. 52, Section DD).



CHARTER SCHOOL APPLICATION

Submitted by:

The Founding Members of

Capital City Charter School: A Public Charter School

Proposed location, Concord, NH

Original Submission: May 26, 2017

Revised Application I Submitted: September 20, 2017

Revised Application II Submitted: January 2, 2018

Tomorrowschildnh@gmail.com

CAPITAL CITY CHARTER SCHOOL

“We need your service, right now, at this moment in history. I’m not going to tell you what your role should be; that’s for you to discover. But I am asking you to stand up and play your part. I am asking you to help change history’s course”.

*-- President Barack Obama, upon signing the
Edward M. Kennedy Serve America Act, 2009*

An Introduction

The following pages articulate our request for a state-issued charter for grades 6-8 creating an alternative approach to learning for a high-quality public education for the families of Concord, New Hampshire, and the surrounding areas. We propose an integration of service-learning (research-based teaching method of guided classroom learning applied through action) and State Standards (provides teachers, parents, and students with a set of clear expectations that are aligned to the expectation in college and careers). Service groupings and an approach to teaching centered on the child, rather than the teacher, will allow children to move through the curriculum while meeting state standards and enabling children of all abilities and backgrounds to be successful.

The first phase of the School will begin with two classrooms of (grade 6) two to three classrooms of mixed ages (grades 7-8), and gradually add additional high school classrooms as well as junior high classrooms (grades 6-8 and 9-12).

Why Service-Learning?

Capital¹ City Public Charter School (CCCS) is dedicated to the educational journey of middle and high school students in New Hampshire. Service-learning is a research-based teaching

¹ Capital – The name has a purposeful, dual meaning 1. Noun used to describe Concord: 2. Wealth in the form of money **or other assets** available or contributed for a particular purpose...**investing**, in NH and the nation/worlds future.

method of guided or classroom learning, applied through action, that addresses an authentic community² need in a process that allows for youth initiative and provides structured time for reflection on the service experience and demonstration of acquired skills and knowledge. Simply put, service-learning connects school-based curriculum with the inherent caring and concern young people have for their world³.

CCCS, at its core, will employ the Five states of Service-Learning -- Investigation; Preparation and Planning; Action; Reflection; and Demonstration in all aspects of the school curriculum. These interdependent stages of successful service-learning constitute a process that is key to a student's effectiveness and critical to their learning transferable skills and content, which will allow them to become critical thinkers, global, and collaborative learners, ready to conquer what lies ahead.

- Investigation - All service-learning begins with investigation: resources within the student population, and investigation of the community need.
- Preparation & Planning - Students explore, research and discuss the topic and the teacher and students set the stage for learning and social action.
- Action - Direct result of preparation & planning. Solid preparation allows students to carry out their plan of action and apply what they learned to benefit the community.
- Reflection - One of the standards in service-learning and one of the five stages. A vital and ongoing process that integrates learning & experience with personal growth and awareness.

² Community, is defined as CCCS, sending school, living environment or town.

³ see Kaye, Catherine Berger, "Service-Learning: Strategies for Developing Character" (2005). *Special Topics, General*. 53.

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- Demonstration - What is often called “The Big Wow.” Students make explicit what and how they have learned and what they have accomplished through community involvement. CCCS hopes to create learners that are not only prepared for schoolwork and their future, but also give more than just book smarts. We aim to create a service and civic-minded learning environment that will allow another method to engage the students to gain “real world” knowledge and better express the growth of their community and selves. Concord is our capital, centrally located and there is not a public middle or high school choice for anyone between exit 19 and 11 on 93 N&S and exit 1 to 10 on exit 89.

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(A) EDUCATIONAL MISSION

Vision

Capital City Public Charter School (CCCS) aspires to provide curriculum that enables each student to become empowered with the knowledge and skills to use his or her voice effectively and with integrity in co-creating our global public world. Our vision is to create an environment in which students academic, social, and personal skills improve our schools and our communities by working together with the service-learning curriculum at the core to ensure each child 's success.

Mission

The Capital City Charter School mission is both bold and pragmatic: to implement a service-learning program and high-quality⁴ education to the students of today and change-makers of tomorrow. CCCS consciously integrates student experience into the service-learning curriculum and addresses areas beyond the academic realm to create a high-quality education which includes; leadership, communication, collaboration and critical thinking.

Capital City Charter School will:

- Strengthen students service and academic learning with our service-learning curriculum.
- Include the philosophy and methodology of service-learning which best ensures the program quality and continuity are maintained.
- Provide concrete opportunities for students to learn new skills, to think critically, and to test new roles in an environment that encourages risk-taking and collaboration through the curriculum.
- Recognize students' efforts to connect required curriculum to meet the needs of their target community while faculty and staff serve as guides.
- Involve students in planning and integrate systematic, formative and summative evaluation.

⁴ Civic mindedness, leadership, communication, collaboration and critical thinking intertwined in all aspects of the curriculum

(B) GOVERNANCE, ORGANIZATIONAL STRUCTURE

In accordance with provisions to RSA 194-B:3, V, the application to establish a public charter school has been submitted by a non-profit organization -- Tomorrow's Child Foundation.

The Sponsoring Board

Tomorrow's Child Foundation is the sponsoring entity for the Capital City Charter School (See Appendix A for a list of board members).

Tomorrows Child Foundation is a New Hampshire registered non-profit organization comprised of six founding members and established to create and sustain a charter school in Concord, NH in accordance with RSA 194-B:3, V(a).

Board of Trustees

In accordance with RSA 194-B:5, CCCS will be governed by five (5) up to a nine-to eleven-member Board of Trustees (the Board) that has general supervisory control and authority over operations of the charter school. Trustee selection (via nomination and majority vote) will be based on personal and professional background and a commitment to the school's mission, support, and sustainability. Trustees will represent the diversity of stakeholders and contributors:

- Three (3) members representing the parents of CCCS students or not fewer than 25% of the Board's total membership (parent board members will be chosen after the school opens from the available population of interested parents.)
- Three (3) members representing the community or not fewer than 25% of the Board's total membership
- One (1) or two (2) members representing the higher education community
- One (1) or two (2) members representing the business community
- One (1) member will be the Director of the school with ex-officio capacities.

During the first three years, there shall be no less than two (2) Founders on the Board of Trustees, in addition to the diverse stakeholders and contributors listed above. Prior to opening the Board will develop a conflict of interest statement, policy, and form. For purposes of conducting business, a majority of the board's members must be physically present and

participating in person to be considered a quorum⁵. Records and minutes of meetings will be kept in accordance with New Hampshire's Right to Know statute RSA 91-A, which applies to chartered public schools.

Officers

Initial officers shall include: chair, vice chair, secretary and treasurer. Officers of the board shall be elected by majority vote of those present at the annual organizational meeting to be held in July of each year and shall serve until the next annual organizational meeting.

COMMITTEES

The Board of Trustees will create subcommittees as it deems necessary to pursue specific topics and report back to the board for action unless the board specifically votes to delegate a subcommittee to act. Committees will include but are not limited to Finance, Facilities, Fundraising, Startup, Board Recruitment, and Outreach. Committee assignments will be made by the Board and members will be chosen according to relevant experience.

GOVERNANCE

The Board of Trustees will be responsible for supporting the vision, mission and core beliefs of the school, and for providing active and sound fiscal oversight for the school. Day to day management of the school and staff members will be the responsibility of the school Director.

The Director will report directly to the Board.

Duties of the Director will include but are not limited to:

- Communication with the Board, teachers, students, parents, districts, and the public
- Staff management
- Disciplinary issues
- School culture
- Professional development
- Operational management
- School safety

⁵ See RSA 91-A

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- Public relations
- Coordination with sending districts

The Board of Trustees will be responsible for:

- Hiring the director of school
- Approving an annual operating budget for the school.
- Meeting monthly with school leadership to review the budget and address any concerns or issues, as well as to plan for financial growth, development, and sustainability.
- Developing an annual financial timeline for the school.
- The Board will establish school policies prior to opening and periodically review policies as necessary. Policies will include but are not limited to, admissions, conflict of interest, non-discrimination, records retention, lottery selection, school safety including pupil safety & violence prevention, limiting the use of child restraint practices and developmentally appropriate daily physical activity and policies related to reporting suspected abuse or neglect or sexual harassment (in accordance with, but not limited to Ed 303.01(j) and (k), RSA 193-F and RSA 126-U).
- Developing the CCCS's accounting and finance manual.
- Ensuring proper accounting and reporting practices.
- Creating a systematic fundraising plan and raising funds for the school.
- Approving fiscal reports; facilities plans; fundraising plans and reports; marketing plans and reports; annual performance review of the CCCS's Director; and all human resources decisions and contracts.
- Supporting the curriculum and educational plan outlined in the charter by supporting the work of the Director and CCCS faculty.
- Creating a student recruitment plan
- Developing a long-range, strategic growth plan.
- Developing public understanding, demand, and will for high-quality education for every child.

The Board of Trustees will have oversight and authority to render final decisions on matters pertaining to:

- Appointing one or more advisory members or committees.
- Reviewing and approving significant contracts, e.g., for facilities and benefits programs.
- Matters for which the board serves as a hearing body for action or appeals.
- Any other matters which are prescribed by statute or rule.

(C) METHODS BY WHICH TRUSTEES AND THEIR TERMS ARE DETERMINED

The initial Board of Trustees will be appointed by members of the sponsoring entity, *Tomorrow's Child Foundation*. Terms of trustees will be staggered. First-year trustees will be appointed for two, or three-year terms to establish initial staggered terms and governance stability. The Board may appoint a trustee to fill a vacancy if vacated but that Board member will only be allowed to serve until the original date expires. Board members may serve consecutive terms if so voted by a Board majority. The Board of Trustees, will select and appoint future trustees, define future board terms and vote policies for board governance and filling vacancies. For conducting business, the Board will follow the New Hampshire Right to Know Law, RSA 91-A. Records and meeting minutes will be kept in accordance with statutory guidelines. The Board of Trustees will begin governance within three months after receiving charter authorization.

Start-up Committee

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

- Form initial subcommittees
- Secure general and board liability insurance
- Create policies regarding sexual harassment and child abuse in accordance with RSA
- Secure appropriate site for the school
- Develop applications and marketing materials
- Develop job descriptions and the hiring process
- Publicize staff, administration, and faculty positions
- Obtain health, fire, and safety code approvals for facility
- Purchase supplies and materials for school setup

Board of Advisors

The Board of Trustees may be augmented by a Board of Advisors, non-voting, who represents academia, research, international relations, students and faculty, legislators, and topics

of interest to the board. The board will attempt to include diverse perspectives of partners collaborating with the school to advise on program quality, current research and development, and business strategy.

(D) GENERAL DESCRIPTION AND PROPOSED OR POTENTIAL LOCATION

Board members from the Tomorrow's Child Foundation are working with realtors and other community members to identify available properties in Concord large enough to house school programs for 60 – 140 during the first two years and for 200 – 330 students by the fourth and fifth years. At full capacity members from the Tomorrow's Child Foundation believe that we will utilize approximately 16 classrooms with the goal of maintaining a student teacher ratio of 15-17 to 1. The amount of teachers, in year one, will be four (4), year two, nine (9), year three, twelve (12), year four, sixteen (16), year five, twenty-one (21). Our ideal location will be accessible via public transportation in the I-93 Exit 13-15 corridor. Once the charter is approved, the initial trustees will pursue, negotiate, and arrange facility options and work with the local Code Enforcement and Fire Code personnel. We are looking at a location that can accommodate our growth as well as have outdoor space to establish a playground/physical education area. of 60 - 140 students and growth to a cap of 330 students plus the staff to support them, the school will require a minimum space of 25,000 sq. feet. Ideally, we will find a space that already has some division of classrooms and, if possible, can be renovated for expansion gradually, thereby reducing any start-up costs.

In accordance with RSA 194-B:8, II, any facility will be brought up to code to comply with all state and federal health and safety laws, rules, and regulations, including but not limited to fire safety, HVAC, plumbing, electrical, and the requirements of ED 321.23(u) and (v).

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Upon approval of the charter by the State Board of Education initial trustees will pursue, negotiate, and arrange facility options. We will require additional space for offices and must have flexible indoor & outdoor space.

(E) MAXIMUM NUMBER, GRADE OR AGE LEVELS

During the first year of operation, the CCCS will serve middle school students in grades 6-8, in one middle school classroom, which will serve students in grade 6, and two mixed-age classrooms, serving grades 7 and 8. CCCS will accept up to 60 students in its first year. New, incoming classes will be added each year thereafter, including grades 9-12. Maximum enrollment at full capacity shall be 320 students. Should the number of potential students exceed the available spots; a blind lottery will be conducted to determine enrollment.

Capital City Charter School Projected Enrollment

Grade	Year 1	Year 2	Year 3	Year 4	Year 5
6	20	35	60	60	60
7	20	35	35	65	65
8	20	35	35	35	65
9	0	35	35	35	35
10	0	0	35	35	35
11	0	0	0	35	35
12	0	0	0	0	35
Total	60	140	200	265	330
Projected	4FT/HT	9 FT/HT	12 FT/HT	16 FT/HT	21 FT/HT

**(F) CURRICULUM THAT MEETS OR EXCEEDS STATED STANDARDS IN THE
SUBJECT AREAS OFFERED**

The intellectually conscious mission of The Capital City Charter School engages students in applying their knowledge through the deeper learning skills necessary for students to compete with their peers around the world. CCCS' curriculum will be developed using Standards that are equivalent or better than current State and National Standards as a guideline to ensure that students demonstrate mastery in all subject areas. Based upon our current knowledge of best educational practice, students will, with the use of State Standards and Service-Learning curriculum⁶, gain valuable knowledge in various domains and connect their academics to service, career paths, and internships (when applicable and possible).

Students will engage directly with making meaning of the standards: co-design work that will best engage them in deep exploration of the standards that will assist students in gaining a deeper understanding of core academic content and simultaneously build more in-depth learning skills through the integration of content knowledge with application. In the middle school, students will study middle school content — language and literature, rhetoric, math, history and government, the sciences, music, and art — in a program aligned with the K-12 Service-Learning Standards⁷ & ASLER Standards (Appendix E) and the current State Standards⁸. The alignment will allow for the state standards to be met and exceeded, in unconventional ways, with a combination of instruction (“seat time”) and knowledge with application in the community. CCCS's future high school curriculum will deliver specific content and skills, aligned with but exceeding the state content standards while also aligning with the K-12 Service-Learning & ASLER Standards, for all subject areas.

⁶ see ASLER Standards – Appendix E

⁷ Figure 1.1, page 15 of application (next page)

⁸ see Common Core or current NH State Standards, Department of Education – as of 12/2017

DISTINGUISHING (SPECIAL) CURRICULUM FEATURES

State and national standards currently provide the blueprint of our students learning, the K-12 Service-Learning and ASLER Standards paired with current State Standards act as the foundation of CCCS. In concert with the State Standards, that now provide the blueprint for student learning, the K-12 Service-Learning Standards will be aligned with New Hampshire state Grade-Level and Grade-Span Expectations and incorporated into CCCSs academic expectations.

K-12 SERVICE-LEARNING STANDARDS

K-12 Service-Learning Standards	
<p>Meaningful Service Service-learning actively engages participants in meaningful and personally relevant service activities.</p>	<p>Link to Curriculum Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.</p>
<p>Reflection Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one’s relationship to society.</p>	<p>Diversity Service-learning promotes understanding of diversity and mutual respect among all participants.</p>
<p>Youth Voice Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.</p>	<p>Partnerships Service-learning partnerships are collaborative, mutually beneficial, and address community needs.</p>
<p>Progress Monitoring Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals and uses results for improvement and sustainability.</p>	<p>Duration and Intensity Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.</p>

All curriculum standards will correlate to the best practices for service-learning curriculum and the eight key elements involved. The Eight elements are Meaningful Service; Intentional Link to Curriculum; Reflection; Diversity; Youth Voice; Partnerships; Progress Monitoring; Duration and Intensity. Each element will be illustrated by appropriate State

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Standards, NH Grade Level Expectations, and social and emotional developmental tasks, with clearly defined documentation for progress.

Meaningful Service: Service-learning at CCCS will actively engage students in significant and personally relevant service activities. Students identify, investigate, learn about, and articulate a genuine, recognized community need. This need is often verified through the media, surveys, observation, or interviews with informed community partners (Teacher/Staff Community Liaison). With well guided and thought-out plans, students can see their actions having verifiable positive consequences as they learn and apply academic skills and knowledge. When a service experience has meaning, and students understand the purpose, engagement, and action.

Intentional Link to Curriculum: When service-learning is employed as a teaching method to meet designated content and skills, academics come alive. This is our goal for CCCS. Knowledge is applied with transparency, allowing students to make explicit connections between subject matter and application within the context of community. While the subject matter and social context may change, the skills learned and practiced by students are transferable. It is the goal of CCCS to create curriculum where the learning and the service weave together and reinforce each other, with the service informing the curriculum and the curriculum informing the service.

Reflection: Through service-learning, students at CCCS participate in systemic processes that integrate cognitive thinking--related to social issues and their lives--with an empathetic response. This blend of active and cognitive thought deepens the service-learning as students apply and transfer new understandings of themselves, others, and the world around them. While all the standards have importance, “reflection” is a word often repeated in the service-learning community.

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Diversity: Imagine all the possible ways service-learning can expose young people to the concept of diversity. Whether it involves interfacing with local, or town/city community partners, an elder in a retirement community, a veteran just returning from war, a recent immigrant or a government official, participation in service-learning provides exposure to a range of backgrounds, perspectives, and ways of thinking and solving problems. The term diversity takes on a deeper meaning and relevance. Social and cultural boundaries lessen as relationships resonate with mutual respect.

Youth Voice: Young people need ample opportunities to express their ideas and opinions, and to make constructive choices and see the results. Service-learning based education will enable students at CCCS to take the initiative, make decisions, interact with community representatives, learn about the role of government in social issues, develop critical-thinking skills, put their ideas into action, and assess and evaluate what happened. Our students meet significant age and grade appropriate challenges with tasks that require thinking, initiative, problem-solving, and responsibility in an environment safe enough for them to make mistakes and to succeed.

Partnerships: Our students participate in the development of partnerships and share responsibility with community members, parents, and other students, as well as with people from sponsoring and outside organizations business, and governments. These relationships give our students opportunities to interact with people of diverse backgrounds in different settings. Through these dynamics, our students and community members learn about each other and gain mutual respect, understanding, and appreciation. There is an exchange of information, ideas, and skills among all participants in the service-learning experience.

Progress Monitoring: Even the best service-learning intentions can fall flat or require a makeover. Since the service-learning experience typically takes place in a group or classroom,

which are laboratories for learning and efficacy, if something goes awry benefits may still occur. At CCCS, the goal is to have continuous success; this will serve our students to continue to garner results from their service-learning experiences through the curriculum. For example, our students can learn about the need for perseverance, or find a better strategy to turn a good idea into a policy or action. With progress monitoring, our students set a baseline of what the status quo is when they begin the process and learn the skill of comparing this with the results. Along the way they observe, report, and calculate to have a sense of where they are headed allowing for modifications even while in process.

Duration and Intensity: How long should the service-learning process last? As long as necessary for a quality experience. The charter is based on the theory of service-learning, and therefore, projects will continue throughout the year. A sufficient duration allows the participants to move through the Five States of Service-Learning--investigation, preparation, and planning, action, reflection, and demonstration--with ample time to authenticate and address identified community needs and achieve learning outcomes. The emphasis at CCCS is in the process; service-learning is about moving forward with purpose while allowing for flexibility.

CURRICULUM & INSTRUCTION

All instruction at CCCS will employ best practices and research based methods. Teaching styles may vary, though content coverage and alignment with standards will not. All curriculum standards will correlate to the best practices for service-learning curriculum and the eight key elements involved (See p. 15) with clearly defined documentation for progress.

The Capital City Charter School expects our students, teachers, administration and staff to maintain a safe, nurturing, participatory and productive learning environment. In order to maximize learning time and promote positive behaviors, CCCS Administration will use a multi-tiered system of support based on proven models such as the RTI (Response to Intervention, Tier

1: quality core instruction, Tier 2: supplemental intervention, and Tier 3: individualized interventions) for students' social, emotional and behavioral needs. This includes, once authorized and in accordance with 194-B:3, II(p), developing clear expectations, teaching social-emotional competencies, and fostering positive relationships among all members of the school community. CCCS is committed to an instructive, corrective, and restorative approach to behavior. If behavior incidents arise that threaten student and staff safety or severely disrupt the educational process, the response should minimize the impact of the incident, repair harm, and address the underlying needs behind student behaviors. In accordance with the RTI multi-tiered system, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible. A safe, welcoming, and productive school requires the support of all staff, students, and families.

(G) ACADEMIC AND OTHER LEARNING GOALS AND OBJECTIVES

Service-Learning defined as *a researched based teaching method where guided classroom learning is applied through action that addresses an authentic community need in a process that allows for youth initiative and provides structured time for reflection on the service experience and demonstration of acquired skills and knowledge.* Picking up trash on a river bank is *service*. Studying water samples under a microscope is *learning*. When science students collect and analyze water samples, document their results, and present findings to a local pollution control agency – that is *service-learning*⁹.

In such settings, service-learning applied in a structured, but flexible way that connects to their classroom content; students will *Investigate; Prepare and Plan; Take Action; Reflect; and Demonstrate* across all content areas (See Appendix C, CCCS Curriculum Guide). Through a variety of project-based and service-learning opportunities, ranging from interdisciplinary classes

⁹ see National Youth Leadership Council

to personal learning experiences, **students work with teachers and mentors** to design personally meaningful work that addresses curriculum standards while infusing global competencies. Progress is mastery-based, with clearly identified standards¹⁰ and documentation requirements articulated and shared with students and parents/families, which will be in line with the current State Standards. At CCCS, service-learning is an integral component of our education program, beginning with service-learning curriculum and projects for younger students and culminating in internships (and apprenticeships as appropriate) for older students.

The National Youth Leadership Council has clear examples (Appendix C) of ways in which CCCS can and will use Service-Learning over the academic year. NYLC states, service-learning is an incredibly flexible tool easily adapted to different age levels, community needs, and curricular goals. Projects can engage entire schools over an academic year, or involve a small group for a short period.

Because service-learning is defined as *a teaching strategy that explicitly links community services experiences to classroom instruction*, and because at CCCS, we will ensure the service-learning process mentioned in Section F produces appropriate learning for our students.

Traditional assessment methods (essays, quizzes, research papers) can be used along with other forms of inquiry and analysis, along with the specific goals located in Appendix C, we will strive for the following:

OVERARCHING GOALS:

- >90% of students will make 1 year's gain in reading, writing, and math each year.
- >90% of students will show gains in information and concept understanding in core curriculum areas, as per pre- and post-unit assessments
- Compile annual and longitudinal portfolios to be used for summative assessment and planning.
- Ongoing reviews with parents, staff and students
- Portfolios of student work

¹⁰ see Common Core or current NH State Standards, NH Grade Level Expectations and ASLER Standards

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- Progress reports documenting skill and content knowledge development
- Teacher observation (during all phases of service-learning in class and during project) including, but not limited to note taking, group discussion, pre-post student questionnaires, etc.)

CCCS will create an Accountability plan to review student learning and use assessment results to create and implement curriculum. Our curriculum will be designed to develop knowledge and skills in reading, writing, mathematics, spelling, history and geography, and science. Foreign language, technology, and health content will be woven into the core academic program. The arts are emphasized through a comprehensive, multi-disciplinary arts program beyond core academic instructional time as well as through Integrated Service-Learning Curriculum Projects (Figure 1.2).

Middle School	High School
A middle school science class studying pollution and disease worked with Environmental Protection to learn about the dangers of radon and how to test for it in homes. To educate the community on hazards, testing, and cleanup, students created an infomercial to share with local schools and community groups.	Tackling discrimination against HIV-positive people, tenth-graders wrote skits that drew parallels between the treatment of individuals living with AIDS and racial discrimination. They built sets, made costumes and programs, and performed their work for the community. Proceeds supported a local AIDS hospice.

Figure

1.2

(H) ACHIEVEMENT TESTS TO BE USED TO MEASURE PUPIL ACADEMIC AND OTHER GOAL ACHIEVEMENT

Student achievement will be measured using a variety of assessment strategies, including formative and summative assessments, anecdotal records, portfolio assessments, and norm-referenced and criterion-referenced tests. The achievement in mathematics, Spelling, Reading, Writing, History, Geography and Science will be determined in some ways and not limited to the following:

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- Progress Reports will document our students' progress in subjects and critical skills areas and can be reviewed for year-to-year comparisons.
- Progress Reports will document our students' progress in subjects and critical skills areas and can be reviewed for year-to-year comparisons.
- Students will maintain portfolios of their work. Portfolios will include work selected by students and teachers and will document progress over time. The portfolio will provide an opportunity for the student to reflect on their learning and progress.
- Student Journaling of their work, experience, and specific service-learning projects, will provide our students, their teachers and parents/guardians with a powerful means of assessing working knowledge across all areas of the curriculum throughout the year.
- Daily Observations and recording of those observations using checklists and other means of adjusting the personalized learning plans and facilitating the teachers' work in recording and communicating each student's progress. This documentation will be made available to students and parents/guardians at any time upon request.
- Group Projects and Collaborative Presentations will enable students and teachers to evaluate their skills at working cooperatively to solve problems, developing effective leadership, sharing and coordinating tasks and communicating efficiently.
- All seniors will satisfactorily produce a senior thesis that represents a culmination of each student's learning and research that draws both broadly and specifically from each student's civic and global education. The paper will also incorporate skills and understanding demonstrated through an act— as measured by a rubric and assessed jointly by faculty, fellow students, and community/parent volunteers.
- Parent/Teacher/Student conferences will provide an opportunity to review the student's growing portfolio.

Standardized Testing

Per RSA 194-B:8 V, CCCS will utilize standardized testing including Assessment Standards equivalent or better than State Standards of Assessment in addition to other supplemental testing methods such as the Northwest Evaluation Assessments (NWEA). At the beginning of the school year, students will be given benchmark assessments for reading and mathematics, using the current State Standards. Core competencies of literacy and numeracy will be assessed using a combination of state-required standardized tests and a nationally norm-referenced achievement test such as the NWEA’s MAP (Northwest Evaluation Association’s Measurement of Academic Progress).

(I) FOR SCHOOLS OFFERING HIGH SCHOOL GRADE LEVELS, GRADUATION

The requirements for graduation from CCCS will meet all local and state requirements as outlined in the NH Code of Administrative Rules Ed 306.27. CCCS will consider “credit” to be defined as stipulated in Ed 306.27 (d): “By the 2008-2009 school year, the local school board shall require that a high school credit can be earned by demonstrating mastery of required

Required Program Areas	Credit(s)	Required Program Areas	Credit(s)
Arts education	3 credits	World languages	5 credits
Business education	5 credits	Health education	1/2 credit
Information and communications technologies	1/2 credit	Physical education	2 credits
Family and consumer science	3 credits	Technology education	4 credits
World languages	5 credits	English	6 credits
Health education	1/2 credit	Mathematics	6 credits
Science	5 credits	Table 306-1 Required Program Areas and Credits	

competencies for the course, as approved by certified school personnel.”

CCCS will also meet all local and state requirements as outlined in the NH Code of Administrative Rules Ed 306.27 (4) a-d when offering extended learning opportunities (service-learning based curriculum).

(J) STAFF OVERVIEW

Planning and Development

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

Tasks related to school development include:

- Board initiations and government training
- Planning and coordination
- Facility initiatives
- Curriculum development and course design
- Materials development and marketing
- Set-up of administrative systems
- Strategic planning
- Financial operations, revenue initiatives
- Dissemination of material to schools, parents, and colleges

Staffing

The Board of Trustees is committed to recruiting staff with a diverse range of skills, teaching and administrative experience, and cultural and ethnic backgrounds who are qualified in domains of teaching. Other desired qualities and qualifications include: a commitment to the mission and vision of the school, an ability to work effectively on a team with colleagues, students, families, and community members; experience with a variety of instructional approaches, including project-based learning; interest or expertise working with a diverse

student population; and a commitment to their own professional growth.

School Director – Duties of the Director will include but are not limited to:

- Communication with the Board, teachers, students, parents, districts, and the public
- Staff management
- Disciplinary issues
- School culture
- Professional development
- Operational management
- School safety
- Public relations
- Coordination with sending districts

Director Qualifications

- Meet all NH regulations for eligibility and teacher certification, preferred
- Master's Degree from an accredited university, preferred
- Minimum of 5 years teaching and/or school administration experience, preferred
- Experience with administrative duties
- Background in high school education
- Such other qualifications as the Board may find appropriate.

Business Manager – ½ Time – Duties of the Business Manager will include but are not limited to:

- Setting up school financial systems
- Work with the director to prepare budget and other financial documents
- Preparing purchase orders and banking deposits
- Preparing information for payroll processing
- Assisting the Director when needed
- Filing required paperwork with state and federal agencies
- Responsible for ADM

Business Manager Qualifications:

- Bachelor's Degree from an accredited university, accounting preferred
- No less than three years' experience as a Business/Operations Manager
- Experience preparing purchase orders and bank deposits
- Experience preparing payroll processing
- Experience with grant writing and management
- Such other qualifications as the Board may find appropriate

Teachers

The Board of Trustees will comply with RSA 194-B: 14. Section IV, which states, *“IV. The teaching staff of a chartered public school shall consist of a minimum of 50 percent of teachers either New Hampshire certified or having at least 3 years of teaching experience”*.

The school sets a goal of one teacher and one assistant for each classroom, with some assistant services provided by volunteers or teachers in training. CCCS hopes to maintain a student to teacher ratio of approximately 15-17 to 1 (not including aids).

A minimum of 50% of teachers employed by the school will have New Hampshire teaching certificates or have at least three years of teaching experience, as stated by New Hampshire Charter School statute (RSA 194-B: 14. Section IV). Because of our rigorous service-learning based core curriculum, the school will aim to hire those holding a current NH Educator Certification. In addition, we will seek adults who have prior experience working with children and have strong recommendations as positive role models.

The Board of Trustees, along with the Director of CCCS will identify other staff requirements such as administrative support, nurse, special education liaison and curriculum coordinator as needed, which may also be qualities found in other employees. Multiple positions may be fulfilled by one person. For example, a teacher may also be a part-time Nurse, or the assistant Director may also be the special education liaison. Those without NH Educator Certification may hold a Bachelor’s or Master’s degree, have a strong liberal arts backgrounds, have experience in a specific area of study, and interest or experience in service or experiential learning.

Teaching Assistants hired to work in the Capital City Charter School will meet three criteria: intelligence, very supportive with children, and strong recommendations as ethical role

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models. Our goal is to hire Teaching Assistants who are working toward becoming classroom teachers, or hold a current NH paraprofessional certification.

The qualification and positions listed below are recommended, but not limited to the specifics, as there may be multiple positions that can be filled by one candidate (specifically the half time positions).

Guidance Counselor

- Hold a Bachelor's Degree from an accredited university.
- Preference given to candidates with coursework in counseling and guidance, and human growth and development.
- Preference given to Masters' Degree in School Counseling.
- Preference given to applicants holding a teacher certification.

Special Education Liaison

- Hold a Bachelor's Degree from an accredited university.
- Preference given to candidates with Special Education experience.
- Preference given to candidates with administrative experience.

Part Time Nurse

- Part time nurse will be available during specific school hours.

Art Teacher

- Part time Art Teacher will be available during core hours.
- Hold a Bachelor's Degree from an accredited university.
- Preference given to candidates with coursework in, but not limited to Visual Arts, Fine Arts and Art History and Drama.
- Preference given to Masters' Degree in Fine/Visual Arts.

(K) PERSONNEL COMPENSATION PLANS, INCLUDING PROVISION FOR LEAVES AND OTHER BENEFITS, IF ANY.

Salary

The CCCS Director, Learning Coordinator and Teachers will be paid a salary. The salaries of this full-time personnel shall be paid bi-weekly. Assistant Teachers, and other staff, whether full-time or part-time, will be paid on an hourly rate as employees or as independent professionals based on negotiated rates.

Vacation

CCCS will publish an annual calendar of holidays and vacations during which the School will officially be closed. Full-time teachers will also receive a maximum of three (3) days of paid personal leave per year. Personal leave days must be used during the school year in which they are accrued.

Sick Leave

Full-time salaried staff will receive five (5) sick days per school year, to be used in the year in which they are accrued. Part-time salaried employees will receive two (2) sick days per year. For purposes of sick leave for part-time salaried employees, one day will equal the number of hours in that employee's regularly scheduled workday.

Fringe Benefits

Capital City Charter School will provide health insurance and retirement benefits.

(L) PUPIL TRANSPORTATION PLAN

The site for CCCS will be finalized during our initial planning period. We will seek a centrally located site both to accommodate the resources of the surrounding School Districts and for ease of access for families traveling from other areas.

Students residing within the district

It is expected that students residing in the district where the charter school is located will be provided transportation by the local district under the same terms and conditions referenced in RSA194-B: 2,V which states: *“Attendance at a chartered public school for the purposes of transportation shall not constitute assignment under the provisions of RSA 189:6 and RSA 189:8. Pupils who reside in the school district in which the chartered public school is located shall be provided transportation to that school by the district on the same terms and conditions as provided for non-chartered public schools in the district and utilizing the same regular bus schedules and routes that are provided to pupils attending non-chartered public schools within that district.* CCCS will work with the local district in which the charter school is located in order to design a mutually beneficial transportation plan for CCCS students and the local district.

Students living outside the district

For the purposes of open enrollment, neither the sending nor the receiving school district shall be obligated to provide transportation services for pupils attending an open enrollment school outside the pupil's resident district.” It is our expectation that students who attend the Capital City Charter School and reside in the host district shall have the opportunity to ride district transportation to the charter school within the conditions of

Students attending the Capital City Charter School who do not reside in the host district will be required to arrange for their own transportation. The Capital City Charter School will make every effort to support and coordinate among families as they explore transportation options and facilitate ride sharing between families of students from outside the district through an online database or other means.

**(M) STATEMENT OF ASSURANCES RELATED TO COMMITMENT TO
NONDISCRIMINATION ACCORDING TO RELEVANT STATE AND FEDERAL
LAWS**

Our school's success depends on a dynamic and diverse student body and staff. The Capital City Charter School will celebrate and welcome diversity in its students and staff and will not discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability, socio-economic or marital status in the selection of students or staff or in the administration of the School or in any other way that is prohibited by State and Federal Law¹¹. The Board of Trustees will develop and adopt a policy of open acceptance and will create administrative procedures to address any discriminatory concerns (See Appendix G for policies CCCS will adapt and adopt).

(N) METHOD OF COORDINATING WITH PUPIL'S LOCAL EDUCATION

The Capital City Charter School will comply with all federal and state special education laws and rules applicable to New Hampshire charter schools.

Charter Public Schools & Special Education

As an open enrollment school, the Capital City Charter School will accept applications from any child who is a New Hampshire resident and will discuss the school with any interested parent. In accordance with New Hampshire law (RSA 194-B:8), the Capital City Charter School

¹¹ See

Titles IV, VI, and VII of the Civil Rights Act of 1964
The Age Discrimination in Employment Act of 1967
The Age Discrimination Act of 1975
Title IX of the Education Amendments of 1972 (Title IX)
Section 504 of the Rehabilitation Act of 1973 (Section 504)
The Americans with Disabilities Act of 1990 (ADA)
NH Law against discrimination (RSA 354-A)

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will not discriminate against any child with a disability as defined in RSA 186-C. Under New Hampshire's charter school statute, RSA 194-B:11, III, when a child with disabilities attends a chartered public school, all current options available to the parent and the school district are retained. It is the intention of CCCS to contract with a special education liaison to assist the Director, attend IEP meetings and work with the sending district(s).

School District Special Education Responsibility

ED 1104.01, effective 6/28/08, sets forth the following sequence of the special education process:

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

It is clear pursuant to (a) that decision-making responsibility for the special education process for children with disabilities attending a public charter school remains with the child's sending school district. In addition, RSA 194-B:11, III provides that the sending school district remains responsible for the funding for children with disabilities attending a chartered public school. Any federal funding or other funding available to a sending district related to special education, to the extent and in a manner acceptable to the funding source, shall also be directed to the receiving chartered public school on an eligible per pupil basis pursuant to RSA 194-B:11, IV. These important provisions allow the responsible sending district and the Capital City Charter School to cooperate creatively to meet a student's special education needs with a credentialed special education liaison to assist with the transition to CCCS. The sending district will be required to

provide the Capital City Charter School with a complete copy of each student's IEP for implementation and monitoring purposes by the contracted liaison at CCCS.

(O) ADMISSION PROCEDURES

Eligibility

CCCS is an open enrollment, public school. All New Hampshire students who meet the schools' admission criteria may apply. The school may accept out-of-state students on a space-available basis. There are two criteria for admission eligibility:

- 1.) The applicant student and his/her parent will agree to the mission of the school, its policies, program, and expectations (see Admissions Agreement).
- 2.) If more students apply and are eligible than the number of spaces available in any grade or program, the board will conduct a lottery according to an established lottery policy. Eligible students who are not chosen in the lottery will be listed on a wait list in the order their names are drawn, according to grade or program. Should a selected student not attend, or an opening otherwise occur, placement will be offered based on waiting list order. If a student offered admission from the waitlist declines admission, the board will continue to contact students/parents in the order listed.

Application Procedures

The CCCS Charter School will follow the basic method of admissions that defines charter schools nationwide: Admission shall be blind, should the number of applicants exceed capacity, students will be chosen by a lottery system, with a wait list developed from the lottery overflow. The school will provide its program information, application procedures, and application forms to New Hampshire public school personnel. CCCS will have a website with complete application procedures and forms available online.

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CCCS offers a unique opportunity for students to become deeply involved in their own education. CCCS recognizes such a shift in responsibility will not necessarily happen naturally or easily and is committed to supporting students and their parents or guardians through that process. CCCS wants to ensure each student, and his or her parent(s)/guardian(s) are clear about the mutual commitments being made upon admission to CCCS. The process of establishing a mutual relationship focused on student needs begins at the time of application.

At a minimum, the admissions process will include the following: Prospective students and their families will tour the School and attend at least one informational meeting at which our educational approach and school of students and their families will be explained.

Application packets with information about the School and its philosophy and expectations of attending students and their families will be shared, along with student-related policies. Parents will be asked to sign an agreement indicating their understanding of the School's Mission and other expectations as part of the admission process.

- Interested families will then submit their application.
- A committee will review the applications for completeness
- Should applicants exceed the number of allotted slots, a formal lottery, organized by grade and service-learning experience will be held. Those not accepted in the lottery will be placed on a waiting list in the order determined by the lottery.
- All accepted students will receive notification. Those who have been wait-listed will be notified.

Soon after the enrollment process is complete, CCCS will hold meetings for admitted students and their families and provide an orientation for students and families.

Enrollment Provisions

The CCCS will offer automatic re-enrollment to its students, provided they be in good standing. Families will have to provide a letter of intent to re-enroll by a stated date preceding the lottery, so there is clarity about available spaces.

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- CCCS will admit from the wait-list should space become available after the lottery.
- Siblings of children already enrolled at the School will receive preference.
- The Board will reserve the right to give preference in enrollment to up to five total children of School Faculty as part of the employee benefits package.
- Up to three children of the Founders of the CCCS will receive priority for placement, as a means of recognition of their sweat equity in establishing the School.

(P) PHILOSOPHY OF PUPIL GOVERNANCE AND DISCIPLINE AND AGE-APPROPRIATE DUE PROCESS PROCEDURES TO BE USED FOR DISCIPLINARY MATTERS INCLUDING SUSPENSION AND EXPULSION

It will be a priority at the Capital City Charter School that students are physically and emotionally safe while at school. In our planning period, a code of ethics will be established to address this priority both with regard to infringements on safety and respect, and to create clear and meaningful methods of problem-solving.

A core value of the CCCS is the development of student character and global citizenship and civic-mindedness. In CCCS, students will develop important self-monitoring, communication, and leadership skills as they progress academically and develop socially. Self-discipline, self-advocacy, governance, communication and conflict resolution will be inherent to the curriculum. Our RTI multi-tiered system, all disciplinary responses must be applied respectfully, fairly, consistently, and protect students' rights to instructional time whenever possible. A safe, welcoming, and productive school requires the support of all staff, students, and families. This system will work to support teachers in addressing any behavior issues they are experiencing with students in their classrooms in a manner that is respectful of the student, their family and in keeping with our mission. In addition to clear and fair guidelines for unacceptable and dangerous behavior, the school will strive to provide opportunities for positive recognition

equally. The school recognizes that education includes evolving maturity and will provide programs, such as mediation, to teach skills. Situations requiring intervention not available at the school will be discussed and handled with parents (See Appendix G for policies to be adapted & adopted by CCCS).

(Q) METHOD OF ADMINISTERING FISCAL ACCOUNTS AND REPORTING

CCCS will follow NH public school accounting guidelines and will put in place internal accounting controls at the direction of the Board of Trustees, necessary to safeguard its assets and to prevent and detect financial statement misstatements. The School, with the assistance of an approved Treasurer and Certified public accountant, will maintain accurate financial records in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. An annual financial report will be provided including an audit by an independent certified public accountant.

The Board of Trustees will appoint a Treasurer to provide the oversight necessary for monitoring the financial status of CCCS. The Treasurer shall report the financial status of CCCS to the Board of Trustees at least monthly. The Board shall also adopt policies on conflicts of interest for Board members and Faculty.

The Board will approve accounting policies and procedures manual to be followed by all employees, contractors and Board members to ensure proper tracking and use of CCCS funds. A general account will be set up for the administration of funds, and the Treasurer and named members of the Board of Trustees will have check-writing authority. Two signatures will be required on all check. A fidelity bond will cover each with check-writing authority in accordance with the guidelines of the New Hampshire Department of Revenue Administration.

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CCCS shall comply with all requirements specified in the law pertaining to reporting requirement (RSA 194-B: 101-V). This list includes an annual report, annual financial audit and report, program audit, and participation during the annual school budget process.

Pursuant to ED 318.07, CCCS will produce an annual report that will include, at a minimum, the following elements:

- A general progress report to establish the initial school program, a process that will require considerable flexibility and energy,
- An assessment and report of how the Charter School is meeting its educational and financial goals, as identified in its mission statement,
- Changes, if any, in the organizational structure and make-up of the Board of Trustees,
- Assessment and report of business, parent, and volunteer involvement in CCCS,
- Description of community services available at the site,
- A report of enrollment statistics including but not limited to, attendance, per-class enrollment, graduation rates, and any occurrences of withdrawal,
- School calendar,
- Transportation services,
- Financial statement and balance sheet identifying Charter School 's assets, liabilities, and fund balances or equities,
- Projections of income and expenses for the upcoming school year.

(R) ANNUAL BUDGET, INCLUDING SOURCES OF FUNDING

Please see the budget that appears in Appendix D.

The included budget reflects estimated expenses for the first four years of operations. We have developed a list of our most likely and most important Mission-driven plans and costs, recognizing that the budget as represented surpasses the expected income in the first few years.

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Appendix D also includes expected sources of revenue related to the federal start-up grant, and the state per-pupil allotment based on our projected enrollment. Work to raise the additional funds necessary to support the budget will begin and will increase in intensity once the charter has been granted. During our planning period, we will also examine the feasibility of additional revenue sources, including extra-curricular activities, which might bring income as well as exposure to the School.

We have entered this project with the full understanding that the state per-pupil allotment is likely not enough to support a New Hampshire independent charter school's full goals and mission and guarantee sustainability. We will offset this gap through of the fundraising efforts of the CCCS Board of Trustees Fundraising Committee including securing grant monies, and private and corporate contributions. Strategic partnerships and other fundraising efforts will also be important. Rather than seek out a few high dollar investors, we hope to cultivate many committed supporters from the business community and the greater community to support the Mission of the CCCS.

Once the CCCS has been established, the CCCS Board of Trustees will organize a fundraising committee. This committee's mission will be to support the School's economic viability. As the School's development arm, the committee will focus on securing the support of local, state and national foundations and charitable organizations as well as cultivating support from community members and businesses. The unique character of the School, its blend of service-learning based instruction and approach to teaching and the resource and value it brings to our local community will be highlighted in our fundraising efforts. A major focus of the committee will be to begin to develop an endowment fund. School-focused fundraising will include events small and large, aimed at a financial gain and the solidifying of the School community and Mission.

(S) SCHOOL CALENDAR ARRANGEMENT AND THE NUMBER AND DURATION OF DAY PUPILS ARE TO BE SERVED PURSUANT TO RSA 194-B:8, III

We will follow, at a minimum, a 180-day school year in accordance with the RSA 194-B:8, III. We expect to follow the calendar of the district in which the charter school is located in order to best coordinate transportation services and better serve multi-student households. Any school-specific changes to the schedule will be monitored carefully to ensure that our students meet the required number of attendance hours. It is expected that days will begin at approximately 8:45 am and end at 2:15, though some flexibility may be required to meet our host district's bus route schedule. We are willing to open our doors as early as 7:20 am to account for such route scheduling and use this as individual work time for service-learning projects. We are willing to leave our doors open until 3:30 pm to do the same. Should transportation issues result in lost educational hours, we will address this loss and amend our students' school hours.

(T) PROVISION FOR PROVIDING CONTINUING EVIDENCE OF ADEQUATE INSURANCE COVERAGE

Pursuant to RSA 194-B:1, the Capital City Charter School will be a public school afforded the same protections as all other public schools under RSA 507(b), which provides for limited general liability for the charter school and its agents. The Board will procure and provide evidence of adequate insurance coverage as required by the State, including but not limited to general liability for the School.

(U) IDENTITY OF CONSULTANTS TO BE USED FOR VARIOUS SERVICES

During the period of startup and development, we may require tasks addressed and conducted by specialists in certain fields however no consultants have been identified at this time. While we cannot identify any contractor/s at this time, should this application be approved, CCCS will require that any individual or organization hired show sufficient evidence of

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experience and expertise in the specified role including but not limited to formal education in the specified field, certification if applicable, work history and references. Individuals or organizations under consideration must meet the requirements contained within the school's conflict of interest policy and must disclose any potential conflicts prior to any formal agreement.

Volunteer Advisors, Experts and Friends of the School

At this time Foundation Board have identified a number of individuals who have agreed to participate in the first year of planning and development. These individuals will serve as **unpaid** advisors and experts in their fields as we launch this new public school.

Caroletta C. Alicea, New Hampshire State Representative, Business Owner, Tomorrow's Child Foundation Board Member Caroletta has joined the team in its early stages. Her commitment to help this student population as her local school board member, and to rally supporters, constituents, donors, legislators, and the business community, along with policy creation will be her gift and focus for CCCS.

Scott Fazzina, IT Director & Payroll Supervisor, Granite Bay Care, Inc. Scott has experience in the management, strategy and execution of IT infrastructure for non-profit organizations. He has the ability to establish, plan, and administer the overall policies and goals for the information technology department, and will consult CCCS in, but not limited to, this area. He will also assist in the analyzation of the needs of CCCS and determine ways to meet our objectives and potentially manage the deployment, monitoring, maintenance, development, upgrade, and support of all IT systems, including servers, PCs, operating systems, telephones, software applications, and peripherals. Scott is also able, if needed, to manage financial aspects of the IT Division, including purchasing, budgeting, and budget review.

Matt Southerton, Director, New Hampshire Alliance for Public Charter Schools,

Matt has experience in all areas of charter school development including; charter school applications, grant writing, school budgeting, charter school law, governance, and school setup.

Matt has assisted multiple charter school applicants with the creation of charter school and startup grant applications. Matt maintains contacts with many national organizations including:

The National Alliance for Public Charter Schools, the Charter School Resource Center, the Office of Civil Rights and the U.S. Department of Education. Matt will serve as an unpaid adviser an expert on public charter schools.

Sabrina Rando, EDD., BCBA, LBA, Board Certified Behavior Analyst, Licensed Applied

Behavior Analyst, Owner Sabrina began working with children with autism in 2003. She has been in the field since, drawn to the challenge and the reward of teaching children to

communicate and to become more independent. She has worked with several populations and in many settings, including public school, private school, residential settings, and in client homes.

She earned a master's degree in behavior analysis from Simmons College and became a Board-Certified Behavior Analyst in 2013. Sabrina is most interested in applying behavior analytic

principles to adult learning and leadership. She earned a doctorate in education from New England College, where her dissertation research focused on improving conditions for para-

Educators who work with children with autism in public schools. Sabrina has offered to help us provide a successful and appropriately differentiated curriculum.

Barbara Higgins, M.Ed., Certified Health Educator, Head Coach Track & Field and Cross Country and Former Concord School District Board Member. Barbara has been an educator

for 14 years and currently works as a special education teacher at Parker Academy Charter School. Her perspective is important as an educator, coach and teacher mentor. She brings

knowledge about special education to CCCS and an extensive understanding of teacher preparation, certification and curriculum.

(V) PHILOSOPHY OF PARENT INVOLVEMENT¹²

A key component of the CCCS design is that parents, legal guardians, and adult advocates are partners in students' learning and essential members of the CCCSs school community. Their knowledge of their children is sought throughout every aspect of their children's school careers. Resources, support, and training will be provided for parents, legal guardians, and adult advocates for the purpose of building shared language, purpose, and strategies around and for student learning.

Parents and legal guardians will also be encouraged to participate¹³ in school governance structures, including the Board of Trustees including, and not limited to parent steering or advisory committee formed by the Board. Parents and legal guardians receive daily communications about their children 's learning, along with periodic progress reports. Parents and legal guardians have real-time access to their children 's work and learning progress through the online portfolios.

In accordance with RSA 189:13-a, CCCS shall conduct school employee and volunteer background checks on all individuals working or volunteering within the school .

(W) A PLAN TO DEVELOP AND DISSEMINATE INFORMATION TO ASSIST PARENT AND PUPILS WITH DECISION-MAKING ABOUT THEIR CHOICE OF SCHOOL

To assure all residents have equal opportunity to apply to the charter school, an extensive public relations effort will be initiated. During the initial months of planning and

¹² (See Appendix G for policies to be adapted & adopted by CCCS).

¹³ Participation may include, but is not limited to holding positions on the Board, Parent Committee, CCCS PTA, Volunteer work at the school, involvement/guidance in service-learning group projects and other involvement as needed and decided by Sponsoring Board and Board of Trustees.

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operating, information will be disseminated through bulletins, advisories, and postings on informational websites. Materials, including, but not limited to curriculum, policies and job postings – in accordance with RSA 194-B:2, II – for a major informational outreach program will be disseminated to public school administrators, school personnel, parents, businesses, and community and faith-based organizations and service agencies.

(X) A GLOBAL HOLD HARMLESS CLAUSE

In accordance with RSA 194-B: 3, II (x) Capital City 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 chartered public school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the chartered public school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

(Y) SEVERABILITY PROVISIONS AND STATEMENT OF ASSURANCE

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

(Z) PROVISION FOR DISSOLUTION OF THE CHARTER SCHOOL INCLUDING DISPOSITION OF ITS ASSETS

If the CCCS ceases operation, the Board shall consult with an attorney and the Department of Education to assure that contractual and financial obligations are met.

Upon the dissolution of the School, the assets remaining after the payment of all its liabilities, and the return of any loaned items to rightful owners, shall be distributed to such organization or organizations operated exclusively for charitable or educational purposes that qualify as an exempt organization within the meaning of 501(c)(3) of the Internal Revenue code of 1986, or any corresponding section of any future federal tax code, or shall be distributed to the federal government, or to state or local government, for a public educational purpose.

(AA) IN THE CASE OF THE CONVERSION OF A PUBLIC SCHOOL TO A CHARTER SCHOOL Not Applicable.

(BB) A PLAN FOR THE EDUCATION OF THE SCHOOL'S PUPILS AFTER THE CHARTER SCHOOL MAY CEASE OPERATION

A plan for each student's continued education, should the school cease to exist, will be determined individually with each student and his/her parent or legal guardian. Likely options would be 1) re-integration into the students assigned public school, 2) application to a different chartered public school, if available, or 3) other available options based on parent and student priorities.

Upon cessation of operation, the records all the students would be transferred in a timely manner to the receiving school, and the staff and trustees would work with the receiving school, parents, and students to assure smooth and timely transition.

IN ADDITION TO AN APPLICATION, EACH CHARTER SCHOOL APPLICANT, IN CONSULTATION WITH THE LOCAL SCHOOL BOARD, SHALL PREPARE A PROPOSED CONTRACT

Not Applicable.

(CC) AN OUTLINE OF THE PROPOSED ACCOUNTABILITY PLAN.

The Board of Trustees in cooperation with the Director will meet all New Hampshire accountability and reporting requirements including those outlined in the New Hampshire Charter Accountability Process. CCCS will provide an annual report to the Department of Education (DOE) that speaks to the school’s effectiveness at upholding its mission, maintaining student progress, and sustaining the academic, financial, and organizational health of the school.

Four questions will serve as the basis for the report:

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

Data for this report will be collected throughout the year from students, parents, legal guardians, faculty and staff, through a variety of means. The CCCS accountability plan will be fully developed prior to opening and will continue to evolve as statutory requirements change.

Reporting Document	Due Date	Comments
Annual Progress Report (a.k.a. Annual Accountability Report) <i>* RSA 194-B:10, I and II</i>	<ul style="list-style-type: none"> ▪ Annually - August 1 	Four Key Questions to Answer: (1) Is the school making progress toward achieving its mission; (2) Is the school responsibly using public funds; (3) Is the school promoting student attainment of expected knowledge and skills; and, (4) Is the school sustainable?
Board Minutes	<ul style="list-style-type: none"> ▪ Monthly or as determined, i.e., every other month 	Recommendation: post minutes on school website Right-to-Know law: RSA 91-A:2 and RSA 91-A:3, II
Certificate of Insurance Coverage (i.e., workers’ compensation, property liability)	<ul style="list-style-type: none"> ▪ Annually - Start of the school year 	RSA 194-B:3, II (t) – Provide evidence of adequate insurance coverage
Certificate of Occupancy for School Facility <i>* RSA 194-B:8, II</i>	<ul style="list-style-type: none"> ▪ Before a new school initially opens to students ▪ If an existing school moves to a new facility 	Supplied by the Fire Department
Fire and Life Safety Inspection <i>* RSA 194-B:8, II</i>	<ul style="list-style-type: none"> ▪ Before a new school initially opens to students ▪ Annually and/or if an existing school moves to a new facility 	School Inspection – Online Reporting Tool Upon completion, submit online to the NH Division of Fire Safety by December 15. Then, the Fire Department completes inspection.
Health Inspection Report <i>* RSA 194-B:8, II</i>	<ul style="list-style-type: none"> ▪ When a school initially opens to students and upon five-year renewal 	Contact the local health officer to schedule a school inspection: Health Officers by Town
Independent Financial Audit <i>* RSA 194-B:10, II</i>	<ul style="list-style-type: none"> ▪ Annually - September 30 	NHDOE Audit Department reviews and requests further action, if necessary.
Quarterly Financial Reports	<ul style="list-style-type: none"> ▪ Annually - September 30, December 31, March 31, June 30 	Instructions can be found at: https://www.education.nh.gov/instruction/school_improve/charter/accountability.htm

Please submit Charter Accountability Reporting Requirements to:
Michelle Gauthier, NHDOE, Bureau of Instructional Support and Student Assessment

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Appendix A: Charter School Foundation Board/Bios

Appendix B: Articles of Incorporation, Tomorrow's Child Foundation

Appendix C: CCCS Curriculum Guide, including Research & Sample Day in the Life

Appendix D: Project Budget

Appendix E: ASLER Standards

Appendix F: Letters of Support

Appendix G: Sample Policies to be Reviewed & Implemented at CCCS



APPENDICES

Appendix A: Charter School Foundation Board/Bios

**APPENDIX A
BOARD OF TRUSTEE BIOS**

Stephanie Alicea – Ms. Alicea has been a middle and high school educator since 1999 who has a Master’s of Education in Curriculum and Instruction. Her focus while teaching has been curriculum focused on the whole student and their experience. She has been the Coordinator for a thousand student plus faculty Community Service-Day, a coach, advisor and life-skills educator. Service-Learning has been Ms. Alicea’s focus of all classes and life. Awards and certifications include Alt 3 Educator Certification, Prime for Life Instructor Certification, Mac Certified.

Caroletta Alicea – President & CEO of Granite Bay Connections, Inc., Concord, NH. Mrs. Alicea provides direction to Agency Management and serves as the liaison between the Board of Trustees and the Executive Management Team. With over thirty (30) years of experience in all levels of management, finance/accounting, and leadership. Mrs. Alicea serves as an NH State Legislator, (Boscawen) for three terms. Currently, she is the Clerk, Assistant Floor Leader and President of the Order of Women Legislators (OWLs). Her educational interest and experience come in part from her sixteen (16) years on the Merrimack Valley School Board in which she has served as the Policy Chair, and on the Finance, Negotiations, and Student Ethics Committees.

Stephanie Carter – Ms. Carter has lived and worked in the Concord area for forty (40) years. Currently working as an Executive Administrative Assistant, she has spent the last fourteen (14+) years managing roughly two-hundred (200) people and the building she works in. Ms. Carter believes alternative/charter schools benefit students with non-traditional approached in teaching that allows for students’ growth in a society with ever-changing needs and is excited to be a part of Tomorrows Child and its mission.

Lavinia Jackson

A Tappahannock, VA native, began both writing and reciting at an early age. First Published at 13, by graduation, she had won awards for her poetry. Lavinia received her degree in Creative

Writing/Philosophy, with a concentration in Poetry, from Loyola College in 1994. She continued to publish her poetry online and in various collections. She continued to publish poetry and receive awards, while she served in the USCG.

As a resident of Greensboro, NC, Lavinia took her passion for poetry into the community. Her peace campers were published in a local anthology by partnering with the Creative Writing Dept at UNCG. She is one of the Founders of Sigma Theta Lambda Literary Sorority. She has written for the Greensboro Voice, performed her work with Artists4Justice in an original production. She also has facilitated writing classes for the homeless and has co-facilitated the Visual Poetry Walk. She is currently an artist-in-residence at Revolution Mill. "Poetry in Plain Sight" is her first collection of work, spanning over 20 years. Her book has earned her both 2015 Best Author Award and the 2016 Maya Angelou Literary award.

Kasai Mumpini - As Senior Executive Vice President, Mr. Mumpini provides direction to Agency Management and has more the twenty-five (25) years of leadership and organizational behavior experience. Mr. Mumpini, through business, serves individuals with cognitive and physical disabilities throughout New England, he affords the organization an expansive understanding of service delivery systems. He also actively coaches and volunteers with middle and high school football, cheer and other teams and events throughout the year.

John Scannell – As a professional with 25+ years of working in manufacturing environments supporting the defense, aerospace, medical, and molding/machining industries, Mr. Scannell will bring a business sense, fundraising expertise and supervisory experience to CCCS. Mr. Scannell has 15+ years successfully working in the start-up and or turn around business environment. This will be a benefit to CCCS, along with his training and proficiencies in “7 Habits of Highly Effective People”, Consultative Selling and Large Account Management processes and his consistent professional ability to grow businesses, prioritize projects and manage operations. He is passionate about building "world class" cross functional teams to meet or exceed customer (in this case, students, parents, staff and community) expectations, and an added benefit it the campground he owns and runs on his own time. Mr. Scannell is a welcome and exciting addition to the sponsoring board of CCCS.

Appendix B: Articles of Incorporation, Tomorrow’s Child Foundation

Articles Of Incorporation of Tomorrow’s Child Foundation

Articles of Incorporation

The undersigned, being persons of lawful age, associate under the provisions of the New Hampshire revised statutes annotated, chapter 292 submits the following articles of incorporation to the Secretary of the State.

ARTICLE 1: Name

The name of the corporation shall be Tomorrow’s Child Foundation.

ARTICLE 2: Purposes and Powers

This Corporation is organized for the basic purpose to do all things reasonable and proper in the operation of a nonprofit charter school within the state of New Hampshire and to deal generally therein. This corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code.

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE 3: Registered Office and Agent

The address of the registered office of the Corporation is 2 Stirrup Iron Road, Boscawen, New Hampshire 03303-3400, and the name of its initial registered agent is Stephanie C. Alicea.

ARTICLE 4: Directors

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than five (5) and no more than seven (7). The number of directors constituting the initial Board of Directors of the Corporation shall be five (5) and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

Caroletta C. Alicea, Boscawen NH 03303 – Chair
Kasai Mumpini Bedford, NH 03110 – Vice Chair
Stephanie Carter, Concord, NH – Secretary
John Scannell, Gilford, NH 03249 – Voting Member
Lavinia Jackson, North Carolina – Voting Member
Stephanie C. Alicea, Boscawen, NH 03303 – Voting Member

ARTICLE 5: Incorporators

The name and address of the initial incorporator is Stephanie C. Alicea, 2 Stirrup Iron Road, Boscawen, NH 03303.

ARTICLE 6: Mailing Address

The mailing address of the corporation shall be 2 Stirrup Iron Road, Boscawen, NH 03303.

ARTICLE 7: Membership

This corporation shall have members. The eligibility, rights and obligations of the members will be determined by the organization's bylaws. The management of the affairs of the corporation shall be vested in a board of directors, as defined by the corporation's bylaws. No director shall have any right, title, or interest in or to any property of the corporation.

ARTICLE 8: Dissolution and Distribution

The duration of the corporate existence shall be perpetual until dissolution. Upon the dissolution of the organization, assets of the corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE 9: Non-stock Corporation

The corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid to the Incorporators and Directors thereof.

ARTICLE 10: Bylaws

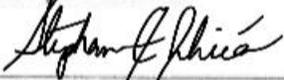
Provisions for the regulation for the internal affairs of the corporation shall be set forth in the Bylaws.

ARTICLE 11: Amendment to Articles

These Articles may be amended only upon the unanimous consent of the Directors.

Revised effective the 3rd day of April 2017.

Incorporators:

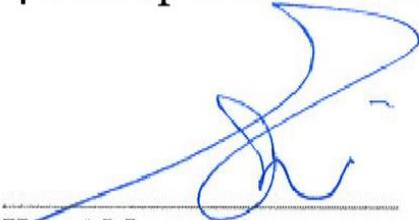


Stephanie C. Alicea

2 Stirrup Iron Rd, Boscawen NH. 03303


Caroletta C. Alicéa

4 Stirrup Iron Rd Boscawen, NH 03303



Kasai Mumpini

64 Old Suncook Road, Concord, NH 03301



Lavinia Jackson

4112 Bramlet Place Greensboro, NC 27407

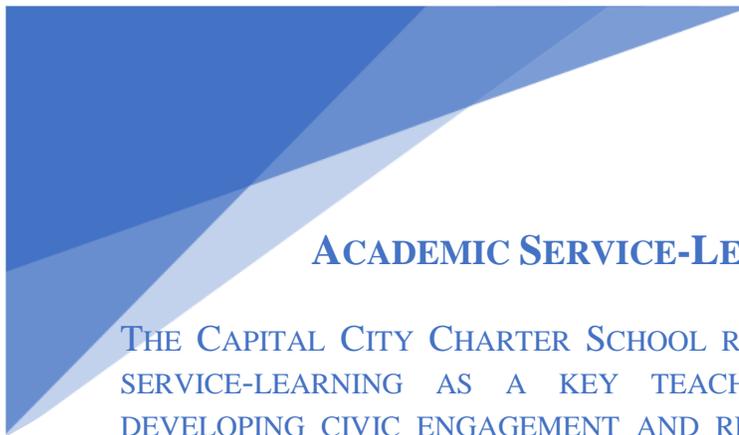


Stephanie Carter

10 Bow Street, Concord, NH 0301

CAPTIAL CITY CURRICULUM GUIDE:

We do not learn from our experiences; we learn from processing our experiences. - John Dewey



ACADEMIC SERVICE-LEARNING

THE CAPITAL CITY CHARTER SCHOOL RECOGNIZES ACADEMIC SERVICE-LEARNING AS A KEY TEACHING STRATEGY FOR DEVELOPING CIVIC ENGAGEMENT AND RESPONSIBILITY IN OUR STUDENTS. ACADEMIC SERVICE-LEARNING IS A FORM OF EXPERIENTIAL EDUCATION WHERE LEARNING OCCURS THROUGH A CYCLE OF ACTION AND REFLECTION AS STUDENTS WORK WITH OTHERS APPLYING WHAT THEY ARE LEARNING IN THEIR CLASSES TO COMMUNITY ISSUES.

THE BOARD IS COMMITTED TO THE CONCEPT OF ACADEMIC SERVICE-LEARNING AND TO THE INTEGRATION OF THE STRATEGY INTO THE INSTRUCTIONAL METHODOLOGY IN OUR SCHOOL IN ORDER TO INCREASE OUR STUDENTS' ACADEMIC PERFORMANCE, EMPLOYABILITY SKILLS AND CIVIC RESPONSIBILITY.



Curriculum Guide Created and Adapted from: The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action second edition by Cathryn Berger Kaye, M.A., (Free Spirit Publishing, 2010) www.freespirit.com, Minneapolis, MN.

INTRODUCTION

Service-learning is being widely practiced throughout the United States and internationally in K-12 schools. Having students learn important curricular objectives by providing service yields benefits for all involved.

Reflection is one of the most important components of service-learning. Reflection helps service-learning participants connect thinking and action and stimulates the use of higher order thinking skills such as analysis, comprehension, problem solving, evaluation, and inference.

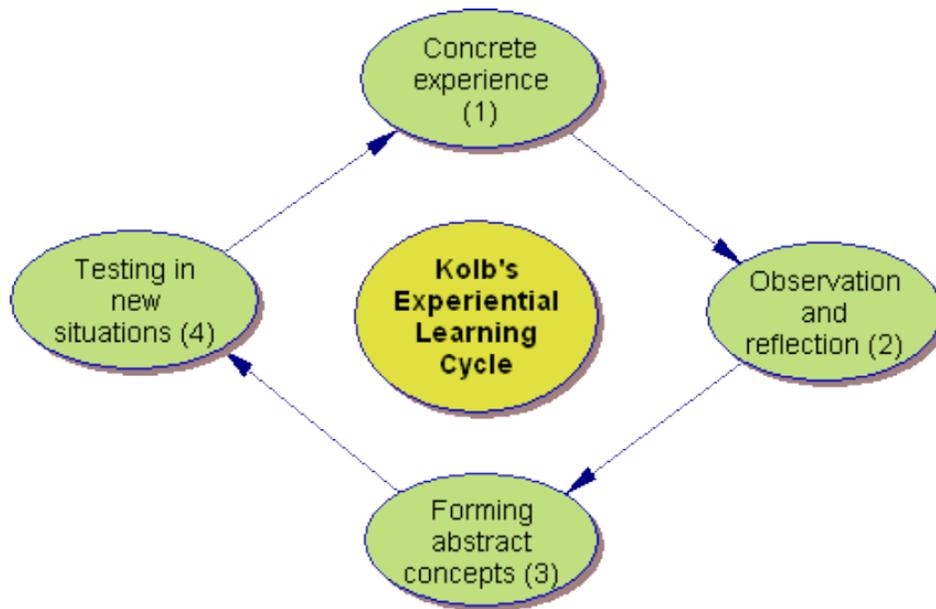
Reflection too often takes the form of a simple summary of service activities or one's feeling about the service experience. Most service-learning practitioners recognize that reflection can be deeper, but simply do not have the time to create a lot of different kinds of reflection activities.

Sections of the guide provide a summary of the theories in the educational research literature about reflection. This will also help Capital City Charter School staff, educators and community partners to create additional activities.

THEORETICAL FRAMEWORK

Building upon the work of John Dewey and Kurt Levin, American educational theorist David A. Kolb believes “learning is the process whereby knowledge is created through the transformation of experience” (1984, p.38). Kolb’s “Experiential Learning Model” provides a useful framework for integrating experience and synthesizing elements of service-learning. The theory presents a cyclical model of learning, consisting of four stages shown below. A person may begin at any stage, but must follow each other in the sequence:

- concrete experience (or “DO”)
- reflective observation (or “OBSERVE”)
- abstract conceptualization (or “THINK”)
- active experimentation (or “PLAN”)



Kolb’s four-stage learning cycle shows how experience is translated through reflection into concepts, which in turn are used as guides for active experimentation and the choice of new experiences.

The first stage, **concrete experience** (CE), is where the learner actively experiences an activity such as a lab session or field work. The second stage, **reflective observation** (RO), is

when the learner consciously reflects back on that experience. The third stage, abstract **conceptualization** (AC), is where the learner attempts to conceptualize a theory or model of what is observed. The fourth stage, **active experimentation** (AE), is where the learner is trying to plan how to test a model or theory or plan for a forthcoming experience.

Everyone responds to and needs the stimulus of all types of learning styles to one extent or another - it's a matter of using emphasis that fits best with the given situation and a person's learning style preferences. Kolb developed four learning styles classified as: *assimilators*, who learn better when presented with sound logical theories to consider; *convergers*, who learn better when provided with practical applications of concepts and theories; *accommodators*, who learn better when provided with “hands-on” experiences; and *divergers*, who learn better when allowed to observe and collect a wide range of information. This, again, provides a useful framework for integrating experience and synthesizing elements of service-learning.

Adapted from: Learning Theories Knowledgebase (2017, November). Experiential Learning (Kolb) at Learning-Theories.com. Retrieved November 15, 2017 from <http://www.learning-theories.com/experiential-learning-kolb.html>

SERVICE-LEARNING DEFINED

Service learning is a method by which young people learn and develop through active participation in thoughtfully organized service experiences that ...

- Meet actual community needs,
- Are coordinated in collaboration with the school and community,
- Are integrated into each young person's academic curriculum,
- Provide young people with opportunities to use newly acquired academic skills and knowledge in real life situations in their own communities,
- Enhance what is taught in the school by extending student learning beyond the classroom,
- Help to foster the development of sense of caring for others and commitment to civic responsibility .

Service + Learning = Service Learning

Service:
Service means contributing or helping to benefit others and the common good.

+

Learning:
Learning means gaining understanding of a subject or skill through study, experience, or an exchange of ideas.

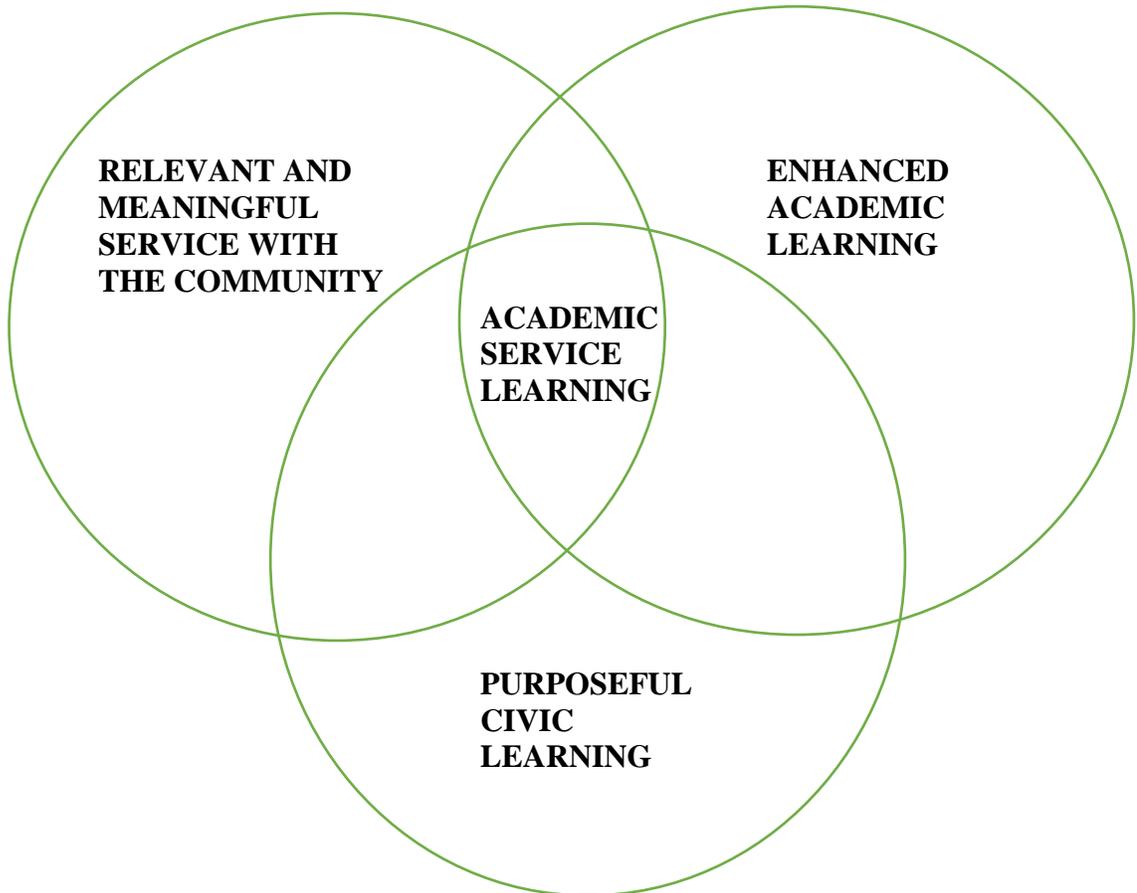
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Service Learning:
The ideas of service and learning combine to create service learning. Investigation, preparation, action, reflection, and demonstration are the five stages of service learning. By understanding how these stages work, you can be more effective when making plans to improve your school and community.

THE THREE NECESSARY CRITERIA FOR ACADEMIC SERVICE-LEARNING

The three criteria below test a course's ability to be classified as service learning.

- **Relevant and Meaningful service with the Community:** that the work being done must improve the quality of life for an individual, group, neighborhood, or for the entire community.
- **Enhanced Academic Learning:** that the work being done is used to apply contrast, or complement more traditional course learning resources.
- **Purposeful Civic Learning:** knowledge, skills, and values that make an explicitly direct and purposeful contribution to the preparation of students for active civic participation.



EXAMPLES OF SERVICE-LEARNING

Service-learning can be used in most disciplines, as evidenced by the examples below.

In an **Project Lead The Way** class, students design and build mechanical devices to assist people with physical, developmental or learning disabilities.

Industrial Arts students design and plant a community garden at a women's shelter.

Computer science student projects develop databases for non-profit agencies.

As part of a **Chemistry**, students conduct seminars for teens on the effects of substance abuse on the body.

Social Studies/Civics teacher instructs a course entitled "Aging: From Biology to Social Policy;" in which students are encouraged to volunteer in elderly support organizations providing students opportunities to explore the applications of course content to real world events.

Accounting students work with neighborhood advisory boards developing and leading workshops for residents of low-income areas on household finances, budgeting, etc.

Environmental Science students conduct an energy survey and make recommendations for energy savings in businesses, homes, the university, and schools.

History students publish a local cultural journal that reports on unique community aspects.

Civics students work with grass roots senior citizen's groups to lobby for legislation that better meets older people's needs. Grass roots organizing techniques are stressed.

SERVICE-LEARNING & COMMON CORE CONNECTION

Service Learning.

This allows students a laboratory to practice, review, reassess, and reflect, all with the guidance and support of knowledgeable teachers. They see the viability and purpose of their study. This process actually adds rigor to academics as students are depended upon, builds interdisciplinary understandings, and deepens learning, all while improving the viability of the Common Core State Standards.

Common Core and Student Engagement

Common Core State Standards (CCSS) serve as a guide for purposeful learning with real world application. Many CCSS descriptors and elements comprise essential 21st century competencies well suited for our 21st century learners. With Common Core integration the aim is for our students, through academics, to develop and hone their ability to read closely so as to analyze, interpret, and synthesize information and ideas, collaborate with others, and utilize refined language skills, to present information through writing and speaking with the support of technology. The following list of seven “Capacities for the Literate Individual,” a “portrait of students who meet the standards describes students at CCCS and all of the unique standards add up to a desired outcome.

1. Demonstrate independence

They read complex text independently, and question and clarify information. As self-directed learners, they seek appropriate resources (teacher assistance, peers, print and digital media) to increase understanding.

2. Build strong content knowledge

As purposeful readers, viewers, and listeners, they research to increase general and content specific knowledge and understanding. They share knowledge through writing and speaking.

3. Respond to varying demands of audience, task, purpose, and discipline

They shift tone, word choice, and selection of evidence to best fit the writing context.

4. Comprehend as well as critique:

They question the veracity and bias of their sources.

5. Value evidence

They evaluate evidence and use evidence effectively to construct arguments.

6. Use technology and digital media strategically and capably

They navigate media to find useful information, integrate online and offline sources, and choose tech tools wisely to best support their intentions.

7. Come to understand other perspectives and cultures

Students seek to understand other cultures, communicate with others, and evaluate perspectives of themselves and others.

This description of literate individuals is what we hope teachers keep in mind, rather than preparing students to pass standards-based tests. Passing such tests will be easy for students if they truly possess the capacities listed above.

So, we know where we are going; how do we get there? Of critical note regarding Common Core State Standards is this: They provide an outline of what we want students to be able to do, however the how of the process is left to the educators--those who prepare and design the day-to-day programs and curriculum and greet learners as they arrive at CCCS. We choose learning to provide a more authentic context for the application of the learning, and by so doing elevate students' abilities and understandings, assist them in seeing why learning matters, and recognize they already are people of value to society.

Adapted from: The Complete Guide to Service Learning: Proven, Practical Ways to Engage Students in Civic Responsibility, Academic Curriculum, & Social Action second edition by Cathryn Berger Kaye, M.A., (Free Spirit Publishing, 2010) www.freespirit.com, Minneapolis, MN.

SERVICE-LEARNING OUTCOMES

Service-Learning as an educational strategy and curriculum at CCCS is designed to accomplish the following:

- Enhance student learning by joining theory with experience and thought with action
- Fill unmet needs in the community through direct and indirect service that is meaningful and necessary
- Enable students to help others, give of themselves, and enter into caring relationships with others
- Assist students to see the relevance of the academic subject to the real world
- Enhance the self-esteem and self-confidence of your students
- Develop an environment of collegial participation among students, faculty, and the community
- Give students the opportunity to do important and necessary work
- Increase the civic and citizenship skills of students
- Assist agencies to better serve their clients and benefit from the infusion of enthusiastic volunteers
- Expose students to societal inadequacies and injustice and empower students to remedy them
- Develop a richer context for students learning
- Provide cross-cultural experiences for students
- Better prepare students for their careers/continuing education
- Foster a re-affirmation of students' career choices
- Keep students motivated and interested class and serve as a tool for reflection

- Give students more responsibility for their learning
- Help students learn how to get things done
- Impact local issues and local needs

Meaningful Service: Service-learning based curriculum at CCCS will actively engage all participants in meaningful and personally-relevant service activities.

Indicators:

1. Service-learning experiences are appropriate to participant ages and developmental abilities.
2. Service-learning addresses issues that are personally relevant to the participants.
3. Service-learning provides participants with interesting and engaging service activities.
4. Service-learning encourages participants to understand their service experiences in the context of the underlying societal issues being addressed.
5. Service-learning leads to attainable and visible outcomes that are valued by those being served.

Link to Curriculum: Service-learning based curriculum at CCCS will intentionally be used as an instructional strategy to meet learning goals and/or content standards.

Indicators:

1. Service-learning has clearly articulated learning goals.
2. Service-learning is aligned with the academic and/or programmatic curriculum.
3. Service-learning helps participants learn how to transfer knowledge and skills from one setting to another.
4. Service-learning that takes place in schools is formally recognized in school board policies and student records.

Reflection: Service-learning based curriculum at CCCS will incorporate multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one’s relationship to society.

Indicators:

1. Service-learning reflection includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate understanding and changes in participants’ knowledge, skills, and/or attitudes.
2. Service-learning reflection occurs before, during, and after the service experience.
3. Service-learning reflection prompts participants to think deeply about complex community problems and alternative solutions.
4. Service-learning reflection encourages participants to examine their preconceptions and assumptions in order to explore and understand their roles and responsibilities as citizens.
5. Service-learning reflection encourages participants to explore a variety of social and civic issues related to their service-learning experience so that participants understand connections to public policy and civic life.

Diversity: Service-learning based curriculum at CCCS will promote understanding of diversity
moreover, mutual respect among all participants.

Indicators:

1. Service-learning helps participants identify and analyze different points of view to gain an understanding of multiple perspectives.
2. Service-learning helps participants develop interpersonal skills in conflict resolution

and group decision-making.

3. Service-learning helps participants actively seek to understand and value the diverse backgrounds and perspectives of those offering and receiving service.
4. Service-learning encourages participants to recognize and overcome stereotypes.

Progress Monitoring: Service-learning based curriculum at CCCS will engage participants in an ongoing process of assessing the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

Indicators:

1. Service-learning participants collect evidence of progress toward meeting specific service goals and learning outcomes from multiple sources throughout the service-learning experience.
2. Service-learning participants gather evidence of the quality of service-learning implementation from multiple sources throughout the service-learning experience.
3. Service-learning participants use evidence to improve service-learning experiences.
4. Service-learning participants communicate evidence of progress toward goals and outcomes with the broader community, including policy-makers and education leaders, to deepen service-learning understanding and ensure that high-quality practices are sustained.

Duration and Intensity: Service-learning based curriculum has sufficient length and intensity to address community needs and meet specified outcomes.

Indicators:

1. Service-learning experiences include the processes of investigating community needs, preparing for service, action, reflection, demonstration of learning and impacts, and

celebration.

2. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months.
3. Service-learning experiences provide enough time to address identified community needs and achieve learning outcomes¹.

¹ see Service-learning Standards For Quality Practice by National Youth Leadership Council

CURRICULUM FRAMEWORK & INTENTIONAL LINK TO CURRICULUM

English Language Arts/Literacy

At CCCS, students will learn to read while reading to learn. Reading is a complicated process about making meaning, which includes phonemic awareness, fluency, vocabulary development, and comprehension. At CCCS, comprehension strategies and critical thinking skills will be taught to help students make sense of content and the world around them. Students at all grade levels work with a balance of informational and literary text, and learn to read carefully to extract evidence from text. Complex text sources, whether primary or secondary source material, will be used with all students at CCCS as an enriching challenge. Like a steep mountain, complex text presents an opportunity for our students to go beyond their perceived limits and accomplish more than they thought possible. Students-collectively and individually-tackle complex texts with care and patience as their reading skills are strengthened. Reading is taught across all content areas because each subject area requires students to learn from different kinds of text (e.g., science articles, historical primary sources, math word problems).

At the secondary level, teachers of math, science, history, technology, and the arts explicitly teach and support students to be keen readers of text within their discipline. By integrating reading throughout the day, schools convey to students the importance of reading, critical thinking, and meaning-making in school and life. It is the goal of CCCS for teachers to develop and teach a common language for the writing process and the traits of good writing. They will use consistent practices for teaching and assessing writing. At the secondary level, teachers of math, science, history, technology, and the arts will explicitly teach and support quality writing within their subject area. Students engage in the writing process to learn to write

like historians, scientists, mathematicians, and artists. Through writing, students learn more deeply about content and communicate what they know.

Writing at CCCS is taught, across the curriculum. Students have regular opportunities to write for authentic purposes and audiences beyond the classroom, which fosters motivation for producing quality writing. While the nature and amount of writing vary by discipline and grade level, writing is a central vehicle for learning and communicating in all classrooms.

Goals:

- Students will learn to write effectively to inform, to build arguments substantiated with evidence, and to write with literary power in narrative and poetic genres.
- Students will read at or above grade level with fluency, accuracy and enjoyment in a way that makes meaning clear.
- Students will write effectively and creatively for a variety of purposes and audiences.
- Students will learn to craft quality writing in a variety of contexts.
- Students write to learn while learning to write.

Mathematics

Math at CCCS will be taught with rigor and integrity in discrete math classes. Along with discrete math instruction, math will be integrated into projects, case studies, and learning expeditions whenever possible, in the lead or supporting role. At CCCS, all teachers will promote mathematical thinking in areas such as numeracy, statistics, patterns, and problem-solving.

In the same way that our school will celebrate literacy through events, projects (creation of a community garden), community meetings, and hallway displays, mathematical thinking and learning will also be showcased and discussed throughout the building.

Goals:

- Students will focus on foundational facts-vocabulary, formulas, algorithms, and number facts-that are grounded in conceptual understanding.
- Our teachers will ensure that students develop procedural fluency, calculating with accuracy and efficiency. There is an equally strong focus on problem-solving skills and critical thinking.
- Students will learn to use appropriate technology strategically in problem-solving. Technology tools are used not as a substitute for learning foundational facts, but to enhance conceptual understanding and problem-solving.
- Math curriculum & educators will support students to think like mathematicians and cultivate mathematical habits of mind-curiosity, risk-taking, perseverance, and craftsmanship.
- Students will learn to reason abstractly and quantitatively, model mathematically to practical situations, and to construct and critique mathematical arguments.

Science

The science curriculum will allow students to read, write, think, and work as scientists. Expeditions, case studies, projects, problem-based content, possible collaboration with professionals and engineers, and interactive instructional practices at CCCS will foster inquiry and enable authentic student research. When possible, student research contributes to the school community or broader community (e.g., seventh-graders analyzing conditions for optimal growth in their school garden, high school students testing indoor air quality in the school to inform recommendations to the Board of Education).

Goals:

- Educators will reinforce the connections among science, math, engineering, and technology as they promote students' skills in questioning; developing and using

models; planning and carrying out investigations; collecting, analyzing, and interpreting data; constructing explanations; designing solutions; engaging in argument from evidence; and synthesizing and communicating information.

- Students at CCCS will acquire the skills to be logical in making assumptions, accurate when collecting data, insightful when concluding, and unbiased when supporting statements with reliable scientific evidence.
- Students will learn appreciation and stewardship of the natural world as part of the everyday design.
- Students will be able to integrate environmental literacy into the science curriculum (at all grade levels).

Social Studies

Students' understanding of enduring concepts is prioritized so that they can apply that knowledge to the modern world. CCCS views social studies as a way to develop students' capacity to interpret their world critically and to engage productively in it. The emphasis of the curriculum, meant for the student body is on deep understanding rather than memorization of myriad facts and details, explicit literacy instruction is a focus for students at all grade levels.

Goals:

- Students will understand the big picture and timeline of history.
- Students will focus on big ideas such as the elements that make up a culture or civilization.
- Teachers at CCCS will support our students to appreciate and understand diverse cultures and understand connections among ancient and modern cultures.
- Students will know how to animate history by choosing compelling case studies that include narratives that intertwine history, government, economics, geography, and culture, and illuminate enduring themes.
- Students will investigate and address social issues in their local community and become compassionate community members in the process.

- Students will demonstrate action as social scientists: analyze primary sources, consider multiple perspectives, conduct research, and draw their own conclusions.
- Students will read, write, and think like historians.

Arts

Arts in all forms will be celebrated as a foundation of culture and a central aspect of learning and life at CCCS. Artistic skills are understood as aptitudes, and artistic achievement is valued as academic achievement. It is the goal of CCCS to fill the hallways, classrooms and general areas with student artwork, which can be displayed in a way that honors all work.

Artistic performances will be points of pride for the school. The visual and performing arts will be taught using the same effective instructional practices that are used in other disciplines. The arts curriculum will build school culture and student character by emphasizing authentic performance, craftsmanship, risk-taking, creativity, and a quest for beauty and meaning. The heritage of critique in the arts forms the basis for a whole-school culture of critique in all disciplines.

Goals:

- Student exhibitions of learning will feature the arts along with other subjects.
- Students will use visual and performing arts to explore and enhance story-telling skills alongside the development of their creativity, communication and technology skills.
- Students will use Arts as a window into disciplinary content in other academic subjects (e.g., Ancient Greek architecture as an entry point to Ancient Greek civilization, protest songs as a case study when learning about the civil rights movement) and used as a window into diverse cultures and regions of the world; such is the goal of CCCS.

Fitness and Wellness

CCCS promotes wellness in students and school staff members. Healthy eating, exercise, stress reduction, sleep, and healthy relationships-the key elements of physical and mental health-are included as part of a school's wellness approach. The physical education program will emphasize personal fitness and nutrition and character development and reinforces a school culture of respect, responsibility, and achievement. Physical activity and outdoor time will be woven into our school day whenever possible and appropriate (e.g., walking to fieldwork research sites, setting up and cleaning classrooms and common spaces, using physical energizer breaks to enhance academic work times). Team meetings and school staff explicitly support students to understand and monitor dangers to wellness posed by alcohol, drugs, and tobacco. Experiences in the natural world-working in and appreciating nature-are a priority for our students. We at CCCS hope through the curriculum physical challenges push students to pursue excellence and assume responsibility for their own learning.

Goals:

- Students will understand the connections between physical challenge and academic challenge.
- CCCS will provide healthy meals to students and even eat lunch in a “family style” for our staff to emphasize the importance of wellness.
- Students will become stewards of a climate of social and emotional safety for attending students.
- Students will participate in a basic physical education program aimed at meeting the health needs of children and early adolescents.
- Students will understand human development through an age-appropriate approach, exploring and promoting a healthy sense of self.

SKILL DEVELOPMENT

Thinking Skills Development Through Service-Learning

- Thinking critically and using good judgment
- Thinking creatively
- Analyzing and evaluating information and events
- Solving problems to reach goals
- Managing time and resources wisely
- Planning and organizing projects
- Researching, probing for information, and documenting
- Outlining, organizing, and presenting information

Personal Skills Development Through Service-Learning

- Making positive decisions
- Managing attitudes and emotions (self-control)
- Setting and reaching personal goals
- Developing talents and abilities
- Maintaining health and well-being

Social Skills Development Through Service-Learning

- Communicating effectively
- Resolving conflicts
- Showing respect and concern for others
- Resisting negative pressure and drug use
- Working cooperatively with others
- Providing ethical leadership
- Developing positive relationships

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**ELEMENTS OF AN
EFFECTIVE SERVICE LEARNING PROGRAM**

- Meaningful Service
- Problem Solving
- Working in Groups
- Adult-Student Interaction
- Opportunity to Apply Skills
- Preparation and Reflection

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Service-Learning Middle School Developmental Continuum

Service-learning and helps adolescents develop the strength of character and resiliency necessary to withstand negative peer pressures. Through service-learning they learn about their responsibility to contribute to others and begin to feel valued and accepted for their meaningful participation in their community.

- To feel accepted by peers and others
- To see concrete outcomes from their efforts
- To have opportunities for creative expression
- To have opportunities for self-definition
- To participate and be part of a group
- To learn decision-making through experience
- To explore adult roles and career opportunities
- To interact with people of diverse backgrounds
- To engage in physical activity
- To take risks within a structured environment
- To gain competence and achievement
- To make a difference in the community

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Service-Learning High School Developmental Continuum

Service-learning allows all students, not just the honor roll student, to play a constructive role in the community and begin to learn the responsibilities of adulthood.

- Become self-reliant
- Expand peer relationships
- Learn to manage time and personal health
- Formulate a personal value system
- Assume responsibility for career planning
- Develop skills important to live as consumer and effective use of leisure time
- Develop citizenship skills important to responsible participation in a democratic society

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**DYNAMICS FOR SUCCESS:
A LEARNING CURRICULUM THAT SERVES**

At CCCS, we will ensure all resources are considered when planning curriculum. The Sponsoring Board has considered integrating a sequence of themes per grade level to be utilized throughout the school year with a focus on interdisciplinary learning, academic content, and development of transferable skills. Along with the overarching themes, we will utilize the Common Cores State Standards and the following skills that go hand-in-hand with the CCSS, commonly referred to as 21st Century Skills in teaching and learning that include life and career skills ie., critical thinking, communication, collaboration, creativity, technology and information/media literacy.

Although each level has a particular theme, essential questions, and a specific series of learning experiences that lead to taking purposeful action in the school, community, or globally. Each learning experience integrates opportunities for analytical thinking, creative thinking, practical thinking, and ethical thinking. Every learning experience is highly engaging with compelling paired or group interactions that develop communication and self assurance.

Consider the sequence of themes for each of these grades:

- Grade 7: Identity
- Grade 8: Community
- Grade 9: Contributing to Community
- Grade 10: Global Connections
- Grade 11: Leadership
- Grade 12: Transitions

Rubric for Continuous Improvement of the Service-Learning Experience

Based on the K-12 Service-Learning Standards for Quality Practice. National Youth Leadership Council, 2008

	Novice	Introductory	Experienced	Advanced
<p>Duration and Intensity Service-learning has sufficient duration and intensity to address community needs and meet specified outcomes.</p>	<p>Project is brief (less than two weeks) and addresses an immediate need without providing a long term solution. Process of investigation, planning, action, reflection, and demonstration/celebration of impacts is weak. Minimal amount of time and intensity is provided.</p>	<p>The Service-Learning experience is carried out over a short time period (a few weeks), addresses an immediate need and provides only a start to a long term solution. The process of investigating community needs, planning, action, reflection, and demonstration/celebration drives the project somewhat, resulting in limited time and intensity.</p>	<p>The process of investigating community needs, planning, action, reflection, and demonstration/celebration is used on a limited basis. Service-Learning is conducted over a significant period of time. The project addresses community need but falls short of achieving all learning outcomes.</p>	<p>The process of investigating community needs, planning, action, reflection, and demonstration/celebration of learning and impacts on self and community is used consistently. Service-learning is conducted during concentrated blocks of time across a period of several weeks or months, providing adequate time to address identified community needs and achieve learning outcomes.</p>
<p>Link to Curriculum Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.</p>	<p>Project uses skills which can be found in the standards, but they aren't the foundation out of which the project grows. Skills incorporated into the experience are at lower levels on the hierarchy of learning. Service is not intentionally connected to learning and is seen as mainly an add-on or enrichment activity.</p>	<p>Students master basic skills through the service-learning project but the link to curriculum is weak and not intentional. Experience does not align with content standards and is not used to push learning to higher levels of application. Student is recognized on school records, but no formal district policy is in place.</p>	<p>Project work leads students toward mastery of more complex skills in a rigorous and relevant curriculum. Instruction assists students in completion of project, though the link may not be direct and intentional. Service-learning is an integral part of the academic expectations for students throughout the district.</p>	<p>Participants learn how to transfer knowledge and skills from one setting to another. Service-learning is explicitly aligned with the academic curriculum, learning goals are clearly articulated. Students construct knowledge through challenging tasks in a rigorous and relevant curriculum. Service-learning is formally recognized in school board policies and student records.</p>
<p>Partnerships Service-learning partnerships are collaborative, mutually beneficial, and address community needs.</p>	<p>Project is determined and implemented with little involvement from community partners or is grounded in meeting a need for service presented by the community partner or school. A shared vision and collaborative partnership has not been established or maintained.</p>	<p>Partnerships are few in number, weak, or non-existent. Limited interactions with community partners lead to meeting a minimal community need. Project reflects a partial shared vision with minimal collaborative work between the partners. Service is not reciprocal or of mutual benefit.</p>	<p>Some communication and ongoing interaction with community partners is central to the project. Students work with partners to develop common goals. More opportunities could be provided to encourage students to see community members as collaborative partners and resources, and not just recipients of service.</p>	<p>A variety of partners are engaged. Partnerships engage in frequent and regular communication, establish a shared vision and set common goals, and collaboratively develop and implement action plans to meet specified goals. Partners share knowledge and understanding of school and community assets and needs, and view each other as valued resources.</p>
<p>Meaningful Service Service-learning actively engages participants in meaningful and personally relevant service activities.</p>	<p>Students provide indirect service with no contact with population being served. Project is determined without a community needs assessment and does not lead to attainable and visible outcomes. Experience is not appropriate for students' age and developmental level and/or issue is not personally relevant.</p>	<p>Community needs assessment is done in isolation from the community. Project includes minimal direct contact with those being served. Outcomes are attainable and visible, but do little to contribute toward lasting change. Students do not understand their service experiences in the context of the underlying societal issues being addressed.</p>	<p>Project addresses a real need connected to a personally relevant issue and provides direct contact with those being served. Outcomes are attainable and visible, but may not be highly valued by those being served in the school, local, and/or global community.</p>	<p>Experiences are developmentally appropriate, address personally relevant issues, and encourage participants to understand their service experiences in the context of the underlying societal issues being addressed. Interesting and engaging service activities lead to attainable and visible outcomes that have significant impact on participants and others in the school, local, and/or global community.</p>

Rubric for Continuous Improvement of the Service-Learning Experience

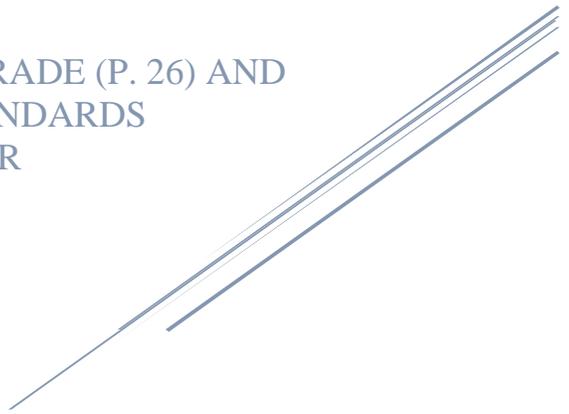
Based on the K-12 Service-Learning Standards for Quality Practice. National Youth Leadership Council, 2008

	Novice	Introductory	Experienced	Advanced
<p>Youth Voice Service-learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.</p>	<p>Teacher determines project with very limited or without student input. Task completion is determined and monitored by the teacher. Teacher evaluates quality and effectiveness of the service-learning experience without student input.</p>	<p>Teacher determines project and offers strong guidance in organizing and completing project tasks. Students are allowed to provide input into decisions, but final determination is made by the teacher. Youth have limited opportunities to demonstrate their abilities and decision-making skills.</p>	<p>Teacher works with students in determining project based on standards. All students work collaboratively to develop project plan and take leadership in carrying out tasks. Teacher helps to shape decisions throughout the process, but places primary emphasis on student voice.</p>	<p>Youth are engaged in generating ideas, identifying learning outcomes, and decision-making during planning, implementation, and evaluation. Youth acquire knowledge and skills to enhance leadership and decision-making and are involved in evaluating the quality and effectiveness of the service-learning experience. Youth and adults are involved in creating an environment that supports trust and open expression of ideas.</p>
<p>Diversity Service-learning promotes understanding of diversity and mutual respect among all participants.</p>	<p>Students' pre-conceptions and stereotypes are not challenged. Multiple perspectives are not intentionally sought or incorporated into service-learning experience. Decisions are made by vote rather than consensus.</p>	<p>Understanding of multiple perspectives is limited to tolerance and acceptance of others. Students' pre-conceptions are challenged on a limited basis but project could do more to address engaging the perspective of recipients of the service (people and/or places).</p>	<p>Some time is spent identifying and overcoming stereotypes and valuing different points of view. Students' pre-conceptions and stereotypes are somewhat challenged. Some collaboration incorporating multiple perspectives is developed.</p>	<p>Participants analyze different points of view to gain understanding of multiple perspectives, develop interpersonal skills in conflict resolution and decision-making, recognize and overcome stereotypes, and understand and value the diverse backgrounds and perspectives of those offering and receiving service. Decisions are made through a consensus process.</p>
<p>Reflection Service-learning incorporates multiple challenging reflection activities that are ongoing and that prompt deep thinking and analysis about oneself and one's relationship to society.</p>	<p>Basic reflection is provided for at the end of the service-learning experience using one or two different methods. Reflection is limited in its depth and does not demonstrate complex analysis of social and civic issues. Examination of preconceptions and assumptions is not incorporated into reflective process.</p>	<p>Reflection consists of documenting progress of project and has no clear connection to skills being developed. Project could do more to deepen the level of reflection for students and challenge them to identify, research, and discuss alternative solutions.</p>	<p>Meaningful reflection is planned and integral to the project and is used to teach and/or reinforce core academic skills and/or content. Reflection includes some emphasis on higher order thinking skills. Students are prepared for service-related tasks in connection with skill instruction. Project challenges students to identify, research and implement alternative solutions.</p>	<p>Participants think deeply about complex community problems and alternative solutions and examine a variety of social and civic issues. Participants examine preconceptions in understanding their roles and responsibilities as citizens. It occurs before, during, and after the experience and includes a variety of verbal, written, artistic, and nonverbal activities to demonstrate changes in participants' knowledge, skills, and/or attitudes.</p>
<p>Progress Monitoring Service-learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.</p>	<p>Teacher and students follow implementation plans without collecting data to guide decisions. No clear connection exists to specific goals and learning outcomes.</p>	<p>Teacher assesses outcome of learning activities separate from service-learning experience. Teacher and students gather evidence of progress, but do not base decisions on data collected.</p>	<p>Evidence collected provides a picture of student progress throughout the service-learning experience and guides both instruction and project implementation.</p>	<p>Evidence of quality service-learning implementation and progress toward meeting specific goals and learning outcomes is collected from multiple sources throughout. Evidence is used to improve experiences and progress toward goals. Evidence of progress is communicated with the broader community to deepen understanding of service-learning and ensure high quality practices.</p>

THE FOLLOWING PROFILE DESCRIPTIONS INTERRELATE AND EMBED THE FOUR FACETS (LISTED ON THE LEFT) THAT UNDERPIN EACH COMPETENCY.

EACH PROFILE LEVEL PROGRESSES DEVELOPMENTALLY AND IS WRITTEN FROM A STUDENT’S POINT OF VIEW.

CONSIDER THE THEMES PER GRADE (P. 26) AND THE K-12 SERVICE-LEARNING STANDARDS WHEN READING THE PROFILES FOR ASSESSEMENT



CORE COMPETENCY “I CAN” STATEMENTS

CRITICAL THINKING

Analyze and Critique:

- I can show if I like something or not
- I can identify criteria that I can use to analyze evidence
- I can analyze evidence from different perspectives
- I can reflect on and evaluate my thinking, products, and actions
- I can analyze my own assumptions and beliefs and consider views that do not fit with them

Question and Investigate:

- I can explore materials and actions
- I can ask open-ended questions and gather information
- I can consider more than one way to proceed an investigation
- I can evaluate the credibility of sources of information
- I can tell the difference between facts and interpretations, opinions, and judgments

Develop and Design:

- I can experiment with different ways of doing things
- I can develop criteria for evaluating design options
- I can monitor my progress and adjust my actions to make sure I achieve what I want
- I can make choices that will help me create my intended impact on an audience or situation

CREATIVE THINKING

Novelty and value:

- I get ideas when I play. My ideas are fun for me and make me happy
- I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials
- I generate new ideas as I pursue my interests
- I get ideas that are new to my peers
- I can develop a body of creative work over time in an area I'm interested in or passionate about

Generating ideas:

- I get ideas when I use my senses to explore
- I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems
- I deliberately learn a lot about something (e.g. by doing research, talking to others or practicing) so that I am able to generate new ideas or ideas just pop into my head
- I have deliberate strategies for quieting my conscious mind (e.g. walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative
- I have interests and passions that I pursue over time

Developing ideas:

- I make my ideas work or I change what I am doing
- I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them
- I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries
- I use my experiences with various steps and attempts to direct my future work
- I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks, and use them to advance my thinking

PERSONAL AWARENESS AND RESPONSIBILITY

Self Determination:

- I can show a sense of accomplishment and joy
- I can celebrate my efforts and accomplishments
- I can advocate for myself and my ideas
- I can imagine and work toward change in myself and the world
- I take the initiative to inform myself about controversial issues

Self-Regulation:

- I can sometimes recognize emotions
- I can use strategies that help me manage my feelings and emotions
- I can persevere with challenging tasks
- I can implement, monitor, and adjust a plan and assess the results
- I can take ownership of my goals, learning, and behaviour

Well-being:

- I can participate in activities that support my well-being, and tell/show how they help me
- I can take some responsibility for my physical and emotional well-being
- I can make choices that benefit my wellbeing and keep me safe in my community, including my online interactions
- I can use strategies to find peace in stressful times
- I can sustain a healthy and balanced lifestyle

COMMUNICATION

Connect and engage with others (to share and develop ideas):

- I ask and respond to simple, direct questions
- I am an active listener; I support and encourage the person speaking
- I recognize that there are different points-of-view and I can disagree respectfully

Acquire, interpret, and present information (include inquiries)

- I can understand and share information about a topic that is important to me
- I present information clearly and in an organized way
- I can present information and ideas to an audience I may not know

Collaborate to plan, carry out, and review constructions and activities

- I can work with others to achieve a common goal; I do my share
- I can take on roles and responsibilities in a group
- I can summarize key ideas and identify the ways we agree (commonalities)

Explain/recount and reflect on experiences and accomplishments

- I give, receive, and act on feedback
- I can recount simple experiences and activities and tell something I learned
- I can represent my learning, and tell how it connects to my experiences and efforts

SOCIAL RESPONSIBILITY

Contributing to community and caring for the environment:

- With some support, I can be part of a group
- I can participate in classroom and group activities to improve the classroom school, community, or natural world
- I contribute to group activities that make my classroom, school, community, or natural world a better place
- I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change
- I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change

Solving problems in peaceful ways:

- I can solve some problems myself and can identify when to ask for help
- I can identify problems and compare potential problem-solving strategies
- I can clarify problems, consider alternatives, and evaluate strategies
- I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions

Valuing diversity:

- With some direction, I can demonstrate respectful and inclusive behaviour
- I can explain when something is unfair
- I can advocate for others
- I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.

Building relationships:

- With some support, I can be part of a group
- I am kind to others, I can work or play co-operatively, and can build relationships with people of my choosing
- I can identify when others need support and provide it
- I am aware of how others may feel and take steps to help them feel included
- I build and sustain positive relationships with diverse people, including people from different generations

POSITIVE PERSONAL & CULTURAL IDENTITY

Relationships and cultural contexts:

- I can describe my family and community
- I am able to identify the different groups that I belong to
- I understand that my identity is made up of many interconnected aspects (such as life experiences, family history, heritage, peer group)
- I understand that learning is continuous and my concept of self and identity will continue to evolve

Personal values and choices:

- I can tell what is important to me
- I can explain what my values are and how they affect choices I make
- I can tell how some important aspects of my life have influenced my values
- I understand how my values shape my choices

Personal strengths and abilities:

- I can identify my individual characteristics
- I can describe/express my attributes, characteristics, and skills
- I can reflect on my strengths and identify my potential as a leaders in my community
- I understand I will continue to develop new abilities and strengths to help me meet new challenges

CONTINUUM OF PROFILES	
The following profile descriptions interrelate and embed the four facets (listed on the left) that underpin the Social Responsibility Competency. Each profile level progresses developmentally and is written from a student's point of view.	
PROFILE	DESCRIPTION
1	<p>I am aware that other people can be different than I am.</p> <p>I can interact with my friends. With some support, I can be part of a group.</p> <p>In familiar and structured settings, I can interact with others and the environment respectfully.</p> <p>I can participate in classroom and group activities to improve the classroom, school, community, or natural world. I can share my feelings and listen to others' views. I can solve some problems myself and can identify when to ask for help. With some direction, I can demonstrate respectful and inclusive behaviour, including online. I can identify when something is unfair to me or others. I can identify when others need help. I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing.</p>
2	<p>I can interact with others and the environment respectfully and thoughtfully.</p> <p>I contribute to group activities that make my classroom, school, community, or natural world a better place. I can identify small things I can do that could make a difference. I can consider others' views and express a different opinion in a peaceful way. I can identify problems and compare potential problem-solving strategies. I can demonstrate respectful and inclusive behaviour, including online. I can explain why something is unfair. I can identify when others need support and provide it. I can build and sustain relationships. I show care for elders.</p>
3	<p>I can take purposeful action to support others and the environment.</p> <p>I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change. I can identify different perspectives on an issue. I can clarify problems, consider alternatives, and evaluate strategies. I respect differences, and demonstrate respectful and inclusive behaviour, including online. I can advocate for others. I am aware of how others may feel and take steps to help them feel included. I maintain relationships with people from different generations.</p>
4	<p>I can initiate positive, sustainable change for others and the environment.</p> <p>I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change. I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions. I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online. I build and sustain positive relationships with diverse people, including people from different generations. I show empathy for others and adjust my behaviour to accommodate their needs.</p>
5	

<p>SOCIAL RESPONSIBILITY</p> <p>Social Responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.</p>
<p>1. Contributing to Community and Caring for the Environment</p> <p>Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities and the environment.</p> <ul style="list-style-type: none"> ➢ <i>With some support, I can be part of a group.</i> ➢ <i>I can participate in classroom and group activities to improve the classroom, school, community, or natural world.</i> ➢ <i>I contribute to group activities that make my classroom, school, community, or natural world a better place.</i> ➢ <i>I can identify how my actions & the actions of others affect my community and the natural environment & can work to make positive change.</i> ➢ <i>I can analyze social or environmental issues from multiple perspectives. I can take thoughtful action to influence positive, sustainable change.</i>
<p>2. Solving Problems in Peaceful Ways.</p> <p>Students identify and develop an appreciation of different perspectives on issues; they generate, use, and evaluate strategies to resolve problems.</p> <ul style="list-style-type: none"> ➢ <i>I can solve problems myself and can identify when to ask for help.</i> ➢ <i>I can identify problems and compare potential problem-solving strategies.</i> ➢ <i>I can clarify problems, consider alternatives, and evaluate strategies.</i> ➢ <i>I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.</i>
<p>3. Valuing Diversity</p> <p>Students value diversity, defend human rights, advocate for others, and act with a sense of ethics in interactions, including online.</p> <ul style="list-style-type: none"> ➢ <i>With some direction, I can demonstrate respectful and inclusive behaviours.</i> ➢ <i>I can explain when something is unfair.</i> ➢ <i>I can advocate for others.</i> ➢ <i>I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.</i>
<p>4. Building Relationships</p> <p>Students develop and maintain diverse, and positive peer and intergenerational relationships in a variety of contexts.</p> <ul style="list-style-type: none"> ➢ <i>With some support, I can be part of a group.</i> ➢ <i>I am kind to others, can work or play cooperatively, and can build relationships with people of my choosing.</i> ➢ <i>I can identify when other need support and provide it.</i> ➢ <i>I am aware of how others may feel and take steps to help them feel included.</i> ➢ <i>I build and sustain positive relationships with diverse people, including people from different generations.</i>

CONTINUUM OF PROFILES	
The following profile descriptions interrelate and embed the four facets (listed on the left) that underpin the Communication Competency. Each profile level progresses developmentally and is written from a student's point of view.	
PROFILE	DESCRIPTION
1	In a safe and supported environment, I respond meaningfully to communication from peers and adults. With support, I can be part of a group.
2	In a familiar situations, with direct support, I communicate with peers and adults I understand and share basic information about topics that are important to me. I talk and listen to people I know. I plan and complete activities with peers and adults. I can answer simple direct questions about my activities and experiences.
3	In familiar situations, with some support and guidance, I communicate with peers and adults. I understand and share basic information about topics that are important to me, and participate in conversations for a variety of purposes (to connect, help, be friendly, learn/share). I listen and respond to others. I can work with others to achieve a short-term concrete goal. I do my share. I can recount simple experiences/activities & tell something I learned
4	I communicate with peers and adults with growing confidence, using forms and strategies I have practiced. I gather basic information I need for school tasks and for my own interests, and present it in ways I have learned. I am becoming an active listener. I ask questions and make connections. When I talk and work with peers, I express my ideas and encourage others to express theirs; I share roles & responsibilities. I recount & comment on events and experiences.
5	I communicate clearly, in an organized way, using a variety of forms appropriately. I acquire the information I need for school tasks and for my own interests, and present it clearly. In discussions and collaborative activities, I am an engaged listener—I ask clarifying and extending questions. I share my ideas and try to connect them with others' ideas. I contribute to planning and adjusting a plan, and help to solve conflicts or challenges. I am able to represent my learning, and connect it to my experiences and efforts. I give and receive constructive feedback.
6	I communicate confidently in organized forms that show attention to my audience and purpose. I acquire information about complex and specialized topics from various sources, and synthesize and present it with thoughtful analysis. I contribute positively to discussions and collaborations, and help to organize and monitor the work. I ask thought-provoking questions, integrate new information, support others, and help to manage conflicts. I offer detailed descriptions of my own efforts and experiences. I give, receive, and act on constructive feedback.
7	I communicate effectively in well-constructed forms that are effective in terms of my audience and purpose. I acquire, critically analyse, and integrate well-chosen information from a range of sources. I show understanding and control of the forms and technologies I use. In discussion and collaboration, I acknowledge different perspectives, and look for commonalities. I offer both leadership and support; I am flexible and have a variety of strategies and experiences to draw on. I am able to represent my learning and my goals, and connect these to my previous experiences. I accept constructive feedback and use it to move forward.
8	I am intentional and strategic; I am able to engage and accomplish my purpose with an increasing range of audiences, including those I do not know. I access and make strategic choices from complex and specialized information sources. I show expertise in the forms and technologies I use. I can take leadership in a discussion or collaboration, and focus on deepening or transforming our thinking. I seek consensus, and focus on collective results. I can articulate a keen awareness of my strengths, my aspirations and myself. I offer detailed analysis, using specific terminology, of my progress, work and goals.

COMMUNICATION COMPETENCY	
<p>Communication competency encompasses the set of abilities that students use to impart and exchange information, experiences, and ideas, to explore the world around them, and to understand and effectively engage in the use of digital media. Communication competency provides a bridge between students' learning, their personal and social identity and relationships, and the world in which they interact.</p>	<p>1. Connect and engage with others (to share & develop ideas) Students engage in informal and structured conversations where they listen, contribute, develop understanding and relationships, learn to consider diverse perspectives, and build consensus. Examples: literature circles, book clubs, blogs, and small group discussions & decision making/informal debate</p> <ul style="list-style-type: none"> ➢ I ask and respond to simple, direct questions ➢ I am an active listener; I support and encourage the person speaking ➢ I recognize that there are different points-of-view and I can disagree respectfully
<p>2. Acquire, interpret, and present information (include inquiries) Students inquire into topics that interest them, and topics related to their school studies. They present for many purposes and audiences; their work often features media and technology. Examples: "show & tell" explaining a concept, sharing a Power Point presentation about a research or inquiry topic, creating a video proposal</p> <ul style="list-style-type: none"> ➢ I can understand and share information about a topic that is important to me ➢ I present information clearly & in an organized way ➢ I can present information & ideas to an audience I may not know 	<p>3. Collaborate to plan, carry out, review constructions & activities Students work together to accomplish goals either face to face, or through media. Examples: planning a construction, inquiry, or performance, solving a problem, conducting an inquiry, working together on a community project</p> <ul style="list-style-type: none"> ➢ I can work with others to achieve a common goal, I do my share ➢ I can take on roles and responsibilities in a group ➢ I can summarize key ideas & identify the ways we agree (commonalities)
<p>4. Explain/recount/reflect on experiences and accomplishments Students tell about their experiences—especially their learning experiences – and reflect and share what they learned. Examples: presentations of learning, self-assessment, and receiving/offering feedback</p> <ul style="list-style-type: none"> ➢ I give, receive, and act on feedback ➢ I can recount simple experiences and activities and tell something I learned ➢ I can represent my learning and tell how it connects to my experiences and efforts 	

CONTINUUM OF PROFILES	
The following profile descriptions interrelate and embed the three facets (listed on the left) that underpin the Creative Thinking Competency. Each profile level progresses developmentally and is written from a student's point of view.	
PROFILE	DESCRIPTION
1	I get ideas when I play. I get ideas when I use my senses to explore. My play ideas are fun for me and make me happy. I make my ideas work or I change what I am doing.
2	I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials. I can get new ideas, build on other's ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems. My ideas are fun, entertaining, or useful for me and my peers, and I have a sense of accomplishment. I can usually make my ideas work within the constraints of a given form, problem, or materials if I keep playing with them.
3	I can get new ideas in areas in which I have an interest and build my skills to make them work. I generate new ideas as I pursue my interests. I deliberately learn a lot about something (e.g., by doing research, talking to others, or practicing), so that I am able to generate new ideas about it or the ideas just pop into my head. I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries.
4	I can get new ideas or reinterpret others' ideas in ways that have an impact on my peers. I get ideas that are new to my peers. My creative ideas are often a form of self-expression for me. I have deliberate strategies for quieting my conscious mind (e.g., walking away for a while, doing something relaxing, being deliberately playful), so that I can be more creative. I use my experiences with various steps and attempts to direct my future work.
5	I can develop a body of creative work over time in an area of interest or passion. I can get new ideas and develop them to form a body of work over time or to have an impact in my community or beyond. I have interests and passions that I pursue over time. I am willing to take significant risks in my thinking. I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure and setbacks, and use them to advance my thinking.

CREATIVE THINKING COMPETENCY	
<p>Creative thinking involves the generation of new ideas and concepts that have value to the individual or others, and the development of these ideas and concepts from thought to reality. Creative thinking is deeply collaborative. New thoughts and concepts are built on combinations of existing thoughts and concepts. The ideas available as raw material for creative thinking depend on previous experiences and learning, as well as one's cultural legacy</p>	<p>1. Novelty and Value Students get creative ideas that are both novel and have value. Degrees of novelty—idea may be: new to that student or their peers; it may be novel for their age group or larger community. It may be new in a particular context or absolutely new. The idea or product may also have value in a variety of ways and contexts—it may: be fun; provide a sense of accomplishment; solve a naturally occurring problem; be a form of self-expression; provide a new perspective that influences how people think about something or the actions people take. An idea can have an impact of the individual student, classmate, larger group of peers, in one's community, or on a global level</p> <ul style="list-style-type: none"> ➤ I get ideas when I play. My ideas are fun & make me happy. ➤ I can get new ideas or build on other people's ideas, to create new things within the constraints of a form, a problem, or materials. ➤ I generate new ideas as I pursue my interests. ➤ I get ideas that are new to my peers. ➤ I can develop a body of creative work over time in an area I'm interested in or passionate about
<p>2. Generating Ideas Students may generate creative ideas as a result of free play, engagement with someone else's ideas, a naturally occurring problem or constraints or interest or passion. New ideas and inspirations can spontaneously arise from the unconscious mind, which is why student often report that their ideas just "pop" into their heads. However, students can also become aware of, and use, ways to help their unconscious minds generate ideas—giving their unconscious minds lots of ideas and information to combine and recombine at random (e.g. by learning about something of interest), providing the incubation time for the unconscious to work, and quieting the filters and censors in the conscious an subconscious minds that tend to prevent novel ideas and inspirations from rising to the conscious mind (e.g. by doing relaxing or automatic activities)</p> <ul style="list-style-type: none"> ➤ I get ideas when I use my senses to explore. ➤ I build on others' ideas and add new ideas of my own, or combine other people's ideas in new ways to create new things or solve straightforward problems ➤ I deliberately learn a lot about something (e.g. by doing research, talking to others or practicing) so that I am able to generate new ideas or ideas just pop into my head. ➤ I have deliberate strategies for quieting my conscious mind (e.g. walking away for a while, doing something relaxing, being deliberately playful) so that I can be more creative. ➤ I have interest and passions that I pursue over time) 	<p>3. Developing Ideas After students get creative ideas, they evaluate them, decide which ones to develop, refine them, work to realize them in some way. The process of developing ideas may require building the necessary skills, sustaining perseverance, and using failure productively over time. It may require generating additional creative ideas to get solutions to problems along the way.</p> <ul style="list-style-type: none"> ➤ I make my ideas work or I change what I am doing. ➤ I can usually make my ideas work within the constraints of a given form, problem, and materials if I keep playing with them ➤ I build the skills I need to make my ideas work, and usually succeed, even if it takes a few tries ➤ I use my experiences with various steps and attempts to direct my future work ➤ I can persevere over years if necessary to develop my ideas. I expect ambiguity, failure, and setbacks and use them to advance my thinking

CRITICAL THINKING COMPETENCY	
<p>Critical thinking involves making judgments based on reasoning; students consider options; analyze these using specific criteria; and draw conclusions and make judgments. Critical thinking competency encompasses a set of abilities that students use to examine their own thinking, and that of others, about information that they receive through observation, experience, and various forms of communication.</p>	
<p>1. Analyze and Critique</p> <p>Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They consider purpose, focus on evidence, and use criteria (explicit or implicit) to draw conclusions and make defensible judgments or assessments. They consider a variety of perspectives. Some opportunities for analysis and critique are formal tasks; others are informal, ongoing activities (e.g. assessing a plan they are developing to solve a problem). Students often analyze and critique their own work as a key part of their learning.</p> <ul style="list-style-type: none"> ➤ <i>I can show if I like something or not.</i> ➤ <i>I can identify criteria that I can use to analyze evidence.</i> ➤ <i>I can analyze evidence from different perspectives.</i> ➤ <i>I can reflect on and evaluate my thinking, products, and actions.</i> ➤ <i>I can analyze my own assumptions and beliefs and consider views that do not fit with them.</i> 	
<p>2. Question and Investigate</p> <p>Students learn to engage in an inquiry investigation where they identify and explore questions or challenges related to key issues or problematic situations in their studies, their lives, their communities, and the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and draw reasoned conclusions. Some critical thinking activities focus on part of the process, such as questioning, while others may involve a complex inquiry into a local or global issue.</p> <ul style="list-style-type: none"> ➤ <i>I can explore materials and actions.</i> ➤ <i>I can ask open-ended questions and gather information.</i> ➤ <i>I can consider more than one way to proceed in an investigation.</i> ➤ <i>I can evaluate the credibility of sources of information.</i> ➤ <i>I can tell the difference between facts and interpretations, opinions, or judgments.</i> 	
<p>3. Develop and Design</p> <p>Students apply critical thinking to create or transform products, methods, performances, and representations in response to problems, events, issues, and needs. They work with clear purpose and consider the potential users or audience of their work. They explore possibilities develop and refine plans, monitor their progress, and adjust their procedures in the light of criteria and feedback. They can determine the extent to which they have met their goals.</p> <ul style="list-style-type: none"> ➤ <i>I can experiment with different ways of doing things</i> ➤ <i>I can develop criteria for evaluating design options.</i> ➤ <i>I can monitor my progress and adjust my actions to make sure I achieve what I want.</i> ➤ <i>I can make choices that will help me created my intended impact on an audience or situation.</i> 	

CONTINUUM OF PROFILES	
The following profile descriptions interrelate and embed the three facets (listed on the left) that underpin the Critical Thinking Competency. Each profile level progresses developmentally and is written from a student's point of view.	
PROFILE	DESCRIPTION
1	<p>I can explore.</p> <p>I can explore materials and actions. I can show if I like something or not.</p>
2	<p>I can use evidence to make simple judgments.</p> <p>I can ask questions, make predictions, and use my senses to gather information. I can explore with a purpose in mind and use what I learn. I can tell or show something about my thinking. I can contribute to and use simple criteria. I can find some evidence and make judgments.</p>
3	<p>I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments.</p> <p>I can ask open-ended questions, explore, gather information, and experiment purposefully to develop options. I can contribute to and use criteria. I can use observation, experience, and imagination to draw conclusions, make judgments, and ask new questions. I can describe my thinking and how it is changing.</p>
4	<p>I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans.</p> <p>I can use what I know and observe to identify problems and ask questions. I can explore and engage with materials and sources. I can consider more than one way to proceed and make choices based on my reasoning and what I am trying to do. I can develop or adapt criteria, check information, assess my thinking, and develop reasoned conclusions, judgments, or plans.</p>
5	<p>I can evaluate and use well-chosen evidence to develop interpretations; identify alternatives, perspectives, and implications; and make judgments. I can examine and adjust my thinking.</p> <p>I can ask questions and offer judgments, conclusions, and interpretations supported by evidence I or others have gathered. I am flexible and open-minded; I can explain more than one perspective and consider implications. I can gather, select, evaluate, and synthesize information. I can consider alternative approaches and make strategic choices. I can take risks and recognize that I may not be immediately successful. I can examine my thinking, seek feedback, reassess my work, and adjust.</p>
6	<p>I can examine evidence from various perspectives to analyze and make well-supported judgments and interpretations about complex issues.</p> <p>I can determine my own framework and criteria for tasks that involve critical thinking. I can compile evidence and draw reasoned conclusions. I can consider views that do not fit with my beliefs. I am open-minded and patient, taking the time to explore, discover, and understand. I can make choices that will help me create my intended impact on an audience or situation. I can place my work and that of others in a broader context. I can connect the results of my inquiries and analyses to action.</p>

<p>POSITIVE PERSONAL & CULTURAL IDENTITY</p> <p>A positive personal and cultural identity is the awareness, understanding, and appreciation of all the facets that contribute to a healthy sense of oneself. It includes awareness and understanding of one's family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society. Students who have a positive personal and cultural identity value their personal and cultural narratives, and understand how these shape their identity. Supported by a sense of self-worth, self-awareness, and positive identity, students become confident individuals who take satisfaction in who they are, and what they can do to contribute to their own well-being and to the well-being of their family, community, and society.</p>	<p>1. Relationships and Cultural Contexts</p> <p>Students understand that their relationship and cultural contexts help to shape who they are ("Culture" meant in its broadest sense, including identifiers such as ethnicity, nationality, language, ability, sex/gender, age, geographic region, sexuality and religion) Students define themselves in terms of their relationship to others and their relationship to the world (people and place) around them.</p> <ul style="list-style-type: none"> ➢ I can describe my family and community. ➢ I am able to identify the different groups that I belong to. ➢ I understand that my identity is made up of many interconnected aspects (such as life experience, family history, heritage, peer groups) ➢ I understand that learning is continuous and my concept of self identity will continue to evolve. 	<p>2. Personal Values and Choices</p> <p>Students define what they value. They understand how what they value has been influenced by their life experiences. They identify ways in which what they value helps to shape their choices in all contexts of their lives.</p> <ul style="list-style-type: none"> ➢ I can tell what is important to me. ➢ I can explain what my values are and how they affect choices I make. ➢ I can tell how some important aspect of my life have influenced my values ➢ I understand how my values shape my choices 	<p>3. Personal Strengths and Abilities</p> <p>Students acknowledge their strengths and abilities, and explicitly consider these as assets that can help them in all aspects of their lives. Students understand that they are unique and are a part of larger communities. They explain how they are using their strengths and abilities in their families, their relationships, and their communities.</p> <ul style="list-style-type: none"> ➢ I can identify my individual characteristics. ➢ I can describe/express my attributes, characteristics, and skills. ➢ I can reflect on my strengths and identify my potential as a leader in my community. ➢ I understand I will continue to develop new abilities and strengths to help me meet new challenges.
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<p>CONTINUUM OF PROFILES</p> <p>The following profile descriptions interrelate and embed the three facets (listed on the left) that underpin the Positive Personal & Cultural Identity Competency. Each profile level progresses developmentally and is written from a student's point of view.</p>	<table border="1"> <thead> <tr> <th data-bbox="235 180 305 1001">PROFILE</th> <th data-bbox="305 180 1567 1001">DESCRIPTION</th> </tr> </thead> <tbody> <tr> <td data-bbox="305 180 423 1001">1</td> <td data-bbox="305 180 423 1001"> <p>I am aware of myself as different from others.</p> <p>I know my name. With some help, I can identify some of my attributes.</p> </td> </tr> <tr> <td data-bbox="423 180 638 1001">2</td> <td data-bbox="423 180 638 1001"> <p>I am aware of different aspects of myself. I can identify people, places, and things that are important to me.</p> <p>I can identify some of my individual characteristics. I can describe my family, home, and/or community (people and/or place). I can explain what I like and dislike. I am able to explain what interests me.</p> </td> </tr> <tr> <td data-bbox="638 180 875 1001">3</td> <td data-bbox="638 180 875 1001"> <p>I can describe different aspects of my identity. I have pride in who I am.</p> <p>I am able to identify different groups that I belong to. I am able to represent aspects of my cultural contexts (such as family, communities, school, peer groups) through words and/or images. I can describe what is important to me. I can describe and demonstrate pride in my positive qualities, characteristics, and/or skills. I can explain how I am able to use these to contribute to my home and/or community.</p> </td> </tr> <tr> <td data-bbox="875 180 1209 1001">4</td> <td data-bbox="875 180 1209 1001"> <p>I understand that my identity is influenced by many aspects of my life. I am aware that my values shape my choices, and contribute to making me a unique individual.</p> <p>I understand that my identity is made up of many interconnected aspects of my life such as experiences, family history, heritage, where I live, and groups I identify with (including family, friends, peers, and virtual communities). I understand that what I value influences the choices I make and how I present myself in various contexts. I understand that my characteristics, qualities, strengths, and challenges make me unique, and are an important part of the communities I belong to (including people and places).</p> </td> </tr> <tr> <td data-bbox="1209 180 1567 1001">5</td> <td data-bbox="1209 180 1567 1001"> <p>I can identify how my life experiences have contributed to who I am. I recognize the continuous and evolving nature of my identity.</p> <p>I understand that my learning is continuous and my concept of self and identity will continue to evolve. I can describe how aspects of my life experiences, family history, background, and where I live (or have lived) have influenced my values and choices. I can identify how my strengths can help me meet challenges, and I understand that I will continue to develop new skills, abilities, and strengths. I can identify how my challenges can be opportunities for growth. I can identify my potential as a leader in the communities I belong to.</p> </td> </tr> </tbody> </table>	PROFILE	DESCRIPTION	1	<p>I am aware of myself as different from others.</p> <p>I know my name. With some help, I can identify some of my attributes.</p>	2	<p>I am aware of different aspects of myself. I can identify people, places, and things that are important to me.</p> <p>I can identify some of my individual characteristics. I can describe my family, home, and/or community (people and/or place). I can explain what I like and dislike. 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3	<p>I can describe different aspects of my identity. I have pride in who I am.</p> <p>I am able to identify different groups that I belong to. I am able to represent aspects of my cultural contexts (such as family, communities, school, peer groups) through words and/or images. I can describe what is important to me. I can describe and demonstrate pride in my positive qualities, characteristics, and/or skills. I can explain how I am able to use these to contribute to my home and/or community.</p>												
4	<p>I understand that my identity is influenced by many aspects of my life. I am aware that my values shape my choices, and contribute to making me a unique individual.</p> <p>I understand that my identity is made up of many interconnected aspects of my life such as experiences, family history, heritage, where I live, and groups I identify with (including family, friends, peers, and virtual communities). I understand that what I value influences the choices I make and how I present myself in various contexts. I understand that my characteristics, qualities, strengths, and challenges make me unique, and are an important part of the communities I belong to (including people and places).</p>												
5	<p>I can identify how my life experiences have contributed to who I am. I recognize the continuous and evolving nature of my identity.</p> <p>I understand that my learning is continuous and my concept of self and identity will continue to evolve. I can describe how aspects of my life experiences, family history, background, and where I live (or have lived) have influenced my values and choices. I can identify how my strengths can help me meet challenges, and I understand that I will continue to develop new skills, abilities, and strengths. I can identify how my challenges can be opportunities for growth. I can identify my potential as a leader in the communities I belong to.</p>												

PERSONAL AWARENESS & RESPONSIBILITY	
<p>Personal awareness and responsibility includes the skills, strategies, and dispositions that help students to stay healthy and active, set goals, monitor progress, regulate emotions, respect their own rights and the rights of others, manage stress, and persevere in difficult situations. Students who demonstrate personal awareness and responsibility demonstrate self-respect and express a sense of personal well-being.</p>	<p>1. Self-Determination</p> <p>Students who are personally aware and responsible have a sense of personal efficacy and growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when they need it; to find purpose and motivation and act on it, and to advocate for themselves.</p> <ul style="list-style-type: none"> ➢ <i>I can show a sense of accomplishment & joy</i> ➢ <i>I can celebrate my efforts & accomplishments.</i> ➢ <i>I can advocate for myself and my ideas</i> ➢ <i>I can imagine and work toward change in myself and the world.</i> ➢ <i>I take the initiative to inform myself about controversial issues</i> <p>2. Self-Regulation</p> <p>Students who are personally aware and responsible take responsibility for their own choices and actions. They set goals, monitor progress, and understand and regulate their emotions. They are aware that learning involves patience and time. They are able to persevere in difficult situations, and to understand how their actions affect themselves and others.</p> <ul style="list-style-type: none"> ➢ <i>I can sometimes recognize emotions.</i> ➢ <i>I can use strategies that help me manage my feelings and emotions.</i> ➢ <i>I can persevere with challenging tasks.</i> ➢ <i>I can implement, monitor, and adjust a plan and assess the results.</i> ➢ <i>I can take ownership of my goals, learning, & behavior.</i> <p>3. Well-being</p> <p>Students who are personally aware and responsible recognize how their decisions and actions affect their mental, physical, emotional, social, cognitive, and spiritual wellness, and take increasing responsibility for caring for themselves. They keep themselves healthy and physically active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including online interactions. They recognize the importance of happiness, and having strategies that help them find peace in challenging situations.</p> <ul style="list-style-type: none"> ➢ <i>I can participate in activities that support my self-being, and tell/show how they help me.</i> ➢ <i>I can take some responsibility for my physical and emotional well-being.</i> ➢ <i>I can make choices that benefit my well-being and keep me safe in my community, including my online interactions.</i> ➢ <i>I can use strategies to find peace in stressful times.</i> ➢ <i>I can sustain a healthy and balanced lifestyle.</i>

CONTINUUM OF PROFILES	
PROFILE	DESCRIPTION
1	<p>The following profile descriptions interrelate and embed the three facets (listed on the left) that underpin the Personal Awareness & Responsibility Competency. Each profile level progresses developmentally and is written from a student's point of view.</p> <p>With support, I can show a sense of accomplishment and joy, and express some wants, needs, and preferences.</p> <p>I can sometimes recognize emotions. I can participate in activities that support my well-being.</p>
2	<p>In a safe, supportive environment, I can share my ideas and accomplishments, and accept responsibility for my actions.</p> <p>I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions. I can connect my actions with both positive and negative consequences. I make decisions about my activities and, with support, take some responsibility for my physical and emotional well-being. I can express my wants and needs and celebrate my efforts and accomplishments.</p> <p>I can recognize my strengths and use strategies to focus, manage stress, and accomplish my goals.</p>
3	<p>I can be focused and determined. I can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. I can tell when I am becoming angry, upset, or frustrated, and I have strategies to calm myself. I can make choices that benefit my well-being and keep me safe in my community, including my online interactions. I advocate for myself and my ideas; I accept myself.</p>
4	<p>I can recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements.</p> <p>I can set priorities; implement, monitor, and adjust a plan; and assess the results. I take responsibility for my learning, seeking help as I need it. I use strategies for working toward a healthy and balanced lifestyle, for dealing with emotional challenges, and for finding peace in stressful times. I know how to find the social support I need. I have valuable ideas to share; I can imagine and work toward change in myself and in the world.</p>
5	<p>I can identify my strengths and limits, find internal motivation, and act on opportunities for self-growth. I take responsibility for making ethical decisions.</p> <p>I can take ownership of my goals, learning, and behaviour; I act on what is best, over time, in terms of my goals and aspirations. I recognize the implications of my choices and consult with others who may be affected by my decisions. I sustain a healthy and balanced lifestyle. I am aware of my personal journey and reflect on my experiences as a way of enhancing my well-being and dealing with challenges. I can advocate for myself in stressful situations. I take the initiative to inform myself about controversial issues and take ethical positions.</p>

<h1>SOCIAL RESPONSIBILITY</h1>	
<p>Social Responsibility involves the ability and disposition to consider the interdependence of people with each other and the natural environment; to contribute positively to one's family, community, society, and the environment; to resolve problems peacefully; to empathize with others and appreciate their perspectives; and to create and maintain healthy relationships.</p>	
<p>1. Contributing to Community and Caring for the Environment Students develop awareness and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities and the environment.</p> <ul style="list-style-type: none"> ➢ <i>With some support, I can be part of a group.</i> ➢ <i>I can participate in classroom and group activities to improve the classroom, school, community, or natural world.</i> ➢ <i>I contribute to group activities that make my classroom, school, community, or natural world a better place.</i> ➢ <i>I can identify how my actions & the actions of others affect my community and the natural environment & can work to make positive change</i> ➢ <i>I can analyze social or environmental issues from multiple perspectives. I can take thoughtful action to influence positive, sustainable change.</i> 	
<p>2. Solving Problems in Peaceful Ways. Students identify and develop an appreciation of different perspectives on issues; they generate, use, and evaluate strategies to resolve problems.</p> <ul style="list-style-type: none"> ➢ <i>I can solve problems myself and can identify when to ask for help.</i> ➢ <i>I can identify problems and compare potential problem-solving strategies</i> ➢ <i>I can clarify problems, consider alternatives, and evaluate strategies.</i> ➢ <i>I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions.</i> 	
<p>3. Valuing Diversity Students value diversity, defend human rights, advocate for others, and act with a sense of ethics in interactions, including online.</p> <ul style="list-style-type: none"> ➢ <i>With some direction, I can demonstrate respectful and inclusive behaviours.</i> ➢ <i>I can explain when something is unfair.</i> ➢ <i>I can advocate for others</i> ➢ <i>I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online.</i> 	
<p>4. Building Relationships Students develop and maintain diverse, and positive peer and intergenerational relationships in a variety of contexts.</p> <ul style="list-style-type: none"> ➢ <i>With some support, I can be part of a group.</i> ➢ <i>I am kind to others, can work or play cooperatively, and can build relationships with people of my choosing.</i> ➢ <i>I can identify when other need support and provide it.</i> ➢ <i>I am aware of how others may feel and take steps to help them feel included.</i> ➢ <i>I build and sustain positive relationships with diverse people, including people from different generations.</i> 	

<h1>CONTINUUM OF PROFILES</h1>	
<p>The following profile descriptions interrelate and embed the four facets (listed on the left) that underpin the Social Responsibility Competency. Each profile level progresses developmentally and is written from a student's point of view.</p>	
PROFILE	DESCRIPTION
1	<p>I am aware that other people can be different than I am.</p> <p>I can interact with my friends. With some support, I can be part of a group.</p>
2	<p>In familiar and structured settings, I can interact with others and the environment respectfully.</p> <p>I can participate in classroom and group activities to improve the classroom, school, community, or natural world. I can share my feelings and listen to others' views. I can solve some problems myself and can identify when to ask for help. With some direction, I can demonstrate respectful and inclusive behaviour, including online. I can identify when something is unfair to me or others. I can identify when others need help. I am kind to others, can work or play co-operatively, and can build relationships with people of my choosing.</p>
3	<p>I can interact with others and the environment respectfully and thoughtfully.</p> <p>I contribute to group activities that make my classroom, school, community, or natural world a better place. I can identify small things I can do that could make a difference. I can consider others' views and express a different opinion in a peaceful way. I can identify problems and compare potential problem-solving strategies. I can demonstrate respectful and inclusive behaviour, including online. I can explain why something is unfair. I can identify when others need support and provide it. I can build and sustain relationships. I show care for elders.</p>
4	<p>I can take purposeful action to support others and the environment.</p> <p>I can identify how my actions and the actions of others affect my community and the natural environment and can work to make positive change. I can identify different perspectives on an issue. I can clarify problems, consider alternatives, and evaluate strategies. I respect differences, and demonstrate respectful and inclusive behaviour, including online. I can advocate for others. I am aware of how others may feel and take steps to help them feel included. I maintain relationships with people from different generations.</p>
5	<p>I can initiate positive, sustainable change for others and the environment.</p> <p>I can analyze complex social or environmental issues from multiple perspectives. I can take thoughtful actions to influence positive, sustainable change. I can clarify problems or issues, generate multiple strategies, weigh consequences, compromise to meet the needs of others, and evaluate actions. I take action to support diversity and defend human rights, and can identify how diversity is beneficial for my community, including online. I build and sustain positive relationships with diverse people, including people from different generations. I show empathy for others and adjust my behaviour to accommodate their needs.</p>

ASSESSMENT

STANDARDS OF ASSESSMENT

The principles of sound assessment- whether authentic or standards based (or both)- align with principles of good practice for service-learning- which call for real-world problem solving, Authentic learning opportunities and audiences, and active student participation in all phases of projects—as well as give direction to educators to design authentic, standards based assessments for their service-learning projects. The following include methods of assessment CCCS would like to employ.

Organization of Information – Students must organize, synthesize, interpret, explain, or evaluate complex information in addressing a concept, problem or issue.

Consideration of Alternative - Students must consider alternative solutions, strategies, perspectives, or points of view in addressing a concept, problem or issue.

Disciplinary Content - Students must show understanding and/or use ideas, theories, or perspectives considered central to an academic (or professional) discipline.

Disciplinary Process - Students must use methods or inquiry, research, communication characteristic of an academic (or professional) discipline.

Elaborated Written Response - Students must demonstrate they can elaborate on their understanding, explanations, or conclusions through extended writing.

Problem Connected to the World Beyond the Classroom - Students must address a concept, problem or issue that is similar to the one that they have encountered or are likely to encounter in life beyond the classroom.

Audience Beyond the School- Students must communicate their knowledge, present a product or performance, or take some action for an audience beyond the teacher, classroom, and school.

STANDARDS OF TEACHING AND LEARNING.

Higher Order Thinking - Instruction involves students in manipulating information and ideas by synthesizing, generalizing, explaining, or arriving at conclusions that produce new meaning and understanding for them.

Deep Knowledge - Instruction addresses central ideas of a topic or discipline with enough thoroughness to explore connections and relationships and to produce relatively complex understanding.

Substantive Conversation - Students engage in extended conversational exchanges with the teacher and/or peers about subject matter in a way that builds an improved and shared understanding of ideas or topics.

Connections to the World Beyond the Classroom - Students make connections between substantive knowledge and either public problems or personal experiences,

EXAMPLE ASSESSEMENT METHODS AT CCCS

Capital City Charter School Final Revision – January 2018

Phases	Content & Processes	Standards Addressed	Instructional Methods	Assessment (what students may be asked to do)
What?:	<p>Content/Knowledge:</p> <ul style="list-style-type: none"> concepts of multiplication, division, and area. number and money sense, decimals. <p>Mechanics/Skills:</p> <ul style="list-style-type: none"> how to execute multiplication, division, and area algorithms. how to use paper-and-pencil and calculator to prepare a budget and calculate funds. 	<p>Mathematics Standard #1</p> <ul style="list-style-type: none"> Students develop number sense; use numbers and number relationships in problem solving; and communicate the reasoning used in solving these problems. <p>Mathematics Standard #5</p> <ul style="list-style-type: none"> Students use a variety of tools and techniques to measure; apply results in problem solving situations; and communicate the reasoning used in problem solving. 	<ul style="list-style-type: none"> lecture direct instruction presentations demonstrations 	<ul style="list-style-type: none"> short answer definitions of concepts. communicate math concepts with symbols and in writing. compute perimeter and area of garden multiply variables related to garden compute using percents, and decimals.
So What?:	<p>Integration of Knowledge (Synthesis)</p> <ul style="list-style-type: none"> how to integrate knowledge and skills about math learned in the classroom with ways of calculating and problem solving at the garden. 	<p>Mathematics Standard #6</p> <ul style="list-style-type: none"> Students link concepts and procedures as they develop and use computational techniques, including estimation, mental arithmetic, paper-and-pencil, calculators, and computers, in problem solving situations and communicate the reasoning used. 	<ul style="list-style-type: none"> experiments labs 	<ul style="list-style-type: none"> demonstrate connection between math concepts and procedures learned in class with those needed to build the garden;
Now What?:	<p>Application of Knowledge (Transfer)</p> <ul style="list-style-type: none"> how to apply new “integrated” knowledge about mathematics to the actual building of the garden and management of project funds. 	<p>Although not explicitly discussed in terms of “transfer” or “application” of knowledge, the standards listed above focus on problem solving which facilitates the transfer and application of knowledge.</p>	<ul style="list-style-type: none"> service learning 	<ul style="list-style-type: none"> demonstrates ability to make plan of action with knowledge (e.g., can decide how much fence to buy).

**REFLECTION RESOURCES FOR STAFF
(INCLUDES, BUT NOT LIMITED TO ITEMS BELOW)**

1. Journals:

- ***Personal Journal*** - Students will write freely about their experience. This is usually done weekly. These personal journals may be submitted periodically to the teacher, or kept as a reference to use at the end of the experience when putting together an academic essay reflecting their experience. (Hatcher, 1996)
- ***Dialogue Journal*** - Students submit loose-leaf pages from a dialogue journal bi-weekly (or otherwise at appropriate intervals) for the teacher to read and comment on. While labor intensive for the teacher, this can provide continual feedback to the students and prompt new questions for students to consider during the year. (Goldsmith, 1995)
- ***Highlighted Journal*** - Before students submit the reflected journal, they reread personal entries and, using a highlighter, mark sections of the journal that directly relate to concepts discussed in the text or in class. This makes it easier for the teacher to identify the student to reflect on their experience in light of course content. (Gary Hesser, Augsburg College)
- ***Key Phrase Journal*** - Students are asked to integrate terms and key phrases within their journal entries. The teacher can provide a list of terms at the beginning of the term/quarter or for a certain portion of the text. Students could also create their own list of key phrases to include. These are written within the framework of the course content and become an observation of how course content is evident in the service experience. (Hatcher, 1996)
- ***Double-entry Journal*** - When using a double-entry journal, students are asked to write one-page entries each week: Students describe their personal thoughts and reactions to the service experience on the left page of the journal, and write about key issues from class discussions or readings on the right page of the journal. Students then draw arrows indicating relationships between their personal experiences and course content. This type of journal is a compilation of personal data and a summary of course content in preparation of a more formal reflection paper at the end of the semester. (Angelo and Cross, 1993)
- ***Critical Incident Journal*** - This type of journal entry focuses the student on analysis of a particular event that occurred during the week. By answering one of the following sets of prompts, students are asked to consider their thoughts and reactions and articulate the action they plan to take in the future: Describe a significant event that occurred as a part of the service-learning experience. Why

was this significant to you? What underlying issues (societal, interpersonal) surfaced as a result of this experience? How will this incident influence your future behavior? Another set of questions for a critical incident journal includes the following prompts: Describe an incident or situation that created a

dilemma for you in terms of what to say or do. What is the first thing thought of to say or do? List three other actions you might have taken. Which of the above seems best to you now and why do you think this is the best response? (Hatcher, 1996)

• **Three-part Journal** - Students are asked to divide each page of their journal into thirds, and write weekly entries during the semester. In the top section, students describe some aspect of the service experience. In the middle of the page, they are asked to analyze how course content relates to the service experience. And finally, an application section prompts students to comment on how the experience and course content can be applied to their personal or professional life. (Bringle, 1996)

1. **Free Association Brainstorming** – (This reflection session should take place no earlier than the end of the first 1/3 of the project experience.) Give each student 10-20 “post-its” and ask them to write down all the feeling they had when they first heard about their service-learning requirement. After they finish the first question, have them write down all of the feeling they had when they experienced their first “field encounter.” After finishing question two completely, have them write down all of the feelings they are having “right now” regarding their service-learning experience. Encourage them to write down as many different brainstormed thoughts as possible (one for each card). Have three newsprint papers strategically located and taped to walls around the classroom. Have one with a large happy face, one with a sad face, and one with a bewildered face. Ask students to now place their words on the newsprint paper that closest fits their brainstormed feelings. Then have them stand next to the newsprint that has most of their feelings. This exercise involves both writing and speaking and is seen as nonthreatening in an oral presentation sense. (Sloan, 1996)
2. **Quotes** - Using quotes can be a useful way to initiate reflection because there is an ample supply of them and they are often brief and inspiring. Here are some quotes as examples you might want to use:
 - “If we do not act. We shall surely be dragged down the long, dark and shameful corridors of time reserved for those who possess power without compassion, might without morality, and strength without insight.” — Dr. Martin Luther King, Jr.
 - “A different world cannot be built by indifferent people.” — Horace Mann

- “I believe that serving and being served are reciprocal and that one cannot really be one without the other.” —Robert Greenleaf, educator and writer
- “Never doubt that a small group of thoughtful, committed citizens can change the world: indeed, it’s the only thing that ever has.” — Margaret Mead
- “Unless you choose to do great things with it, it makes no difference how much you are rewarded, or how much power you have.” — Oprah Winfrey

Quotes may be used in a variety of ways. You might give each student a page of quotes and ask

them to pick one that fits his/her feelings about the service-learning project. Then you could ask them to explain why this quote represents his/her feelings. The best results seem to be when the students are given the sheet one session before the reflection class. This gives them time to put their thoughts together. The students could also do it as a one-minute paper that might then be read and explained to the rest of the class. (Diane Sloan, Miami Dade Community College)

3. **Quotes in Songs** - Ask the students to find a song where the singer uses lyrics that describe what he/she feels about the service-learning project. Emphasize that it does not need to be a whole song but a lyric in a song. If they have access to the song, tell them to bring it in to play at the end of the reflection session. Even if they do not have the song, ask them to “say” the lyric that describes their feelings. This usually proves to be “fun” in a sense that it creates a casual atmosphere and bonds the group together. Many times others will help by trying to sing it with them. Playing the songs usually creates a celebratory atmosphere. You might also bring a bag of Hershey’s kisses, or something similar to keep the festive spirit going. (adapted from Prof. Gwen Stewart’s song speech, Miami Dade Community College)
4. **Reflective Essays** - Reflective essays are a more formal example of journal entries. Essay questions are provided at the beginning of the semester and students are expected to submit two to three essays during the term. Reflective essays can focus on personal development, academic connections to the course content, or ideas and recommendations for future action. As with any essay, criteria can be clearly stated to guide the work of the students.
5. **Directed Writings** - Directed writings ask students to consider the service experience within the framework of course content. The instructor identifies a section from the textbook or class readings (i.e., quotes, statistics, concepts) and structures a question for students to answer. For example, “William Gray has identified five stages of a mentor-protégé relationship. At what stage is your mentoring relationship with your protégé at this point in the semester? What evidence do you have to support this statement? In the

following weeks, what specific action can you take to facilitate the development of your mentoring relationship to the next stage of Gray’s continuum?” A list of directed writings can be provided at the beginning of the semester, or given to students as the semester progresses. Students may also create their own directed writing questions from the text. Directed writings provide opportunity for application and critical analysis of the course content.

6. **Experiential Research Paper** - An experiential research paper, based on Kolb’s experiential learning cycle, is a formal that asks students to identify a particular experience at the service site and analyzes that experience within the broader context in order to make recommendations for change. Mid-semester, students are asked to identify an underlying social issue they have encountered at the service site. Students then research the social issue and read three to five articles on the topic. Based on their experience and library research, students make recommendations for future action. This reflection activity is useful in inter-disciplinary interests and expertise to pursue issues experienced at the service site.
7. **Directed Readings** - Directed readings are a way to prompt students to consider their service experience within a broader context of social responsibility and civic literacy. Since textbooks rarely challenge students to consider how knowledge within a discipline can be applied to current social needs, additional readings must be added if this is a learning objective of the course. Directed readings can become the basis for class discussion or a directed writing.
8. **Ethical Case Studies** - Ethical case studies give students the opportunity to analyze a situation and gain practice in ethical decision making as they choose a course of action. This reflection strategy can foster the exploration and clarification of values. Students write a case study of an ethical dilemma they have confronted at the service site, including a description of the context, the individuals involved, and the controversy or event that created an ethical dilemma. Case studies are read in class and students discuss the situation and identify how they would respond. (David Lisman, Colorado College)
9. **Structured Class Discussions** - Structured reflection sessions can be facilitated during regular class time when all students are involved in service. It is helpful for students to hear stories of success from one another. They can also offer advice and collaborate to identify solutions to problems encountered at the service site. The following exercise is an example of structured reflection discussion: list phrases that describe your senses/feelings at the service site. List phrases that describe your actions at the service site. List phrases that describe your thoughts at the service site. What contradictions did you sense at the service 30 site? What connections can you make between your service and the course content? (Nadine Cruz, Stanford University)

10. **Student Portfolios** - This type of documentation has become a vital way for students to keep records and learn organizational skills. Encourage them to take photographs of themselves doing their project, short explanations (like business reports), time logs, evaluations by supervisors or any other appropriate “proof” which could be used in an interview. Require them to make this professional. Keep reminding them that submitting it at the end of the term is only one reason for doing this. “The real reason is to have documentation to present at future interviews. This could be a major factor in distinguishing them from other candidates.” Student portfolios could contain any of the following: service-learning contract, weekly log, personal journal, impact statement, directed writings, photo essay. Also, any products completed during the service experience (i.e., agency brochures, lesson plans, advocacy letters) should be submitted for review. Finally, a written evaluation essay providing a self-assessment of how effectively they met the learning objectives of the course is suggested for the portfolio.
11. **It’s My Bag** - Tell the students to find a bag at home (any bag). Then tell them to fill it with one (or two depending on the time) item(s) that remind them of how they feel about their service-learning project. Tell them to bring this bag with the item(s) to the reflection session, and have them explain their items to the rest of the class. The items that they bring usually turn out to be inspiring visual aids that bring out some great comments. (Adapted through a speech exercise provided by Prof. James Wolf, 1998)
12. **It’s Your Thing/Express Yourself** - This reflection exercise takes a long time in preparation (probably several weeks, if you want them to use lots of creativity). You can use a solo version or group. Both usually turn out to be very rewarding for the individual performers and the class. Tell the students that they will have the opportunity to create their own version of their feeling toward the service-learning project. Examples could include poetry, visual art (paintings, drawings, sculpture), music (rap is a rather popular choice for this exercise), individually created games or puzzles, any form of creative outlet that gives the student the chance to perform or explain in front of the class is what you are looking for. Be sure to require that it must be some kind of individual work that he/she created. This type of reflection works well if you have each student create something. However, if you are limited for class time, ask them to form groups and give them the same directions explaining that at least one of each group member’s feelings must be included in their creation. You will be amazed at the kind of creativity that surfaces either way you do it. (adapted from Multiple Intelligence exercises created by Profs. Michael and Donna Lenaghan, Miami Dade Community College)
13. **Small Group Week** - This is a simple alternative to full-class reflection sessions when you really want students to have a maximum amount of time to talk individually. Schedule the reflection sessions so that only a small number of students need to attend. The group should consist of no more than 10-12, if possible. The rest of the class will be

scheduled to attend other class periods, using this period for whatever you want them to be doing outside of class. The students will feel more like sharing when you form the group in a small intimate circle and spend the period asking them questions related to their service-learning experience that encourage self-expression. (Prof. Dave Johnson, Miami Dade Community College)

14. **E-mail Discussion Groups** - Through e-mail, students can create a dialogue with the instructor and peers involved in service projects. Students write weekly summaries and identify critical incidents that occurred at the service site. Students can rotate as a moderator of the discussion every two weeks. Instructors can post questions for consideration and topics for directed writings. A log can be printed to provide data about the group learning that occurred from the service experience.

15. **Class Presentations** - A way for students to share their service-learning experience with peers is to class presentation through a video, slide show, bulletin board, panel discussion, or a persuasive speech. This is an opportunity for students to display their work in a public format. A similar presentation can be offered to the community agency as a final recognition of students' involvement.

Once approved, The CCCS will hold four to six community outreach events in Concord, NH and the surrounding communities. At these events we will be introducing families to the innovative approach that The Capital City Charter School will offer.

We will be reaching out to the following organizations, but not limited to these organization, in order to make sure that we are reaching as many families in the Concord and surrounding areas in New Hampshire, as well as creating as diverse a population as possible.

Concord Boys and Girls Club Child & Family Services Department of Health and Human Services Easter Seals Hearts For Kindness New England College North East Deaf & Hard of Hearing Services

RESEARCH

Studies conducted by Cairn and Kielsmeier (1991) and Kraft and Swadener (1994) indicate the following outcomes for students involved in service learning:

Personal Growth: Increased self-esteem and confidence
Increased personal responsibility
Increased sense of personal efficacy

Career Development: Active exploration of career interests
Understanding of the world of work
Specific job skill
Hiring advantage over others
Greater confidence in career choice

Social Development: Increased interpersonal skills
Increased tolerance/support for diversity
Engagement in other volunteer activities
Indication of future community participation

Academic/Cognitive: Belief that service is a positive learning experience
Better grades
Persistence to graduation

The Dominant Service Sector

- The Bureau of Labor Statistics (BLS) defines the service sector to include all industries except those in the goods-producing sector like agriculture, mining, construction, and manufacturing. The service sector or “service-providing industry,” encompasses the industries of wholesale and retail trade, utilities, transportation, information, financial and business activities, professional and technical services, education, health care and social assistance, government, leisure and hospitality, and miscellaneous services.
 - Many careers are considered part of the service sector such as managers, accountants, sales representatives, architects, computer specialists, engineers, scientists, therapists, social workers, lawyers, teachers, artists, athletes, reporters, dentists, nurses, electricians, mechanics, airplane pilots, chefs, firefighters, grounds keepers, and soldiers.

The service sector will be the main source of employment and output between 2008 and 2018, according to BLS projections released in November 2009. Employment in the service sector will increase over 12 percent between 2008 and 2018, while employment in the goods-producing sector is not expected to increase. Overall, economy-wide employment is expected to increase by 10 percent.

The service sector employed 112.8 million people (seasonally adjusted) as of March 2011. BLS projects that by 2018, the service sector will employ 131.1 million people.

In 2008, more than three out of four jobs (77.2 percent) in the U.S. economy were in the service sector. By 2018, this dominance is expected to increase, with 78.8 percent of total employment being in the service sector.

The Service Industry: Creating Jobs

- The 10 occupations with the largest projected growth between 2008 and 2018 are in the service sector. In fact, twenty-nine of the top 30 occupations with the largest growth are in the service sector. The top 30 occupations with the fastest projected growth are in the service sector.
- The service sector is expected to create 14.6 million jobs between 2008 and 2018. The goods-producing sector (excluding agriculture) is expected to add only 27,300 jobs in the same time period.
 - Within the service sector, education services, health care and social assistance services, and professional and business services are the industry divisions with the strongest employment growth. All three are expected to grow at an annual average rate that is over double the expected rate for the economy as a whole.
 - The educational service industry is expected to add 805,500 new jobs; health and social services is expected to add nearly 4 million new jobs; and professional and business services is expected to add 4.2 million jobs. Altogether these three sectors account for more than half the total increase in employment expected by 2018. In 2018, over one in four jobs will be in one of these three industries.
 - The industry group expected to be the largest source of output growth in the service sector is information services. Output in this sector is projected to increase 5.4 percent per year, to nearly \$2.3 trillion in 2018, up from about \$1.2 trillion in 2008. As of March 2011, the information sector employed 2.7 million people. Increased demand for internet, cable, and telecommunications services will continue to propel the information sector of the service industry, with over 3.1 million employed by 2018.
 - “Employment in public and private educational services is anticipated to grow by 12 percent, adding about 1.7 million new jobs through 2018. Rising student enrollments at all levels of education will create demand for educational services.” Jobs in the education services industry are expected to increase at a 2.4 percent annual rate from 2008 to 2018. Education, training, and library occupations are projected to increase by 14.4 percent from 2008 to 2018 (over 1.3 million added jobs).
 - Between 2008 and 2018, “employment in community and social services occupations is projected to increase by 16 percent, growing by roughly 448,400 jobs. As health insurance providers increasingly cover mental and behavioral health treatment, and as a growing number of elderly individuals seek social services, demand for these workers will increase.”
 - Employment of professionals and related occupations is expected to increase by nearly 16.8 percent, growing by over 5.2 million jobs.
 - The top five **industries** projected to add the most professional and technical jobs from 2008 to 2018 are:
 1. Management, scientific, and technical consulting services: 835,200 added jobs;

2. Computer systems design and related services: 656,400 added jobs;
3. General local government educational services: 652,700 added jobs;
4. Nursing and residential care facilities: 636,800 added jobs; and
5. Employment services: 599,700 added jobs.

National Studies on Service-Learning and Academic Achievement

- Students who are more civically engaged perform better in reading, mathematics, history, and science, and are more apt to complete high school. Those who participated in service-learning made significantly greater gains in all four subject areas than those who did not participate. Davila and Mora (2007) analyzed data from the National Education Longitudinal Study of 1988.
- Eighty-one percent of dropouts felt that they would have been more apt to stay in school if their school had offered real-world learning opportunities, such as service-learning. Bridgeland and colleagues (2006) conducted focus groups and interviews with high school dropouts, ages 16-24, to determine reasons they left school and factors that might have led them to persist.
- Low socio-economic status students who participate in service scored higher in achievement, motivation, grades, bonding to school, and attendance than similar students who did not participate in service. Scales and colleagues (2006) studied the effects of taking part in service-learning or community service on the academic assets of a large national sample of sixth- through twelfth-grade students.
- In a national evaluation of high-quality middle and high school federally funded Learn and Serve programs, Melchior (1998) found that at the end of one year, service-learning students significantly outperformed comparison students in overall grades, grades in mathematics and science, and school engagement. Participating high school students demonstrated significantly greater improvement in mathematics, science, and school engagement and had significantly fewer failures than the comparison group. Middle school students demonstrated significantly greater gains in social studies grades than comparison students. Short-term academic benefits were more pronounced for minority students; minority and disadvantaged students showed significantly greater long-term academic benefits than others.
- When comparing academic performance of students in alternative high schools offering the Quest Skills for Action curriculum, which includes a service-learning component, with the performance of similar students in traditional schools, alternative

school students had approximately half the absences, posted significantly fewer suspensions, and earned significantly higher grades (Laird & Black, 2002).

A DAY IN THE LIFE AT CCCS

REGULAR SCHEDULE

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 - 8:30	Project Period				
8:40 - 9:30	A	F	D	B	G
9:35 - 10:25	B	G	E	C	A
10:30 - 11:20	C	A	F	D	B
11:30 - 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:40 - 1:30	D	B	G	E	C
1:35 - 2:25	E	C	A	F	D
2:30 - 3:30/4	Project Period				

PROJECT DAYS

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:30 - 8:30	Project Period				
8:40 - 9:30	A	Project	D	Project	G
9:35 - 10:25	B	Project	E	Project	A
10:30 - 11:20	C	Project	F	Project	B
11:30 - 12:30	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:40 - 1:30	D	B	Project	E	C
1:35 - 2:25	E	C	Project	F	D
2:30 - 3:30/4	Project Period Flex Time/Conference				

Capital City Charter School Final Revision – January 2018

Appendix D: Project Budget

Capital City Charter School
Budget Summary

Capital City Charter School Projected Enrollment									
Grade				Pre-Operations	Year 1	Year 2	Year 3	Year 4	Year 5
6				0	20	35	60	60	60
7				0	20	35	35	65	65
8				0	20	35	35	35	65
9				0	0	35	35	35	35
10				0	0	0	35	35	35
11				0	0	0	0	35	35
12				0	0	0	0	0	35
Total Projected Enrollment					60	140	200	265	330
				Pre-Operations	Year1	Year2	Year3	Year4	Year5
		State Revenue - Per Pupil Income	\$7,047.06	\$0.00	\$422,823.60	\$986,588.40	\$1,409,412.00	\$1,867,470.90	\$2,325,529.80
		Projected FRL Population 20%	\$1,780.63	\$0.00	\$21,367.56	\$49,857.64	\$71,225.20	\$92,592.76	\$113,960.32
		Projected Federal Startup Funds		\$200,000.00	\$200,000.00	\$200,000.00	\$0.00	\$0.00	\$0.00
		Total Projected Income		\$200,000.00	\$644,191.16	\$1,236,446.04	\$1,480,637.20	\$1,960,063.66	\$2,439,490.12
FUNC									
1000		Instructional Services							
2200		Instructional Salaries and Benefits							
2400		Administrative Salaries and Benefits							
		<u>Object</u>							
		Instruction General							
1000	110	Salaries - Teachers 1		\$0.00	\$150,000.00	\$262,500.00	\$400,000.00	\$520,000.00	\$640,000.00
	111	Salaries, Support Staff, Teachers Assistants 1		\$0.00	\$40,000.00	\$60,000.00	\$80,000.00	\$100,000.00	\$120,000.00
	200	Teachers/Aids benefits		\$0.00	\$0.00	\$6,000.00	\$8,000.00	\$10,000.00	\$12,000.00
	240	Staff Development		\$0.00	\$5,000.00	\$7,500.00	\$10,000.00	\$12,000.00	\$15,000.00
2410	200	FICA - Teachers		\$0.00	\$15,000.00	\$26,250.00	\$40,000.00	\$52,000.00	\$64,000.00
	260	Workers Compensation		\$0.00	\$6,750.00	\$11,812.50	\$18,000.00	\$23,400.00	\$28,800.00
	320	Consultants & Contracted Support		\$10,000.00	\$12,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
	580	Instructional Travel		\$2,000.00	\$2,800.00	\$3,400.00	\$3,400.00	\$3,400.00	\$3,400.00
	610	Supplies for Art, Music, Language		\$10,000.00	\$15,000.00	\$18,000.00	\$18,000.00	\$18,000.00	\$18,000.00
	641	Textbooks, Other Media & Core Instruction		\$18,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00
	734	Computer, Software, Licenses		\$2,900.00	\$3,900.00	\$3,900.00	\$2,900.00	\$2,900.00	\$2,900.00
	730	Office Furniture & Equipment		\$4,000.00	\$6,000.00	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00
	734	Computers and Communication Equipment		\$10,000.00	\$13,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00

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		SUBTOTAL		\$56,900.00	\$294,450.00	\$462,362.50	\$643,300.00	\$804,700.00	\$967,100.00
		SPECIAL EDUCATION							
1200	110	Teacher Liaisons Special Education		\$0.00	\$10,000.00	\$12,500.00	\$15,000.00	\$20,000.00	\$25,000.00
		SUBTOTAL		\$0.00	\$10,000.00	\$12,500.00	\$15,000.00	\$20,000.00	\$25,000.00
2100	110	STUDENT SUPPORT SERVICES							
2122	360	Testing/Appraisal & Support Services		\$0.00	\$12,000.00	\$10,000.00	\$12,000.00	\$12,000.00	\$12,000.00
2122	390	Contracted Services, Guidance & Counseling		\$0.00	\$5,000.00	\$7,500.00	\$12,500.00	\$15,000.00	\$15,000.00
2122	610	Supplies, Building & Grounds (including signage)		\$0.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
2700	320	Insurance/Maintenance		\$0.00	\$8,000.00	\$18,000.00	\$28,000.00	\$28,000.00	\$28,000.00
2122	734	Computers and Communication Equipment		\$0.00	\$1,000.00	\$800.00	\$800.00	\$800.00	\$800.00
		SUBTOTAL		\$0.00	\$27,000.00	\$37,300.00	\$54,300.00	\$56,800.00	\$56,800.00
2130		HEATH SERVICES							
2134	110	Nurse Salary Contracted		\$0.00	\$5,000.00	\$7,500.00	\$12,500.00	\$15,000.00	\$15,000.00
2134	220	Nurse FICA		\$0.00	\$500.00	\$750.00	\$1,250.00	\$1,500.00	\$1,500.00
2134	610	Supplies, Health		\$0.00	\$800.00	\$1,000.00	\$1,200.00	\$1,500.00	\$1,700.00
		SUBTOTAL		\$0.00	\$6,300.00	\$9,250.00	\$14,950.00	\$18,000.00	\$18,200.00
2222		LIBRARY & MEDIA SERVICES							
2222	641	Books, Library		\$0.00	\$1,500.00	\$1,500.00	\$4,000.00	\$4,000.00	\$6,000.00
		SUBTOTAL		\$0.00	\$1,500.00	\$1,500.00	\$4,000.00	\$4,000.00	\$6,000.00
2225		PURCHASED PROFESSIONAL/TECHNICAL SERVICES							
2225	110	Contract Services, IT		\$5,000.00	\$8,000.00	\$12,000.00	\$15,000.00	\$15,000.00	\$15,000.00
2225	610	Computer Supplies		\$1,700.00	\$1,000.00	\$1,000.00	\$1,500.00	\$1,500.00	\$1,500.00
2225	731	Computer Equipment		\$7,500.00	\$8,000.00	\$8,000.00	\$3,500.00	\$3,500.00	\$3,000.00
		SUBTOTAL		\$14,200.00	\$17,000.00	\$21,000.00	\$20,000.00	\$20,000.00	\$19,500.00
2410		Administration							
2410	110	Start Up Director Salary		\$55,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2410	110	School Director Salary		\$0.00	\$60,000.00	\$62,000.00	\$64,000.00	\$65,000.00	\$65,000.00
2410	125	1/2 FTE Executive Assistant		\$0.00	\$20,000.00	\$21,000.00	\$22,000.00	\$23,000.00	\$24,000.00
2410	125	1/2 FTE Business Manager		\$0.00	\$25,000.00	\$26,000.00	\$27,000.00	\$28,000.00	\$29,000.00
2410	210	Director Benefits		\$0.00	\$2,000.00	\$2,200.00	\$2,400.00	\$3,000.00	\$3,500.00
2410	210	Support Staff Benefits		\$0.00	\$0.00	\$2,000.00	\$3,000.00	\$4,000.00	\$4,000.00
2410	220	FICA - School Director		\$0.00	\$0.00	\$6,200.00	\$6,400.00	\$6,500.00	\$6,500.00
2410	221	FICA - Support Staff, Teacher Assistants.		\$0.00	\$4,000.00	\$6,000.00	\$8,000.00	\$10,000.00	\$12,000.00
2318	330	Legal Services		\$2,000.00	\$2,500.00	\$2,500.00	\$2,500.00	\$3,000.00	\$3,000.00
2317	331	Auditors		\$0.00	\$4,500.00	\$5,000.00	\$5,500.00	\$6,000.00	\$6,500.00
2410	534	Postage		\$1,500.00	\$1,500.00	\$2,500.00	\$3,000.00	\$3,000.00	\$3,000.00

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2410	210	Support Staff Benefits	\$0.00	\$0.00	\$2,000.00	\$3,000.00	\$4,000.00	\$4,000.00
2410	220	FICA - School Director	\$0.00	\$0.00	\$6,200.00	\$6,400.00	\$6,500.00	\$6,500.00
2410	221	FICA - Support Staff, Teacher Assistants.	\$0.00	\$4,000.00	\$6,000.00	\$8,000.00	\$10,000.00	\$12,000.00
2318	330	Legal Services	\$2,000.00	\$2,500.00	\$2,500.00	\$2,500.00	\$3,000.00	\$3,000.00
2317	331	Auditors	\$0.00	\$4,500.00	\$5,000.00	\$5,500.00	\$6,000.00	\$6,500.00
2410	534	Postage	\$1,500.00	\$1,500.00	\$2,500.00	\$3,000.00	\$3,000.00	\$3,000.00
2410	540	Advertising & Program Material Dissemination	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
2410	550	Printing	\$600.00	\$600.00	\$500.00	\$500.00	\$500.00	\$500.00
2410	390	Contracted Services/School Board Management	\$2,000.00	\$8,000.00	\$8,000.00	\$8,000.00	\$4,500.00	\$4,500.00
2410	340	Network Cabling & Set-up, Security	\$2,000.00	\$2,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
2410	739	Other Equipment	\$2,500.00	\$2,500.00	\$700.00	\$700.00	\$700.00	\$700.00
2319	500	Other Purchased Services:Background Checks	\$350.00	\$350.00	\$300.00	\$300.00	\$300.00	\$300.00
		SUBTOTAL	\$67,450.00	\$134,450.00	\$147,400.00	\$155,800.00	\$160,000.00	\$165,000.00
2600		OPERATIONAL AND MAINTENANCE OF FACILITIES						
2620	423	Trash removal, Plowing, Grounds, Etc.	\$0.00	\$1,000.00	\$1,000.00	\$1,500.00	\$1,500.00	\$2,000.00
2620	440	Rental (for a reasonable period of time in preparation for the school's opening)	\$55,000.00	\$110,000.00	\$115,000.00	\$130,000.00	\$130,000.00	\$130,000.00
2620	450	Building Repairs and Renovations (be used for necessary maintenance, repair, or upkeep of buildings and equipment that neither add to the permanent value of the property not appreciably prolong its life, but merely keep it in an efficient operating condition)	\$0.00	\$8,000.00	\$20,000.00	\$30,000.00	\$35,000.00	\$40,000.00
	620	Heat	\$0.00	\$3,000.00	\$4,000.00	\$5,000.00	\$6,000.00	\$8,000.00
	622	Electricity	\$0.00	\$3,000.00	\$3,500.00	\$4,000.00	\$4,500.00	\$5,000.00
	520	Property Liability Insurance	\$0.00	\$4,000.00	\$10,000.00	\$12,000.00	\$13,000.00	\$15,000.00
	530	Phone & Internet	\$2,500.00	\$3,600.00	\$3,600.00	\$3,600.00	\$4,000.00	\$4,000.00
		SUBTOTAL	\$57,500.00	\$132,600.00	\$157,100.00	\$186,100.00	\$194,000.00	\$204,000.00
		Total Projected Income	\$200,000.00	\$644,191.16	\$1,236,446.04	\$1,480,637.20	\$1,960,063.66	\$2,439,490.12
		Total Projected Expenses	\$196,050.00	\$623,300.00	\$848,412.50	\$1,093,450.00	\$1,277,500.00	\$1,461,600.00

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2410	540	Advertising & Program Material Dissemination	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
2410	550	Printing	\$600.00	\$600.00	\$500.00	\$500.00	\$500.00	\$500.00
2410	390	Contracted Services/School Board Management	\$2,000.00	\$8,000.00	\$8,000.00	\$8,000.00	\$4,500.00	\$4,500.00
2410	340	Network Cabling & Set-up, Security	\$2,000.00	\$2,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
2410	739	Other Equipment	\$2,500.00	\$2,500.00	\$700.00	\$700.00	\$700.00	\$700.00
2319	500	Other Purchased Services:Background Checks	\$350.00	\$350.00	\$300.00	\$300.00	\$300.00	\$300.00
		SUBTOTAL	\$67,450.00	\$134,450.00	\$147,400.00	\$155,800.00	\$160,000.00	\$165,000.00
2600		OPERATIONAL AND MAINTENANCE OF FACILITIES						
2620	423	Trash removal, Plowing, Grounds, Etc.	\$0.00	\$1,000.00	\$1,000.00	\$1,500.00	\$1,500.00	\$2,000.00
2620	440	Rental (for a reasonable period of time in preparation for the school's opening)	\$55,000.00	\$110,000.00	\$115,000.00	\$130,000.00	\$130,000.00	\$130,000.00
2620	450	used for necessary maintenance, repair, or upkeep of buildings and equipment that neither add to the permanent value of the property nor appreciably prolong its life, but merely keep it in an efficient	\$0.00	\$8,000.00	\$20,000.00	\$30,000.00	\$35,000.00	\$40,000.00
	620	Heat	\$0.00	\$3,000.00	\$4,000.00	\$5,000.00	\$6,000.00	\$8,000.00
	622	Electricity	\$0.00	\$3,000.00	\$3,500.00	\$4,000.00	\$4,500.00	\$5,000.00
	520	Property Liability Insurance	\$0.00	\$4,000.00	\$10,000.00	\$12,000.00	\$13,000.00	\$15,000.00
	530	Phone & Internet	\$2,500.00	\$3,600.00	\$3,600.00	\$3,600.00	\$4,000.00	\$4,000.00
		SUBTOTAL	\$57,500.00	\$132,600.00	\$157,100.00	\$186,100.00	\$194,000.00	\$204,000.00
		Total Projected Income	\$200,000.00	\$644,191.16	\$1,236,446.04	\$1,480,637.20	\$1,960,063.66	\$2,439,490.12
		Total Projected Expenses	\$196,050.00	\$623,300.00	\$848,412.50	\$1,093,450.00	\$1,277,500.00	\$1,461,600.00

ANNOTATIONS FOR BUDGET

NOTES EXPENDITURES

- (1) Three Full time Teacher positions \$37,500, & two 1/2 time Positions \$18,750 based on starting salaries in NH in the range of salaries as \$29,542 to \$46,040.00 Concord SD & Surrounding SD's ave Salary \$38,446.33 year two five ft @ \$37,500 four 1/2 time @18,875
- (2) Teacher assistant estimates based on \$20,000 FTE, after capacity there will be both FTE and PTE, contract aids if shortage in support.
- (3) The board of Trustees will set substitute rates and leave allowances
- (4) This anticipates curriculum module development
- (5) Computer purchases reflect classroom set-up needs
- (6) Anticipate part-time position during planning until full enrollment for first year
- (7) Due to scope of this initiative, 1.4 FTE is needed for development/planning year
- (8) Anticipates 0.5 FTE admin assistant during planning and 1.0 FTE office after school has capacity of 45 Anticipates the Board needing specific consultation services each year, e.g. training, research reports, specialists for projects and concerns
- (9) Anticipate a facility that needs some funding's for renovation and code compliance - funds in this category will be requested unless needed

NOTES REVENUE

- (1) Revenue from parent group fundraisers, other fundraising within community dinners, corporate fundraisers etc.
- (2) Revenue balances will be transferred to a trust account according to appropriate procedures.
- (3) Revenue from Summer programs, enrichment classes, before after school care, school initiatives. Revenue based on 1/3 of students using services
- (4) Reflects expenditure allotted for growth in 3rd year, new small and online, initiative

ASLER STANDARDS

Members of the Alliance for Service Learning in Education Reform (ASLER) developed these standards to promote quality in school-based and community-based service learning programs.

- I. Effective service-learning efforts strengthen service and academic learning.
- II. Model service learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in an environment that encourages risk-taking and rewards competence.
- III. Preparation and reflection are essential elements in service learning.
- IV. Youths' efforts are recognized by those served, including their peers, the school, and the community.
- V. Youth are involved in the planning.
- VI. The service students perform makes a meaningful contribution to the community.
- VII. Effective service learning integrates systematic formative and summative evaluation.
- VIII. Service learning connects the school or sponsoring organization and its community in new and positive ways.
- IX. Service learning is understood and supported as an integral element in the life of a school or sponsoring organization and its community.
- X. Skilled adult guidance and supervision are essential to the success of service learning.
- XI. Preservice training, orientation, and staff development that include the philosophy and methodology of service learning best ensure that program quality and continuity are maintained.

Source: Standards of Quality for School-based and Community-based Service-Learning, Alliance for Service-Learning in Education Reform, March, 1995.

If your Service-Learning Project meets six to seven of these eleven ASLER Standards, you have a project that is consistent in the principles of Service-Learning.

June 4, 2017

Susan Felker-Martin
333 Deer Meadow Rd
Webster, NH 03303

Michelle Gauthier
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Michelle,

I have lived in the Concord area for over thirty years. I would like to put forth my enthusiastic support, as a local business person and parent, for the proposed Capital City Charter School. The Concord community would truly benefit from this school. There is nothing to compare to it.

I have seen the city become rich in cultural diversity over these three decades. Capital City will celebrate this diversity. Their plan to have the students become sensitive to its community's needs and then design their service to meet those needs is both highly meritorious and will serve to empower these middle school age students to become service oriented for life. The plan for the curriculum to be community service focused inspires hope.

Most Sincerely,

Susan Felker-Martin
Sales Coordinator Juice Plus+ company

June 7, 2017

Nicole Fitts
Laconia, NH 03276

Mr. David Quigley
NH Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Mr. Quigley,

I have lived in the Laconia area my entire life. I would like to put forth my enthusiastic support, as a parent, for the proposed Capital City Charter School. The curriculum and pedagogy is bold, forward-thinking and exciting. This area is in need of such a forward-thinking, supportive and student-led environment. The surrounding communities and potentially the State of New Hampshire would be at a significant advantage with this school in operation.

After Ms. Alicea explained the use of the word “Capital” having a purposeful, dual meaning:

1. Capital is the noun used for Concord versus
2. Capital - in the business world -- defined as wealth in the form of money or other assets owned by a person or organization or available or contributed for a particular purpose such as starting a company or investing. I was thrilled and excited for the concept to become a reality. Imagine the student's esteem when they attend and leave Capital City Charter School!

Capital City would celebrate the diversity that has become of the State of New Hampshire, educationally, socially and globally. The school & Founder's philosophy will aid to empower middle school age students to develop service-oriented and global thinking for life. I plan to enroll my son, currently in 2nd grade, into Capital City Charter School, as soon as they are approved.

Sincerely,

Nicole Fitts
Laconia Parent

Capital City Charter School
Budget Summary

Capital City Charter School Projected Enrollment									
Grade				Pre-Operations	Year1	Year2	Year3	Year4	Year5
6				0	20	35	65	65	65
7				0	20	35	35	65	65
8				0	20	35	35	35	65
9				0		20	35	35	35
10				0	0	5	20	35	35
11				0	0	0	5	20	35
12				0	0	0	0	5	20
Total Projected Enrollment					60	130	195	260	320
				Pre-Operations	Year1	Year2	Year3	Year4	Year5
		State Revenue - Per Pupil Income	\$7,047.06	\$0.00	\$422,823.60	\$916,117.80	\$1,374,176.70	\$1,832,235.60	\$2,255,059.20
		Projected FRL Population 20%	\$1,780.63	\$0.00	\$21,367.56	\$49,857.64	\$71,225.20	\$92,592.76	\$113,960.32
		Projected Federal Startup Funds		\$200,000.00	\$200,000.00	\$200,000.00	\$0.00	\$0.00	\$0.00
		Total Projected Income		\$200,000.00	\$644,191.16	\$1,165,975.44	\$1,445,401.90	\$1,924,828.36	\$2,369,019.52
FUNC									
1000	Instructional Services								
2200	Instructional Salaries and Benefits								
2400	Administrative Salaries and Benefits								
	<u>Object</u>								
		Instruction General							
1000	110	Salaries - Teachers 1		\$0.00	\$150,000.00	\$262,500.00	\$400,000.00	\$520,000.00	\$640,000.00
	111	Salaries, Support Staff, Teachers Assistants 1		\$0.00	\$40,000.00	\$60,000.00	\$80,000.00	\$100,000.00	\$120,000.00
	200	Teachers/Aids benefits		\$0.00	\$0.00	\$6,000.00	\$8,000.00	\$10,000.00	\$12,000.00
	240	Staff Development		\$0.00	\$5,000.00	\$7,500.00	\$10,000.00	\$12,000.00	\$15,000.00
2410	200	FICA - Teachers		\$0.00	\$15,000.00	\$26,250.00	\$40,000.00	\$52,000.00	\$64,000.00
	260	Workers Compensation		\$0.00	\$6,750.00	\$11,812.50	\$18,000.00	\$23,400.00	\$28,800.00
	320	Consultants & Contracted Support		\$10,000.00	\$12,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
	580	Instructional Travel		\$2,000.00	\$2,800.00	\$3,400.00	\$3,400.00	\$3,400.00	\$3,400.00
	610	Supplies for Art, Music, Language		\$10,000.00	\$15,000.00	\$18,000.00	\$18,000.00	\$18,000.00	\$18,000.00
	641	Textbooks, Other Media & Core Instruction		\$18,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00
	734	Computer, Software, Licenses		\$2,900.00	\$3,900.00	\$3,900.00	\$2,900.00	\$2,900.00	\$2,900.00
	730	Office Furniture & Equipment		\$4,000.00	\$6,000.00	\$8,000.00	\$8,000.00	\$8,000.00	\$8,000.00
	734	Computers and Communication Equipment		\$10,000.00	\$13,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00

		SUBTOTAL		\$56,900.00	\$294,450.00	\$462,362.50	\$643,300.00	\$804,700.00	\$967,100.00
		SPECIAL EDUCATION							
1200	110	Teacher Liaisons Special Education		\$0.00	\$10,000.00	\$12,500.00	\$15,000.00	\$20,000.00	\$25,000.00
		SUBTOTAL		\$0.00	\$10,000.00	\$12,500.00	\$15,000.00	\$20,000.00	\$25,000.00
2100	110	STUDENT SUPPORT SERVICES							
2122	360	Testing/Appraisal & Support Services		\$0.00	\$12,000.00	\$10,000.00	\$12,000.00	\$12,000.00	\$12,000.00
2122	390	Contracted Services, Guidance & Counseling		\$0.00	\$5,000.00	\$7,500.00	\$12,500.00	\$15,000.00	\$15,000.00
2122	610	Supplies, Building & Grounds (including signage)		\$0.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
2700	320	Insurance/Maintenance		\$0.00	\$8,000.00	\$18,000.00	\$28,000.00	\$28,000.00	\$28,000.00
2122	734	Computers and Communication Equipment		\$0.00	\$1,000.00	\$800.00	\$800.00	\$800.00	\$800.00
		SUBTOTAL		\$0.00	\$27,000.00	\$37,300.00	\$54,300.00	\$56,800.00	\$56,800.00
2130		HEATH SERVICES							
2134	110	Nurse Salary Contracted		\$0.00	\$5,000.00	\$7,500.00	\$12,500.00	\$15,000.00	\$15,000.00
2134	220	Nurse FICA		\$0.00	\$500.00	\$750.00	\$1,250.00	\$1,500.00	\$1,500.00
2134	610	Supplies, Health		\$0.00	\$800.00	\$1,000.00	\$1,200.00	\$1,500.00	\$1,700.00
		SUBTOTAL		\$0.00	\$6,300.00	\$9,250.00	\$14,950.00	\$18,000.00	\$18,200.00
2222		LIBRARY & MEDIA SERVICES							
2222	641	Books, Library		\$0.00	\$1,500.00	\$1,500.00	\$4,000.00	\$4,000.00	\$6,000.00
		SUBTOTAL		\$0.00	\$1,500.00	\$1,500.00	\$4,000.00	\$4,000.00	\$6,000.00
2225		PURCHASED PROFESSIONAL/TECHNICAL SERVICES							
2225	110	Contract Services, IT		\$5,000.00	\$8,000.00	\$12,000.00	\$15,000.00	\$15,000.00	\$15,000.00
2225	610	Computer Supplies		\$1,700.00	\$1,000.00	\$1,000.00	\$1,500.00	\$1,500.00	\$1,500.00
2225	731	Computer Equipment		\$7,500.00	\$8,000.00	\$8,000.00	\$3,500.00	\$3,500.00	\$3,000.00
		SUBTOTAL		\$14,200.00	\$17,000.00	\$21,000.00	\$20,000.00	\$20,000.00	\$19,500.00
2410		Administration							
2410	110	Start Up Director Salary		\$55,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2410	110	School Director Salary		\$0.00	\$60,000.00	\$62,000.00	\$64,000.00	\$65,000.00	\$65,000.00
2410	125	1/2 FTE Executive Assistant		\$0.00	\$20,000.00	\$21,000.00	\$22,000.00	\$23,000.00	\$24,000.00
2410	125	1/2 FTE Business Manager		\$0.00	\$25,000.00	\$26,000.00	\$27,000.00	\$28,000.00	\$29,000.00
2410	210	Director Benefits		\$0.00	\$2,000.00	\$2,200.00	\$2,400.00	\$3,000.00	\$3,500.00
2410	210	Support Staff Benefits		\$0.00	\$0.00	\$2,000.00	\$3,000.00	\$4,000.00	\$4,000.00
2410	220	FICA - School Director		\$0.00	\$0.00	\$6,200.00	\$6,400.00	\$6,500.00	\$6,500.00
2410	221	FICA - Support Staff, Teacher Assistants.		\$0.00	\$4,000.00	\$6,000.00	\$8,000.00	\$10,000.00	\$12,000.00
2318	330	Legal Services		\$2,000.00	\$2,500.00	\$2,500.00	\$2,500.00	\$3,000.00	\$3,000.00
2317	331	Auditors		\$0.00	\$4,500.00	\$5,000.00	\$5,500.00	\$6,000.00	\$6,500.00
2410	534	Postage		\$1,500.00	\$1,500.00	\$2,500.00	\$3,000.00	\$3,000.00	\$3,000.00

2410	540	Advertising & Program Material Dissemination	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
2410	550	Printing	\$600.00	\$600.00	\$500.00	\$500.00	\$500.00	\$500.00
2410	390	Contracted Services/School Board Management	\$2,000.00	\$8,000.00	\$8,000.00	\$8,000.00	\$4,500.00	\$4,500.00
2410	340	Network Cabling & Set-up, Security	\$2,000.00	\$2,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
2410	739	Other Equipment	\$2,500.00	\$2,500.00	\$700.00	\$700.00	\$700.00	\$700.00
2319	500	Other Purchased Services:Background Checks	\$350.00	\$350.00	\$300.00	\$300.00	\$300.00	\$300.00
		SUBTOTAL	\$67,450.00	\$134,450.00	\$147,400.00	\$155,800.00	\$160,000.00	\$165,000.00
2600		OPERATIONAL AND MAINTENANCE OF FACILITIES						
2620	423	Trash removal, Plowing, Grounds, Etc.	\$0.00	\$1,000.00	\$1,000.00	\$1,500.00	\$1,500.00	\$2,000.00
2620	440	Rental (for a reasonable period of time in preparation for the school's opening)	\$55,000.00	\$110,000.00	\$115,000.00	\$130,000.00	\$130,000.00	\$130,000.00
2620	450	used for necessary maintenance, repair, or upkeep of buildings and equipment that neither add to the permanent value of the property nor appreciably prolong its life, but merely keep it in an efficient	\$0.00	\$8,000.00	\$20,000.00	\$30,000.00	\$35,000.00	\$40,000.00
	620	Heat	\$0.00	\$3,000.00	\$4,000.00	\$5,000.00	\$6,000.00	\$8,000.00
	622	Electricity	\$0.00	\$3,000.00	\$3,500.00	\$4,000.00	\$4,500.00	\$5,000.00
	520	Property Liability Insurance	\$0.00	\$4,000.00	\$10,000.00	\$12,000.00	\$13,000.00	\$15,000.00
	530	Phone & Internet	\$2,500.00	\$3,600.00	\$3,600.00	\$3,600.00	\$4,000.00	\$4,000.00
		SUBTOTAL	\$57,500.00	\$132,600.00	\$157,100.00	\$186,100.00	\$194,000.00	\$204,000.00
		Total Projected Income	\$200,000.00	\$644,191.16	\$1,165,975.44	\$1,445,401.90	\$1,924,828.36	\$2,369,019.52
		Total Projected Expenses	\$196,050.00	\$623,300.00	\$848,412.50	\$1,093,450.00	\$1,277,500.00	\$1,461,600.00

NOTES EXPENDITURES

1 Three Full time Teacher positions \$37,500, & two 1/2 time Positions \$18,750 based on starting salaries in NH in the range of salaries as \$29,542 to \$46,040.00
 Concord SD & Surrounding SD's ave Salary \$38,446.33 year two five ft @ \$37,500 four 1/2 time @18,875

2 Teacher assistant estimates based on \$20,000 FTE, after capacity there will be both FTE and PTE, contract aids if shortage in support

3 The board of Trustees will set substitute rates and leave allowances

4 This anticipates curriculum module development

5 Computer purchases reflect classroom set-up needs

6 Anticipate part-time position during planning until full enrollment for first year

7 Due to scope of this initiative, 1.4 FTE is needed for development/planning year

8 Anticipates 0.5 FTE admin assistant during planning and 1.0 FTE office after school has capacity of 45

Anticipates the Board needing specific consultation services each year, e.g. training, research reports, specialists for projects and concerns

10 Anticipate a facility that needs some fundings for renovation and code compliance - funds in this category will be requested unless needed

NOTES REVENUE

1 Revenue from parent group fundraisers, other fundraising within community dinners, corporate fundraisers etc.

2 Revenue balances will be transferred to a trust account according to appropriate procedures.

3 Revenue from Summer programs, enrichment classes, before after school care, school initiatives. Revenue based on 1/3 of students using services

4 Reflects expenditure allotted for growth in 3rd year, new small and online, initiative