

Coastal Waters Chartered Public School

Application

Sponsored by The Friends of Coastal Waters

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Projected Opening: September 2022

Proposed Location: Seacoast NH

Total Projected 5 Year Enrollment

| Grade | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 |
|--------------|------------|------------|------------|------------|------------|
| K | 20 | 20 | 20 | 20 | 20 |
| 1 | 25 | 25 | 25 | 25 | 25 |
| 2 | 25 | 25 | 25 | 25 | 25 |
| 3 | 25 | 25 | 25 | 25 | 25 |
| 4 | 25 | 25 | 25 | 25 | 25 |
| 5 | 25 | 25 | 25 | 25 | 25 |
| 6 | 25 | 25 | 25 | 25 | 25 |
| 7 | 25 | 25 | 25 | 25 | 25 |
| 8 | 25 | 25 | 25 | 25 | 25 |
| 9 | 25 | 25 | 25 | 25 | 25 |
| 10 | 25 | 25 | 25 | 25 | 25 |
| 11 | 25 | 25 | 25 | 25 | 25 |
| 12 | 25 | 25 | 25 | 25 | 25 |
| TOTAL | 320 | 320 | 320 | 320 | 320 |

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Section 3: Introduction

a. General description and proposed or potential location RSA194 B:3,II(a); Ed 318.05(c)(2)

Coastal Waters Chartered Public School (“Coastal Waters”) will be established on the New Hampshire (NH) Seacoast to serve grades K-12. In addition to the presence of strong local support, our state is uniquely prepared to support a new Waldorf-inspired charter school because of the wealth of knowledge and the well-established resources here, including two Waldorf teacher training programs in Keene, two previously-approved Waldorf charter schools, as well as numerous organizations inspired by the underlying philosophy behind Waldorf education, many of whom we have already begun to partner. Based on the interest of over 150 families in the area, we know that an alternative education model is desired, yet accessing it at a private school is not possible for many. It is this disparity which we hope to eliminate by offering a chartered public school option, and by basing it in the Waldorf pedagogy we are using a proven alternative method which meets the needs of all learners while supporting community engagement.

Key values that guide the culture of a Waldorf inspired school include:

- Profound respect for each human being as a unique individual who passes through distinct life stages; the educators’ responsibility is to meet students in each developmental stage with age-appropriate content and methods for delivering the curriculum.
- Education should address the multidimensional nature of the human being and strive to enliven and expand capacities—intellectual, emotional, social, artistic, spiritual—as well as impart knowledge.
- Active, experiential learning, social activities, and artistic immersion are ideally part of teaching every subject.
- Healthy human relationships among teachers, staff, students, and families are at the heart of the school; a school is a learning community wherein everyone works together to ensure the best outcome for every student.
- Equity, diversity, and social justice are embedded in the content of the curriculum and the social life of the school community.
- The teachers who work with students on a daily basis and who have the appropriate professional credentials should have primary responsibility for matters of pedagogy, curriculum, and assessments.

It is important to note that while we use the trademark, *Waldorf*, with some freedom here for the sake of explaining the impulse behind our application, Coastal Waters acknowledges the rigorous process of self-study and peer review that is required to use the trademark *Public Waldorf*. This trademark is held by the Alliance for Public Waldorf Education.

We have not yet secured a facility, as we will likely require grant funding to do so, but we will be guided by the following considerations: a central location in Rockingham/Strafford counties so that residents of the several towns in the area will have equal access; a location which supports active outdoor learning, play and exploration as a key element of our curriculum; and ideally a space which will allow us to expand over time to include an assembly hall, an athletic field, school gardens, etc. Of course, affordability is of utmost importance as we consider both our short- and long-term financial stability.

b. Name, address, telephone and fax numbers and email address of contact person. Ed 318.05 (c) (3)

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c. Persons eligible to submit application to establish a chartered public school RSA 194-B:3, V. Ed 318.05 (c) (4)

We are sponsored by The Friends of Coastal Waters, a New Hampshire nonprofit established to support the provision of Waldorf-inspired education in the Seacoast area.

d. Education Vision and Mission Statement RSA 194-B:3,II (d), Ed 318.09 (e)(1)

We envision a community supported by individual lifelong learners whose joy, compassion, and respect for each other and the greater community contributes to ethical individual, local, and global action.

Coastal Water's mission is to provide NH Seacoast area students with a safe, supportive, and student-centered learning environment rooted in Waldorf pedagogy and cultural humility. Through collaborative innovation, evidence-based practices, and adaptive multi-dimensional learning experiences, we will achieve whole-school engagement and successful individual outcomes for all learners with a focus on rich, diverse relationships and community stewardship.

e. Summary of the school's focus, including a description of the characteristics, methods and goals of the school. Ed 318.05(c)(9)

The focus of Coastal Waters is on achieving a balance between enabling students to discover and unfold their unique individual interests and talents, and cultivating a school culture of shared values which in turn contribute to the school community, local community, and beyond. Teachers utilize a strengths-based approach, as well as:

- A commitment to a broad humanistic understanding of the goal of education: a well-rounded individual who is filled with a sense of purpose and of the value of life; able to sense what is right in a given situation, with the power of resolution to carry it out; guided by empathy and genuine regard for the needs and rights of others; able to think creatively and independently; and well-equipped with a full range of practical, social, and cognitive knowledge and skills.
- A rich and varied curriculum that includes multidisciplinary courses, practical work, outdoor education, performance and visual arts, athletics, comprehensive health education, and community service projects; as well as standard courses in language arts, science, math, history, and foreign languages.
- Experiential learning—active participation in course-related activities which support and engage all learning styles.
- Multidimensional assessment methods whose purpose is encouraging and motivating further learning (rather than ranking or penalties), including classroom performance assessments, student self-assessments, portfolios, narrative reports, as well as required standardized testing.
- Block subject scheduling, which allows for deeper engagement in the subject at hand.

f. Target population

As a chartered public school, Coastal Waters will serve all school-aged students in grades K-12, and their families, with special effort made to include those children who are educationally and economically disadvantaged or underrepresented in the Seacoast region of New Hampshire, including Rockingham and Strafford counties, by connecting with local service agencies who directly support disadvantaged youth and families.

g. Measurable Goals and Objectives for school opening and a timeline for implementation. Ed 318.05(c)(9)

| Target Day/Month | Milestone Item | In Progress? Y/N/Complete |
|------------------|--|---------------------------|
| 7/1/2021 | The Friends of Coastal Waters appoints a formal Board of Trustees. | Complete |
| 7/1/2021 | The Board hires an interim Pedagogical Director for start-up functions. | Complete |
| 7/1/2021 | The Board approves a budget and fund-raising plan for start-up costs during the preoperational period, to be overseen and implemented by the Board Finance and Development and Fundraising Committees; this budget includes start-up and full operations costs for the first full fiscal year starting July 1, 2022. | Complete |
| 7/22/2021 | NH BOE CPS Startup Grant funding application is submitted. | Complete |
| 8/1/2021 | The Board, assisted by the Friends, starts a search for a suitable location and arranges for leasing of facilities by March 1, 2022. | In Progress |
| 8/1/2021 | The Board recruits and organizes volunteers to assist in public relations, fund raising, facilities preparation, and general support of the Board. | Complete |
| 9/1/2021 | Board committees (Executive, Finance, Governance, Development and Fundraising, and Strategic Planning) necessary to ensure progress toward the target school opening date are set up and are meeting regularly. | Complete |
| 9/1/2021 | The Board approves and oversees the plan for a recruitment campaign to hire full-time and special subject teachers. | In Progress |
| 1/13/2022 | Board of Education meeting for Charter Application Approval | N |
| 1/14/2022 | Enrollment Period (1/14 through 2/15/2021) Opens | N |
| 1/14/2022 | The Board actively engages in recruitment activities and dissemination of application materials, and enrollment. | N |
| 11/1/2021 | The Board and Pedagogical Director begin the hiring process for the Faculty, Business Administrator, Administrative Assistant, and Development Coordinator positions. | In Progress |
| 3/1/2022 | The Business Administrator, Administrative Assistant, and Development Coordinator are hired, on a contractual basis. | N |
| 2/15/2022 | Enrollment Enquiry deadline: Enquiries reviewed by the enrollment panel and lottery held on February 18yh, if needed. Rolling admissions continue as space allows. | N |
| 2/1/2022 | Board completes policy development, see section 14g | N |

| | | |
|-----------|--|---|
| 3/1/2022 | The Board identifies school facilities location, and lease is signed | N |
| 6/1/2022 | Faculty contracts are finalized, with full-time teachers to begin work July 1, 2022, and part-time faculty to begin around August 15, 2022, in line with the 2022-23 SAU52 calendar. | N |
| 6/1/2022 | Contracts for Pedagogical Director, Administrative Director, Business Administrator, Development Coordinator, and Administrative Assistant are finalized. | N |
| 6/1/2022 | Facilities have been leased and necessary upgrades/renovations begun. | N |
| 6/1/2022 | Pedagogical Director oversees the publication of curriculum materials (course catalog); Student-Parent and Employee Handbooks. | N |
| 6/1/2022 | Special Education consultants at the NHDOE are contacted. | N |
| 6/1/2022 | Title consultants at the NHDOE are contacted. | N |
| 7/1/2022 | Contracts for Full-time faculty, Pedagogical Director, Administrative Director, Business Administrator, Administrative Assistant, and Development Coordinator go into effect. | N |
| 7/1/2022 | All enrolled students in Kindergarten through Grade 12 to complete the admissions process. | N |
| 7/1/2022 | School governance entities and processes are set up as described in this application. | N |
| 7/1/2022 | Teachers engage in short and long-term curriculum and assessment planning. | N |
| 7/1/2022 | School renovations have been completed. Health, fire and safety checks scheduled, and required reports submitted to the NH DOE charter school office. | N |
| 8/1/2022 | School set-up and preparation for opening commences | N |
| 8/30/2022 | Coastal Waters Chartered Public School opens. | N |

h. Projected student enrollment for each of the first 5 years of operation. Ed 318.05(c)(6)

| Year of Operation | Projected Enrollment |
|--------------------------|-----------------------------|
| Year 1 (2022-2023) | 320 |
| Year 2 (2023-2024) | 320 |
| Year 3 (2024-2025) | 320 |
| Year 4 (2025-2026) | 320 |
| Year 5 (2026-2027) | 320 |

i. Students to be served: grade/age levels, maximum number, other information about pupils to be served. RSA 194-B:3,II (e), Ed 318.09 (c)(5)

Coastal Waters will serve grades K-12. While it had been our intention to begin with grades K-10 the first year, with an additional grade and students being added each successive year until the school is at capacity, the closing of key area high schools has caused us to expand our initial programming to support those students who are in need. Projected

enrollment is an average of 25 students in each grade, with full capacity enrollment of 320 students; however, due to the addition of grades 11 and 12, it is possible that we will have a small combined cohort of those two grades to begin with, which will expand as we move forward from this unique initial scenario. Student attrition will be examined each year and robust outreach, recruitment, and enrollment efforts made across the grades.

Total Projected 5 Year Enrollment

| Grade | 2022-2023 | 2023-2024 | 2024-2025 | 2025-2026 | 2026-2027 |
|---|------------------|------------------|------------------|------------------|------------------|
| K | 20 | 20 | 20 | 20 | 20 |
| 1 - 5 (each grade) | 25 | 25 | 25 | 25 | 25 |
| Middle School 6 - 8 (each grade) | 25 | 25 | 25 | 25 | 25 |
| High School 9 - 12 (each grade) | 25 | 25 | 25 | 25 | 25 |
| Total | 320 | 320 | 320 | 320 | 320 |

j. Educational need—How this school is different than district public schools and will it be located in an underserved community for educationally disadvantaged, at risk students? List the district, charter and non-public (private) schools currently operating in the general area.

We are confident that the inclusive, strengths-based approach of Coastal Waters - its culture/community, curriculum, and teaching methods - will meet the needs and aspirations of students in our region of all backgrounds and ability levels. The characteristics noted in part e. above, which have been hallmarks of the Waldorf approach for decades, have been strongly validated by scholars in the field of education. We provide citations in Section 5.

While Rockingham County has the lowest poverty rate in New Hampshire, the county is estimated to have the second-largest number of people living in poverty, approximately 14,200, relative to other counties in the state (www.nhfpj.org). 7% of all students enrolled in school in Portsmouth live in poverty; 8.7% of elementary school aged children (grades 1-4) live in poverty, while 10.4% of Portsmouth high school students live in poverty (www.welfareinfo.org). Strafford County has a poverty rate of 9.5% (www.welfareinfo.org). Some examples of towns in Strafford County in the seacoast area are Somersworth (9% of children living below poverty), Rochester (10% of children living below poverty), and Farmington (11.5% of children living below poverty) (www.city-data.com). Based on the interest of families from 26 different towns in the area, our focus is centrality for greater accessibility, rather than addressing the population of a specific town or city.

Coastal Waters’ recruitment will focus on those students who are educationally disadvantaged in Rockingham and Strafford Counties, as well as those who desire or require a unique developmental approach to learning. Students attending Coastal Waters will find extraordinary support from committed, involved teachers and staff who hold them to high standards while supporting them each step of the way. All students, regardless of intellectual, artistic, or

physical ability, will be given the opportunity to cultivate their own unique gifts, while at the same time strengthening their connection to others, and their commitment to a sustainable and healthy world. Students who have discovered their personal strengths, learned to overcome obstacles, and built up their resilience will be well prepared to contribute to a compassionate, sustainable, and prosperous future for their local and global communities.

Public Schools Currently Operating in the larger region:

SAU 52 Elementary Schools (Dondero Elementary School, Little Harbour Elementary School, New Franklin Elementary School), Portsmouth Middle and High School; SAU 11 Dover Elementary Schools (Garrison Elementary School, Woodman Park Elementary School, Horne Street School), Dover Middle and High School, Seacoast Charter School, Dover, Cochecho Academy of the Arts (closing after 2021-22 school year); SAU 54 (22 miles from Portsmouth) Elementary Schools (McClelland School, East Rochester School, Maple Street Magnet School), Rochester Middle School, Spaulding High School; SAU 56 (18 miles from Portsmouth) Elementary Schools (Idlehurst Elementary School, Maple Wood School), Somersworth Middle and High School; SAU 16 Elementary schools (Main Street Elementary School, Lincoln Street Elementary School, Newfields Elementary School, Kensington Elementary School), Cooperative Middle School, Exeter High School, Great Bay Charter School; SAU 50 Elementary Schools (Newington Public School, Greenland Central School, Maude H. Trefethen School, Rye Elementary School), Rye Junior High School; SAU 14 (25 miles from Portsmouth) Epping Elementary, Middle and High School.

Independent Schools Currently Operating in the area:

St Patrick Academy, Portsmouth; The Cornerstone School, Stratham; Phillips Exeter Academy, Exeter; Heronfield Academy, Hampton Falls; Portsmouth Christian Academy, Dover; St Thomas Aquinas, Dover; Saint Mary Academy, Dover; Tri City Christian Academy, Somersworth; Acton Academy Seacoast, Dover; Berwick Academy, South Berwick, Maine; Seacoast Waldorf School, Eliot, Maine.

k. Any reasons why the prospective Board of Trustees believes RSA 194-B.3.XII relative to a shortening of deadlines may apply to this case.

Recognizing that the acquisition and retrofit of a suitable space will take considerable time and effort, we respectfully ask for an expedited decision regarding the application of Coastal Waters. Additionally, the Board believes that an expedited deadline is necessary to allow the development team and Board to hire staff and set up school operations as soon as possible to assist with the implementation of plans for the school.

Section 4: Governance

a. Governing Board: roles, responsibilities, qualifications, skillset, experience. Ed318.09(e)(2)

The operating bodies of the school are the Coastal Waters Board of Trustees (“Board”), the Administration (consisting of the Pedagogical Director, Administrative Director, Business Administrator, Administrative Assistant/Registrar, Educational Support Coordinator (LEA Liaison), and Development Coordinator), the Leadership Council (consisting of the Pedagogical Director, Administrative Director, and Faculty Chairs), and the Faculty. The School Community Association - and in the High School, Student Council as well - play an

advisory and non-decision making role. All governance bodies will adhere to democratic processes and principles. Implementation of governance is characterized by collaboration, effective servant leadership, and accountability. Our school leadership process follows the guidelines of the Alliance for Public Waldorf Education, which recommends the principle of shared responsibilities within established legal structures, for school governance. A core organizing principle of Waldorf education is that decisions related to educational programming are best made by the teachers who are working directly with students every day.

The Leadership Council, made up of the Pedagogical Director, Administrative Director, and the Lower (K-5), Middle (6-8), and Upper School (9-12) Faculty Chairs, is responsible for supporting and reviewing all staff members, as well as supporting students and families who may require individual attention. The Council develops, monitors, and reviews the curriculum; student assessment and reports; student behavior and discipline; as well as the daily schedule and future planning. It is the responsibility of the Board to approve recommendations regarding hiring of faculty submitted by the Leadership Council. In the event of a disagreement on the leadership council, the Pedagogical Director shall make the final decision. Since there will be no Leadership Council prior to having hired teachers, the initial recruitment and hiring of Faculty will be the responsibility of the Board, and the Pedagogical Director, when that position is filled.

The Pedagogical Director is responsible for the overall school pedagogy and curriculum, day-to-day teaching and learning, parent and student concerns, and direct supervision of the Faculty (in conjunction and consultation with the Faculty Chairs) and Educational Support Coordinator (LEA Liaison).

The Administrative Director is responsible for the day-to-day work of the essential administrative operations of the school, and direct supervision of the Business Administrator, Administrative Assistant, and Development Coordinator.

The Board has the final responsibility for fiscal and legal matters and is accountable for the school and its operations. The Board is ideally made up of at least four parent representatives, five community members, and the Pedagogical Director and Administrative Director as non-voting members. We will look for expertise and skills in the following areas when choosing Board members: law, finance, fundraising, Waldorf education, public education, marketing, development, grant writing, information technology, and administration. Our current Board members' qualifications include Waldorf teaching experience, school fundraising, project management, real estate, grant writing, non-profit management, and financial expertise. All Trustees should show dedication to the mission and vision of the school and possess the following personal characteristics:

- Honesty, sensitivity to, and tolerance of differing views; a friendly, responsive and patient approach; community-building skills; personal integrity; light-heartedness; and a commitment to professional standards of confidentiality.
- Willingness to prepare for and attend Board and committee meetings, ask questions, take responsibility and follow through on a given assignment, contribute personal and financial resources according to circumstances, open doors in the community, and evaluate one's own performance.

- Willingness to develop certain skills not already possessed, such as: to cultivate donors and solicit funds, cultivate and recruit Board members and other volunteers, read and understand financial statements, learn more about the substantive program area and issues pertaining to the school.

The Board meets on a monthly basis throughout the year and is an open public meeting (in accordance with RSA 91 A-2, except for those meetings or proceedings designated as nonpublic sessions as defined in RSA 91-A:3, II). The meeting schedule is maintained on the school website. Board members are expected to attend meetings regularly and will be subject to replacement if absences reach 50 percent or more of meetings in a six-month period. For purposes 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 the Board physically present or participating through video or voice communication systems. Records and minutes of meetings will be kept in accordance with statutory guidelines. It is the responsibility of the Board to develop policies and put them in writing, so they serve as guidelines and goals for the successful and efficient functioning of the school. It will annually evaluate and update its policies and ensure compliance with RSA 194 B:5. If in express conflict, compliance to NH state regulations will take precedence.

The Board's functions include:

- Overseeing that the school's program and operation are faithful to the terms of its charter, bylaws, policies, and mission statement.
- Adopting policies that further clarify and assist in maintaining the vision, mission, and educational program of Coastal Waters.
- Ensuring that the school is financially solvent by planning and budgeting to meet the school's goals, approving an annual budget for the school as well as a long-range strategic growth plan.
- Ensuring proper accounting and reporting policies.
- Hiring the Pedagogical Director and Administrative Director and evaluating their performance annually.
- Creating, serving on, and appointing people to necessary committees.
- Providing Board orientation to all members, which includes introduction to the school and curriculum, classroom visits (when operational), and copies of Board by-laws and Employee and Student-Family Handbooks.

Prior to opening, the Board of Trustees of Coastal Waters will develop policies regarding: Budget, fund-raising and growth, Records retention, Promotion of school safety, Reporting of suspected abuse or neglect, Sexual harassment, Pupil safety and violence prevention, Limiting the use of child restraint practices, Suicide prevention, Civil rights, and Grievance and complaints process.

These policies will be compiled in a binder and included in the Student-Family and/or Employee Handbooks, as appropriate.

b. Method by which the Board of Trustees and their terms are determined. RSA 194-B:3,II(c)

The founding Board is appointed by the Friends of Coastal Waters, the founding organization of the school, which includes community members, parents, and educators. A

formal transition and induction will take place within two months of school authorization and before the school begins to operate. Prospective Board members will participate in training in general governance and financial management, as advised by the New Hampshire Center for Nonprofits, the Local Government Center, and the New Hampshire School Boards Association. Terms of the Board are staggered three-year terms. Approximately one half of the initial Board of Trustees will be appointed for two or three-year terms to initiate staggered terms to ensure governance stability. Terms can be renewed by nomination and majority vote of the Board. The Board may appoint a member to fill a vacancy to complete a term according to established term timelines. The Board, once operating, will select and appoint future Board of Trustees and establish policies for Board governance and filling vacancies.

c. Board of Trustees By-Laws Ed 318.09(e)(2)

Please See Appendix I for complete By-Laws.

The Board Meeting schedule will be posted on the Coastal Waters website, and approved meeting minutes will be posted there as well, unless requested in written format for anyone unable to access them electronically.

d. Organizational Structure and Growth Plan RSA 194-B:3, II (b)

The Board of Trustees will immediately begin functioning in accord with its Bylaws, meeting monthly, or more frequently as needed, to ensure successful implementation of the school's program. Its plan for organizational growth includes the following steps:

- Election of Board officers.
- Review of and implementation of a comprehensive fundraising and development plan for pre- and post-opening of the school.
- Preparation and review of detailed budget and monthly financial results for school operations.
- Hiring of the Pedagogical Director, Administrative Director, Development Coordinator, Business Administrator, and Administrative Assistant.
- Commence the search for initial full-time faculty and will rely on the Pedagogical Director to complete the contractual hiring.
- Set up the Board Executive Committee, to consist of the Chair, Vice-Chair, Secretary, and Treasurer of the Board, with insight from the Pedagogical Director and Administrative Director.
- Set up other committees as designated in the Bylaws. Please also see Section 3g. for timeline for implementation.

The Pedagogical Director will ensure that preparation for delivering the curriculum is completed by August 2022, including but not limited to: professional development; decisions/steps in regard to enrollment; course schedules; adjunct/part-time faculty; classroom supplies/equipment; extracurricular activities.

During the first five years of operation, we will be focusing on strengthening our internal processes and policies to ensure continuous development through a process of self-evaluation and consultation with other charter schools, the Department of Education, and the Alliance for Public Waldorf Education. We will continue to develop and refine daily policies, procedures, and practices in our program and strengthen the faculty and administration through professional development. Supplemental programming during the school day will be developed

to meet the needs of our students. Each of these steps will be undertaken after careful evaluation of our already existing program to ensure the delivery of a high-quality educational experience for all students. As the school grows, faculty and administrative staff will be added to support school needs (see budget detail for staffing breakdown). Additional programs, such as before and after care, will also be evaluated and developed to meet the needs of our families.

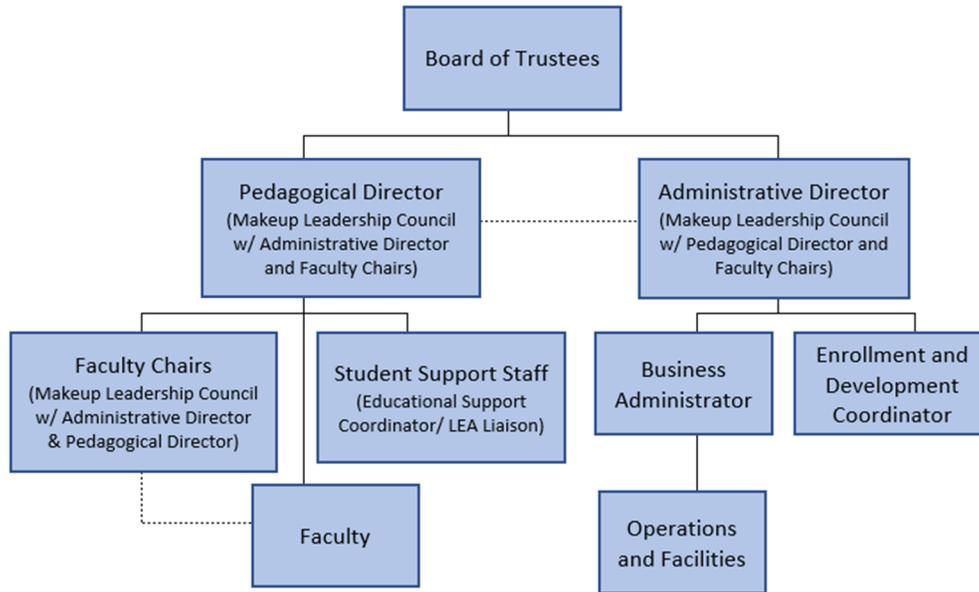
Board of Trustees

Provides legal and fiduciary stewardship, strategic planning, fundraising, and risk management oversight; hires and reviews the Pedagogical Director and Administrative Director; and holds the Pedagogical Director and Administrative Director responsible for accomplishing the school’s vision, mission, and strategic plan.

Organizational responsibilities overview:

| Board Committees | Pedagogical Director | Administrative Director | Business Administrator | School Community Association |
|---|---|---|---|--|
| <p>Executive: Oversight of administration and operations with Pedagogical Director, Administrative Director and Business Administrator Finance: Monitors finances and reports to the full board Governance: Recruit & orient new board members, ensures board and committees are working effectively, maintains climate to promote effective work and morale within the Board Development and Fundraising: Creates development plan; plans and facilitates outreach events w/ Enrollment, Development and Admin. support Strategic Planning: Long range planning</p> | <p>Curriculum/ Programming, Educational Policies, Hiring Faculty, Teacher Review and Support, Festivals</p> <p>Oversees student assessment and reporting</p> <p>Oversees student behavior and discipline, as well as parent concerns/complaints</p> <p>Collaborates with w/ Ed. Support Coordinator on Special Ed., as well as other student support positions (i.e., guidance counselor)</p> <p>Collaborates with Faculty chairs on curriculum, faculty hiring, and faculty evaluation</p> | <p>Regulations/ Compliance, Security/Safety, School Report Card, Budget, Mediator and Advisor, Festivals</p> <p>Admin Assistant Manages activities of main office</p> <p>Development Coordinator Enrollment, Outreach, Fundraising, Development</p> | <p>Payroll (contracted), Benefits (contracted), Financial reporting, Supplies, Main Office, Buildings & Grounds</p> | <p>In-school community building & sponsorship of parent education opportunities</p> <p>Encourages greater community involvement events and outreach</p> <p>Coordination of staff appreciation, fundraising, and celebration events</p> |

Coastal Waters Organizational Chart



e. Fundraising Plan Ed 318.09 (e)(11)

The Development and Fundraising Committee of the Coastal Waters Board of Trustees is tasked with working with the Development Coordinator in the planning and implementation of all development and fundraising activities, recognizing that to be successful we will also have to engage school staff, families, and students. We will have an estimated \$1,625,000 of start-up costs reflecting 6-12 preoperational months of salaries, lease and taxes, technology infrastructure, curriculum and professional development, and supplies. It is anticipated that we will receive a Federal Start-up grant to cover the majority of these costs. The members of the Development Team and Fundraising Committees of the Board will be submitting the necessary application to the State of NH as soon as the application period opens, and have been in communication with BOE contacts regarding this process. We also expect to raise a modest \$20,000 in donations from appeals to supportive individuals and organizations in the community as well as through an online Silent Auction organized by the Development Team and the Board.

Our current budget involves raising a total of \$90,000 our first year, growing 3% each year. A portion of this will be raised through school sponsored fundraisers: a Fall Festival/Halloween Walk in October, a Winter Craft Fair to be held in November, a Fun Run in April, a raffle and Spring Fair to be held in May, a Gala and Auction to be held at the end of the school year in June, a lemonade stand/face painting table at Farmers Markets during the Summer, as well as a Community Yard Sale. We will also schedule Dine to Donate events with local restaurants throughout the school year. While we recognize some of these fundraisers require a significant input of time on the part of families and community members, they also serve an important dual function of community-building and public presence. Given this dual function, they will

be the responsibility of a subcommittee composed of members of the Development and Fundraising Committee with oversight by the Development Coordinator.

The remaining portion of the fundraising goal will be raised through the Annual Appeal to individuals, as well as corporate gifts and grants. The Annual Appeal request will go out by November 1 with the aim of reaching our goal of \$15,000 by December 15 of each year. We expect to have 100% board and faculty involvement at whatever level feels manageable to the individual. This annual appeal will be the responsibility of the Development and Fundraising Committee with oversight by the Development Coordinator and support from the Administrative Assistant. We are asking families to contribute \$500 towards the annual appeal before the school opens to help offset start-up and operating costs. This is voluntary and in no way impacts admissions.

The identification of appropriate grants will be the responsibility of the Grant Writer and Development Coordinator. Members of the Development and Fundraising Committee will assist with grant writing, as needed. We are currently investigating potential grants. Deadlines for grants may be variable, but we will aim to have raised the total from grants by March of each year.

The Development and Fundraising Committee is accountable to the Board of Trustees. The Board will conduct an evaluation of all fundraising activities during regularly scheduled meetings to ensure that goals are being met, and to determine best practices and potential areas of improvement. Please see the detailed fundraising plan in Appendix N.

f. Grievance/complaints Process or Policy

Coastal Waters is committed to providing the best possible working conditions for its employees, and educational environment for students and families. We strive to ensure fair and honest treatment of all employees, students, and families, and all community members are expected to treat each other with mutual respect.

Internal Grievances/Disputes

Grievances/Disputes arising from within Coastal Waters, including all disputes among and between students, staff, families, volunteers, advisors, partner organizations, and governing board members, will be resolved pursuant to policies and processes developed by the school. The Local Education Agency (LEA) shall not be involved with internal disputes of Coastal Waters unless Coastal Waters requests LEA involvement, or it is legally required.

No employee, student or family will ever be penalized, formally or informally, for voicing a complaint with Coastal Waters in a reasonable, business-like manner, or for using the conflict resolution procedure. In situations involving a concern about a teacher or other employee, the parent/guardian or student are encouraged to first bring their complaint to the teacher or employee in question. If they feel the issue is not resolved, the steps listed below would then be followed. The procedure may be discontinued at any step by the initiator.

1. The concerned party presents the conflict in written form to the Pedagogical Director or Administrative Director

2. The Pedagogical Director or Administrative Director responds to conflict, after consulting with others when necessary, and documents all discussion.
3. Any grievance or complaint that is not resolved by the above steps shall be brought before the Board following Ed. 204 and RSA 91-A procedures

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

Disputes Between the Sending District and Coastal Waters

In the case of disputes between a student's sending district and Coastal Waters, an attempt will always be made to resolve them amicably and reasonably without resorting to formal procedures. Coastal Waters shall refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process unless legally required to do otherwise. In the event of a dispute between Coastal Waters and a resident district, we agree to frame the issue in a written format to be submitted to the Superintendent of the district and Coastal Waters Directors. The Coastal Waters dispute process is as follows; however, we acknowledge that each sending district may have their own procedures and we will cooperate/coordinate to determine an agreed-upon process: Directors and district Superintendent or representative shall meet informally and confer in a timely fashion to attempt to resolve the dispute, not later than 5 business days from receipt of the statement. In the event that this informal meeting fails to resolve the dispute, both parties shall identify two governing board members from their respective boards who shall jointly meet with the district Superintendent/representative, Pedagogical Director, and Administrative Director and attempt to resolve the dispute within 15 business days from the dispute statement. If this joint meeting fails to resolve the dispute, the district Superintendent/representative and Administrative Director will identify a neutral third-party mediator to engage the Parties in a voluntary and non-binding mediation session designed to facilitate resolution of the dispute. The format of the mediation session shall be developed jointly by the district Superintendent/representative, Pedagogical Director, and Administrative Director. Mediation shall be held within thirty business days of receipt of the dispute statement. The costs of mediation shall be split between the sending district and the Coastal Waters. If applicable, each party shall bear its own attorney fees which result from the dispute resolution process.

Section 5: Education Plan

- a. Curriculum and Instruction that meets or exceeds state standards in the subject areas offered; clearly defined, research-based with evidence of effectiveness. RSA 194-B:3, II (f); Ed 318.09 (e)(4)**

The Coastal Waters curriculum meets or exceeds New Hampshire state standards in all core subjects for all grades and offers the following list as clarification:

- English language arts and literacy (ELA) – See Appendix P for a chart of alignment with Common Core standards (all standards are met in Grade K-8, though with slightly different timing, at which point the standards are in alignment with NH state standards for high school; grades 1-8 use the Waldorf-based *Roadmap to Literacy* curriculum
- Mathematics - See Appendix P for a chart of alignment with Common Core standards

(all standards are met in Grade K-8, though with slightly different timing, at which point the standards are in alignment with NH state standards for high school; grades 1-12 use the Waldorf-based *Making Math Meaningful* curriculum)

- Science – See Appendix P for a chart of alignment with the Next Generation Science Standards (all standards are met in Grade K-8, though with slightly different timing, at which point the standards are in alignment with NGSS standards for high school)
- Social studies/history - See Appendix P for a chart of alignment with the New Hampshire Social Studies standards (all standards are met in Grade K-8, though with slightly different timing, at which point the standards are in alignment with state standards for high school)
- Foreign language – All students take two foreign languages from Grades 1-12, and exceed state standards in this area
- Music – General music instruction is incorporated into many other subjects and begins in kindergarten, while formal ensemble (instrumental and/or vocal) is begun in Grade 4 and continued through high school, therefore exceeding state standards
- Visual, manual and performing arts – Art is incorporated into all subjects beginning in kindergarten, and students are given elective art opportunities beginning in middle school to supplement their standard arts-immersion based curriculum, thereby exceeding state standards
- Health – Coastal Waters will be in alignment with the New Hampshire state health education standards at all grade levels
- Computer science - While the Common Core standards charts in Appendix P indicate that some of the technology-based curriculum standards are taught in later grades, the use and understanding of technology is in alignment with the New Hampshire Computer Science Standards by grade
- Physical education – Movement is incorporated into the daily curriculum in many different ways, including gross and fine motor skill development, free play, cooperative games and sports, etc., in addition to the twice weekly physical education classes in grade 1-12; all NH state standards are met and exceeded

T content and method of delivery are calibrated to meet the needs, interests, and capabilities of students at each developmental stage through combined elements of thinking, feeling and doing (intellectual, emotional, and physical) to encourage engagement on multiple levels. The curriculum includes participation in service projects in the community and daily school jobs such as clean-up and recycling. Community and school service help students learn the values of meaningful work, self-sufficiency and responsibility to oneself and to others. Likewise, stewardship of our natural world is an important part of the curriculum, and outdoor experiences are used not only for education in many subjects, but also in recognition of the physical and mental health benefits of opportunities for movement and time spent outdoors.

The Research Institute for Waldorf Education has published many articles and summaries of inquiry which span all ages and topics of curriculum content, as well as professional development for teachers in various subjects. To list the extent of their research would be impossible here, but their articles are available at no cost on their website (www.waldorf-research-institute.org).

Another source describing the Waldorf curriculum is:

The Tasks and Content of the Steiner-Waldorf Curriculum, by Rawson, M., Richter, T. and Avison, K, Eds. Floris Books, 2nd Ed. (2014).

This book describes the development of each subject through the years 1-12 and gives an overview of the work of each class.

A source specifically describing the Waldorf high school curriculum is:

“The Waldorf High School” (An excerpt from *Understanding Waldorf Education: Teaching From the Inside Out*, by Jack Petrash, Gryphon House, Inc. (2009). Available at https://www.waldorfschool.com/documents/education/the_waldorf_high_school_understanding_waldorf_education.pdf

This article summarizes the themes and methods for delivering the Waldorf high school curriculum, including its developmental focus through four years on capacities for observation, comparison, analysis, and synthesis; in-depth study through block courses; training for independent and critical thinking; and artistic immersion.

Within the basic sequence of required courses, a Waldorf school faculty may adopt content and activities that best meet the needs and interests of the students being served. Waldorf school teachers regularly engage in professional development and collegial discussions of best practices for addressing the changing needs of today’s students. For example, the High School Research Project of the Association of (Independent) Waldorf Schools in North America has published a series of teachers’ colloquiums on core subjects –available from the Online Waldorf Library (www.waldorflibrary.org).

The Waldorf curriculum and instructional methods are grounded in an understanding of child and adolescent development (Steiner 1921/2003, 1926/1977). This developmental approach is essentially Piagetian in nature in focusing on developmental stages and developmentally appropriate lessons across the age range (Piaget & Inhelder, 1969/2000). That is, expectations in regard to the development of capabilities and dispositions change with each grade. Course content, standards, and instructional and assessment methods are designed to accord with these differences. Coastal Waters takes this model of education even further to address issues that are important in today’s quickly changing world. Social justice, equity, diversity, individual and global responsibility, and environmental sustainability are embedded in the content of the curriculum and in the affirmation of each member of the community.

The Waldorf approach followed at Coastal Waters is holistic. Academic progress is part of a more comprehensive educational goal that explicitly includes and fosters emotional, physical, social, and character development, as well as cognitive abilities, in order to support the full human potential of each student. Recent research in the importance of multiple intelligences supports the holistic Waldorf approach (Gardner, 1993; Goleman, 1995; Salovey & Mayer, 1989). Features of the Waldorf approach such as experiential learning activities and group projects help support students in developing emotional intelligence and social inclusiveness, as well as intellectual capacities.

Core curriculum subjects are taught in blocks. In grades 1-12, core academic subjects are taught in 1½- 2 hour main lesson morning blocks—these are extended lessons that prioritize

depth in a subject matter, promote inquiry and critical thinking, and allow for students to complete projects. A subject block lasts for three to four weeks and there are an average of nine blocks per year. Each block culminates in an individual or group project and end-of-block reflection. This approach allows students to fully immerse themselves in a subject and allows teachers to deliver deeper and more sophisticated content to meet students' growing intellectual ability and expanding worldview. The structure of the high school curriculum also includes trimester courses, for example, electives and ongoing skills courses.

Artistic activity is integrated into academic subjects whenever possible. Teachers include drawing, painting, diagrams, clay modeling, poetry, music, and dramatic presentations as part of students' learning experience in every required or elective class. For example, in history or geography students may make hand-drawn or salt dough maps; in botany they will make detailed drawings; in anatomy they draw and model the parts of the body; and in English they will illustrate a scene from a book use dramatic presentation in replicating the literary style of the author.

Teachers design core academic subject courses to ensure that students understand and build on basic principles and are given rich content on which to exercise critical and independent thinking. In all courses, students review basic principles and are exposed to carefully selected content on which to exercise and expand faculties such as critical and independent thinking. Content builds on that of prior years, taking on new depth and perspective as the students mature.

Experiential learning and field trips. In most courses, students engage in real-life activities related to the subject, enabling teachers to make performance assessments. For example, in a history block, a class may do a play about an event in that period. In science blocks, they move out of the classroom and into surrounding forests and wetlands to observe wildlife, analyze soils, and appreciate the concepts of adaptation and succession firsthand. In civics, they may attend city council meetings and share their observations upon return to the classroom.

A social curriculum marked by highly personalized relationships. Students are empowered to support and encourage each other, build healthy peer relationships, and embrace differences through group project assignments, peer assessments, and activities such as daily morning gatherings and class plays. Close-knit classes, staying with the same class teacher over several years, and frequent interactions with the wider community contribute to a school culture which fosters a sense of social safety and authentic self-expression.

The Coastal Waters curriculum is aligned with the Common Core State Standards, the Next Generation Science and Engineering standards, the NH College and Career Ready Standards and the NH core aligned Math, English/Language Arts, Science and Arts Standards, the NH Computer Science Standards and Work-Study Competencies, although it may differ in its implementation and timing. The alignment of the curriculum with the Common Core is outlined in Appendix P, where the Alliance for Public Waldorf Education has taken each standard and placed it in its corresponding grade level for Waldorf schools to ensure that none are omitted. Teachers will utilize this document, the Next Generation science and engineering placement table (also Appendix P), and others listed above made available by the state of NH

in their curriculum planning. Please also see Appendices K and L for a full presentation of the curriculum, including content area standards for each course at each grade.

b. Research for selecting curriculum Ed 318.09 (e)(4)

Most research on the effectiveness of the Waldorf curriculum and pedagogical methods focuses on public Waldorf elementary schools. However, the core principles of Waldorf pedagogy: experiential learning, artistic immersion, age-appropriate methods of delivery, and a holistic approach to the social, emotional, physical and cognitive development of students are common elements through all twelve years.

Elementary School Curriculum

The following five studies confirm the effectiveness of Waldorf-inspired public elementary-level education:

1. *“Twenty years and counting: A look at Waldorf in the public sector using online sources,”* by A.L. Larrison, A. J. Daly, and C. L. Van Vooren. *Current Issues in Education*, 15(3).

In this study, seventh and eighth graders in public Waldorf elementary schools in California out-performed their peers in non-Waldorf schools in reading and math.

2. *Learning from Rudolf Steiner: The Relevance of Waldorf Education for Urban Public School Reform* by Ida Oberman. Abstract available from <https://eric.ed.gov/?id=ED498362>.

The key finding of this California study was that students in public schools using Waldorf methods matched their peers in the ten top-performing public schools and outperformed the average of peers statewide in standardized tests. The author attributes this success to the Waldorf instructional and curricular focus on the three Rs—rigor, relevance, and relationships.

3. *Growing a Waldorf-Inspired Approach in a Public School District* by Diane Friedlaender, Kyle Beckham, Xinhua Zheng, and Linda Darling-Hammond. Abstract available from <https://eric.ed.gov/?id=ED574645>

This research report found significantly higher positive student achievement outcomes on standardized state assessments by Waldorf students, greater engagement and significantly lower disciplinary action and truancy. These results held across the subsets of African American, Latino, and socio-economically disadvantaged students.

4. *Does Waldorf Offer a Viable Form of Science Education: A Research Monograph* (2003) by D. Jelinik, and L. Sun. Sacramento: College of Education, California State University.

Available at <https://www.csus.edu/indiv/j/jelinekd/Publications/WaldorfScience.pdf>

This study of independent Waldorf grade-schools found that Waldorf students scored slightly higher than their peers in public schools in regard to scientific reasoning and problem solving, especially problems involving part to whole relationships—this latter difference was statistically significant. Researchers found 80 percent alignment of the Waldorf science curriculum with that used in public schools. Narrative responses by members of the scientific community who evaluated the Waldorf curriculum were favorably impressed by the strong emphasis on experimentation, demonstration, and observation.

5. *The Comparative Status of the Creative Thinking Ability of Waldorf Education Students: A Survey* by E. J. Ogletree, University of Chicago, Illinois. (1996).

This is an older study showing that 1,165 Waldorf students in grades three through six (in Waldorf schools in the United Kingdom and Germany) scored higher than non-Waldorf students on the Test of Creative Thinking Ability.

High School Curriculum

Two sources for data on the effectiveness of the Waldorf high school curriculum include: (1) test results from the independent (private) Waldorf high schools and (2) test results from public Waldorf high schools.

1. The most recent statistics on college acceptances are provided by *Into the World: How Waldorf School Graduates Fare After High School*. (Safit, Gerwin, et al., 2020). This study updates two earlier studies that found similar rates of college acceptances (Baldwin, Gerwin, & Mitchell, 2005; Mitchell and Gerwin, 2007). The new updated study is based on over 1,000 survey responses in 2019 from graduates of 39 different independent Waldorf high schools. Some 98 percent attended college or university; 95 percent reported feeling prepared for college and 75 percent reported feeling prepared for life; 92 percent completed their degree program and 90 percent had been accepted at one or more of their top three college choices. The list of college acceptances includes small and large colleges and universities including some considered prestigious and selective, indicating high test scores. The study also noted that Waldorf high school graduates tend to choose careers in education, the humanities and service fields (40 percent); a growing percentage is choosing careers in STEM fields (22 percent).

2. The other source of data for the effectiveness of the Waldorf high school curriculum is from public charter schools that use the Waldorf high school curriculum. It is a very small sample size because to date there are only four public Waldorf high schools that are members of the Alliance for Public Waldorf Education (most Waldorf charter schools are K-8 schools), and two are new. Data on the older schools show that schools are subject to, and are meeting, local and state standards as confirmed by the appropriate standardized tests required by their state.

One of these schools, Credo High School in Sonoma County, with an enrollment of 410 students, grades 9-12, reports the following:

The percentage of all Credo students meeting or exceeding standards on California standardized state tests is well above both county and state averages.

| 2016-2017 | Credo | Sonoma County | California |
|------------------------------|--------------|----------------------|-------------------|
| English/Language Arts | 83% | 45% | 48% |
| Mathematics | 59% | 31% | 37% |
| Science | 86% | 55% | 54% |

Results over two years of the California Assessment of Student Performance and Progress (CAASPP), given in the eleventh grade (the data is combined with grade school results) show the percentage of students meeting or exceeding California state standards:

| | Credo 2017-18 | 2018-19 | State 2017-18 | 2028-19 |
|------------------------------|----------------------|----------------|----------------------|----------------|
| English Language Arts | 89% | 73% | 50% | 50% |
| Math | 57% | 62% | 38% | 34% |

<https://credohigh.org/sites/default/files/uploads/Credo%20SARC%202018-19.pdf>

Credo’s class of 2018 was the school’s fourth group of graduates: 70 percent went to four-year colleges, 24 percent went to two-year colleges, and 6 percent took a gap year. Ninety-seven

percent of graduates qualified for admission to the University of California. Credo High School is accredited by the Western Association of Schools and Colleges (WASC). In addition, according to Credo's website, "In recognition of the high quality of our academic program, the University of California has guaranteed admission to the top 9 percent of each Credo graduating class, and Sonoma State University has guaranteed admission to all Credo graduates with a GPA of 3.0 or higher. (www.credohigh.org)

The second public Waldorf high school affiliated with the Alliance for Public Waldorf Education is George Washington Carver School of Arts and Science in Sacramento. It is an ethnically diverse school with 270 students. Data from its website and its 2017-18 School Accountability Report Card indicate need for improvement in complying with some California state standards, which may reflect the fact that 20 percent of the students have learning disabilities and 47 percent are in the category of economically disadvantaged. Nonetheless, the graduation rate was 92 percent and 89 percent attended two- or four-year colleges.

In conclusion, data confirming the success of the Waldorf high school curriculum throughout the four years is strong but limited and will eventually be provided by new public Waldorf charter high schools, whose students, like those in the California schools, will take standardized tests as required by their state charter.

Implementation of Curriculum

In addition to the research on Waldorf Inspired Curriculum there is ample research on the methods of implementation of the curriculum that are used for all grades 1-12.

Core curriculum subjects are taught in blocks. Block scheduling has been shown to allow more time for individualized attention and student evaluation. (Black 1998; Marshak 1998; Skrobarcek et al. 1997) and increased student grade point averages (Zepeda and Mayers, 2006). Instructional blocks have also been shown to foster student-teacher relationships (Carroll, 1994) and improved school climate (Zepeda and Mayers, 2006).

Artistic activity is integrated into academic subjects whenever possible. Considerable research has confirmed the importance of the arts for the development of cognitive abilities and emotional health, as well as creativity (Davis, 2007; Efland, 2002; Eisner, 2002, 2005; Heilman, 2005; Posner & Patoine, 2009; Starko, 2010). Arts education encourages students to recognize their own and others' skills, fosters student/teacher collaboration, bridges cultural differences, and draws in parents and community (Nobori, 2012).

Teachers design core academic subject courses to ensure that students understand and build on basic principles and are given rich content on which to exercise critical and independent thinking. Teachers plan their courses according to the "understanding by design" method advocated by Wiggins and McTighe (2005). Rich content is essential for students to develop their own critical thinking abilities: they need to know what others have thought, what challenging questions in science, history, and the humanities have been discussed, and what solutions have been attempted (Senechal, 2010).

Experiential learning and field trips. Such activities have been confirmed by educators as effective for ensuring, as well as assessing, understanding (e.g., Mehrens, 1992; Moskal, 2003; Wiggins, 1998; Wiggins & McTighe, 2005). Field trips motivate students to want to learn

(Kern & Carpenter, 1984) and can result in a more positive attitude on the part of students towards science and environmental concepts (Bitgood, 1989).

A social curriculum marked by highly personalized relationships Research has shown the importance of the school as a caring community for good learning outcomes (Shepard, 2000; Gallagher & Goodman, 2008). Positive peer relationships enhance a sense of belonging and improve student behavior in school (Christenson & Havsy, 2003). Students succeed when they are supported by caring teachers and when home, school, and community work together to maintain high expectations for student behavior and achievement (Zins et al., 1996).

c. Statement that the school will have available information about its curriculum and policies to all persons and parents and students considering enrollment. RSA 194-B:2,II; Ed 318.07 (b) (6)

Coastal Waters will make available information about its curriculum and policies to all persons, parents and students considering enrollment. This information will be available in printed form, mailed or distributed on request, and online on the school's website. Materials will be available in accessible formats for those with alternative needs, including reading challenges, ESL learners, and those who are visually impaired.

d. Measurable Academic Learning Goals and Objectives and timeline for accountability RSA 194-B:3, II (g)

Please see Appendices K and L for a detailed presentation of the Coastal Waters curriculum with individual academic learning goals and objectives listed by grade and by course. Students in the lower school must meet the standards listed in order to proceed to the next grade level. Students in the High School must meet the standards with a passing grade of C. The curriculum presented in Appendices K and L is the basic required curriculum. As we build our faculty and programming, the qualifications and special interests of the faculty will allow Coastal Waters to add elective courses as well.

Section 5f below describes the methods by which Coastal Waters teachers will measure student progress toward meeting standards.

In addition to the measurable goals enumerated by grade-level and subject in Appendices K and L, at Coastal Waters we are guided by a set of cross-disciplinary goals for the development of capacities which are needed for overall school success, and for the broad goal of educating the whole human being. These are included at the end of Appendices K and L.

Timelines for accountability in achievement of subject-specific goals and objectives are as follows:

Teachers will provide students with ongoing feedback on their work in an age-appropriate manner.

Elementary School:

- At the end of each block, parents will be provided with a written assessment of their child's work in main lesson subjects, while teachers of subject classes will provide quarterly updates. Both are to be found on SchoolCues unless other accessibility arrangements have been made.
- Student support conferences will also be scheduled on a twice-yearly basis. At any point during the year, if a teacher has specific concerns about a student's progress they will

communicate directly with parents/caregivers and any relevant outside support (OT/PT, tutors, etc.).

- **By the end of Grade 5, we expect that at least 80% of students at Coastal Waters will be reading and performing math at grade level, as assessed by the NH SAS tests in ELA and Math.**
- **By the end of Grade 5, we expect that at least 80% of Coastal Waters students will be performing at grade level in areas of scientific knowledge and reasoning, as assessed by NH state science testing.**
- **By the end of each school year, we expect that at least 80% of Coastal Waters students will have completed a comprehensive competency-based portfolio of their work throughout the school year of acceptable quality according to the teacher assessment.**
- Letter/number grades are not given in elementary school, narrative/rubric formats are used instead.

Middle School:

- At the end of each block, parents will be provided with a written assessment of their child's work in main lesson subjects, while teachers of subject classes will provide quarterly updates. Both are to be found on SchoolCues unless other accessibility arrangements have been made.
- Student support conferences will also be scheduled on a twice-yearly basis. *Students are encouraged to attend these support conferences in Grade Eight.* At any point during the year, if a teacher has specific concerns about a student's progress they will communicate directly with parents/caregivers and any relevant outside support (OT/PT, tutors, etc.).
- **By the end of Grade 7, we expect that at least 80% of students at Coastal Waters will be reading and performing math at grade level, as assessed by the NH SAS tests in ELA and Math.**
- **By the end of Grade 8, we expect that at least 80% of Coastal Waters students will be performing at grade level in areas of scientific knowledge and reasoning, as assessed by NH state science testing.**
- **By the end of each school year, we expect that at least 80% of Coastal Waters students will have completed a comprehensive competency-based portfolio of their work throughout the school year of acceptable quality according to the teacher assessment.**
- Letter grades are given in Grade Eight, in addition to narrative/rubric assessment.

High School:

- At the midway point of each three- to four-week block and midway point of each trimester course, teachers provide students whose work is not meeting expectations with an update, with comments and help offered on how to improve.
- At the completion of each block course, and at the end of each trimester course (required skills-based or elective), teachers provide a report with a letter grade, comments, and narrative evaluation.
- At the end of each academic year, teachers and student advisors issue reports with a cumulative narrative evaluation, along with letter grades in all courses.
- **By the end of each school year, we expect at least 80% of all high school students to have completed all of their courses with a grade of C or higher (please see Appendix L for high school grading standards).**

- **We expect at least 90% of all seniors to have completed the graduation requirements as outlined below in section g.**
- **We expect at least 90% of all seniors to have completed a high-quality senior project to the satisfaction of their community mentor and faculty advisor.**

e. Performance Standards

Performance and learning standards for every grade level at Coastal Waters are outlined in Appendices K and L and are aligned with the Common Core and Next Generation Standards as set by the State of New Hampshire. While some aspects of the curriculum may differ in their implementation and timing from that of other public schools, none of the standards have been omitted and it is expected that graduates will have achieved all of the NH state standards (K-12). Please see Appendix P for the Common Core and Next Generation placement tables. In addition to academic skills and knowledge outlined in the Common Core and Next Generation Standards, the curriculum at Coastal Waters includes standards for the development of character, healthy physical growth and relationships, social consciousness, environmental awareness, imagination and creativity - attributes which we consider to be essential for success in college, careers and life. To that end, even our technology/digital literacy program, Cyber Civics, which is taught in grades 6-8, is geared toward not only meeting skills requirements, but teaching ethical and thoughtful use of the many types of technology available today.

f. Achievement Tests to be used to measure pupil academic and other goal achievement RSA 194-B:3,II(h)

Measurement of student achievement will comply with RSA 194-B:8,V, which states “At least annually, and near the end of each school year, a chartered public school shall evaluate the educational progress of each pupil, as specified in RSA 194-B:3 II(h). Such evaluation shall include, but not be limited to, the New Hampshire statewide education improvement and assessment program, as provided in RSA 193-C. The cost of the state assessment program shall be borne by the state.” Student achievement will be measured using current mandatory State Assessment System (SAS) testing in English and language arts in grades three through eight, science in grades five, eight and eleven, and the 11th grade College Board SAT School Day – all with accommodations for students with learning challenges.

The purpose of assessment. The purpose of assessment at Coastal Waters is to support further learning. Most educators recognize that motivation is an essential condition for learning to take place (e.g, Wiggins & McTighe, 2005; Black et al., 2004; Marzano & Kendall, 2007). Assessments that let individual students know what they still need to know, rather than ranking or scores without explanations, will help to motivate and encourage further learning. This approach to measuring student progress and achievement is known as learning-centered assessment and is advocated by many education scholars (e.g., Stiggins, 2002; Wiggins, 1998; Wiliam, Lee, Harrison, & Black, 2004).

Classroom assessments. Teachers conduct classroom assessments continuously and simultaneously as they teach. Research confirms that such curriculum-embedded classroom assessments, conducted during teaching and learning, and which give personalized, individual feedback, are the fairest, most reliable, and most valid indicators of student progress (Airasian, 2005; Anderson, 2003; Mc Millan, 2006; Stiggins, 2001; Wiggins, 1998). Classroom

assessments function as **formative assessments**, allowing teachers to understand what students still need to know to proceed toward meeting learning goals for the course.

Performance assessments. The experiential nature of the curriculum, as students are engaged in subject-related activities such as experiments, demonstrations, recitations, and group projects, lends itself to a type of classroom assessment known as performance assessment. Performance assessments are advocated by many education scholars for ensuring fair and reliable measurement of student achievement (e.g., Baron & Wolf, 1996; McTighe & Ferrara, 2011; Mehrens, 1992; Wolf & Reardon, 1996).

Competency Based Portfolios. Students create their own record of achievement for most block and trimester courses. They compile their essays, notes taken, lab reports, quizzes and tests, drawings and diagrams, artwork, or project reports into a portfolio that contributes toward their course grade and supports students in self-assessment. Research supports the benefits of portfolios as a record and confirmation of work done (Darling-Hammond, 2008; Gardner, 1993; Wiggins, 1998).

Multidimensional summative assessments. Each block course and trimester skills-based class culminates in a test, an oral exam, a comprehensive essay or report, completion of a portfolio or block lesson book, and/or student project or presentation. Teachers measure each student's progress towards the course objectives and arrive at a final grade/assessment using some or all of these pieces of evidence.

Student peer- and self-assessment. When appropriate, in addition to teacher reviews, students share their work with their fellow students and receive constructive criticism through discussion and written evaluations. Student self-evaluation and peer assessments are effective methods for motivating further learning (Shepard, 2000; Stiggins, 2001). At Coastal Waters, these methods are part of the classroom as a learning community wherein students and teachers mutually support the advancement of all toward attaining course goals.

State and District Required Testing

Coastal Waters will participate in State and District required NH SAS tests: ELA and Math 3rd-8th grade as well as 5th, 8th, and 11th grade science testing.

First and Second grade Assessments: The kindergarten, first and Second grade teachers will provide ongoing observational assessment of each child throughout the school year and will communicate student progress regularly to families, both informally and formally. These assessments will include body coordination; fine and gross motor skill development; rhythmic abilities; proprioceptive and vestibular skills; visual, tactile and auditory development; speech and communication development; language and cognitive development; and social and emotional integration and development. Based on the findings of these assessments, the class teacher has the opportunity to incorporate targeted physical-spatial exercises into regular classroom teaching with the goal of supporting the development of all learners.

High School Specific Assessment:

End-of-course assessments will be guided by rubrics as set forward in the NH Competency

based standards for English, Mathematics, Social Science and Science. Teachers maintain written records of students' achievements and issue reports to parents/caregivers according to the timeline stated above in part (d), that is, mid-block and mid-trimester for students not meeting expectations and at the end of blocks and trimesters for all. Constant fine-tuning and periodic adjustments maximize student progress and assure intellectual engagement on the part of each child. All reports contain teachers' comments in addition to letter grades. A narrative element in reports has been shown to support student motivation and performance (Brualdi, 1998; Wiggins, 1994).

Teachers record grades (see Appendix L) for college admission on a transcript that delineates courses taught as intensive blocks and as year-long skills classes. We treat all subjects equally in terms of grade point assessment. We do not rank students. Within each subject in the curriculum a variety of methods are used to ensure that all academic ability levels will be met.

State and National assessment tools such as PSATs and SATs in junior and senior years will also be used in order to help students better understand their progress in comparison with a national average.

The Senior Project is a comprehensive research project that provides evidence of a student's skills and understanding in a particular subject or subjects. Senior projects are designed with the guidance of a faculty advisor and presented to the community at a Senior Project Night.

g. Graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils RSA 194-B:3,II(i)

In order to graduate, high school students must earn at least 26 credits in accordance with the SAU 52 graduation requirements, in addition to completing a minimum of 40 hours of community service across the span of grades 9-12. The academic credits are embedded in the main lesson blocks as well as trimester skills courses, as are some of the volunteer hours. Additional credits may be earned through independent study, online offerings and other extended learning opportunities. Students earn credit by demonstrating competency as outlined in the description of assessments (f) above.

| | |
|--|---|
| Humanities-English | Four years of courses in literature, including full-length classical and contemporary works. Writing work includes rhetorical, grammatical, syntactical patterns, forms and structures. The writing relates to the literature and course content. 1 credit each year through block courses. |
| Humanities-History/Social Studies | Four years including US and world history, geography, political science and economics. 1 credit each year through block courses |
| Mathematics | Four years including algebra, geometry, intermediate algebra, pre-calculus, calculus and computer science. 1 credit each year through block courses and skills classes. |
| Science | Four years including earth science, biology, chemistry and physics. 1 credit each year through block courses and skills classes. |

| | |
|--|---|
| Visual and Performing Arts | Four years including fine arts, practical arts, music and performing arts. 1 credit each year through skills classes. |
| Movement and Physical Education | Four years including sports, dance, yoga, and health education. 1 credit each year through skills classes. |

These requirements exceed New Hampshire’s state graduation requirements per Ed 306.27 (m).

h. Student Performance Data Management System

All records of student performance will be managed through SchoolCues, a student information data management system, which has been developed with a specific focus for use in charter and Waldorf schools. Teachers use the teacher portal for grades, reports, and curricular assignments, while families and students can access assignments, documents, and reports through the family portal (unless other accessibility arrangements have been made). Reports are stored in the student’s record and may be printed out.

i. Daily/Weekly Schedule Sample (subject to change based on district transportation schedule)

Elementary School

| Times | Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------------|-----------------|-----------------------|------------------|-----------------------|---------------------|
| 8:30 -10:30 | Main Lesson | Main Lesson | Main Lesson | Main Lesson | Main Lesson |
| 10:30-11:00 | Snack/Recess | Snack/Recess | Snack/Recess | Snack/Recess | Snack/Recess |
| 11:00-11:45 | Extra Main/Math | Handwork | Extra Main/Math | Handwork | Extra Main/Math |
| 11:50-12:35 | World Language | Art | World Language | Art | World Language |
| 12:35-1:25 | Lunch/Recess | Lunch/Recess | Lunch/Recess | Lunch/Recess | Lunch/Recess |
| 1:30-2:15 | Extra Main/LA | Woodworking/ Movement | Extra Main/LA | Woodworking/ Movement | Extra Main/LA |
| 2:15-3:00 | Music | Environ Ed | Music | Environ Ed | Mixed Activity Per. |
| 3:05-3:15 | Jobs/Closing | Jobs/Closing | Jobs/Closing | Jobs/Closing | Jobs/Closing |

High School

| Times | Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------|
| 8:45-9:10 | Morning Meeting/ Sing | Morning Meeting/ Sing | Morning Meeting/ Sing | Morning Meeting/ Sing | Morning Meeting/Sing |

| | | | | | |
|-------------|---|---|---|---|---|
| 9:15-10:45 | MAIN LESSON |
| 10:45-11:00 | Break | Break | Break | Break | Break |
| 11:00-11:45 | Math | Math | Math | Math | Math |
| 11:50-12:35 | Art | Music | Art | Music | Study Hall-tutoring |
| 12:35-1:30 | LUNCH | LUNCH | LUNCH | LUNCH | 12:35-1:10 LUNCH |
| 1:30-2:15 | Language | Humanities Skills | Language | Humanities Skills | 1:10-2:10 Class Meetings |
| 2:20-3:05 | PE | Study Hall-tutoring | Service Work | PE | 2:15-3:05 ASSEMBLY |
| 3:10-3:15 | Jobs | Jobs | Service Work | Jobs | Jobs |
| 3:15-3:30 | Faculty Office Hours |
| 3:30-4:30 | Clubs/Activities Open Studio Study-Hall |

j. Supplemental Programming

Supplemental programming needs will be evaluated and implemented based on the individual needs of each student. For students who require academic support, individual and group tutoring is provided. In the elementary and middle schools, such support will be coordinated initially through that student’s teacher, in cooperation with the Educational Support Coordinator (LEA Liaison) and the student’s family. In the high school, each student has an advisor who will work alongside the student’s teachers, the guidance counselor, and in partnership with the student and their family to ensure that any needed services are available. Credit recovery can be arranged on a case-by-case basis with the teacher in consultation with the Leadership Council. Students may also access supplemental programs through their resident districts.

Title I, Part A of the Elementary and Secondary Education Act (ESEA) provides financial assistance to schools with high numbers or high percentages of students from low-income families. The purpose of the funding is to help ensure that all children meet high academic standards. (Please note that students do NOT have to be from low-income families to receive support through Title I funded programming.) Services provided are supplemental to instruction that already occurs within the school setting. This purpose is accomplished in two ways: (1) by providing children supplemental support through enriched and accelerated education programs; and (2) by providing instructional personnel with substantial opportunities for professional development. Parent/caregiver involvement is critical to the success of students and is highly encouraged through Title I.

For students who meet or exceed the school’s content area standards, particularly in the High School, individualized enrichment programming will be developed incorporating options such as independent study, community internships, and online learning opportunities.

Other supplemental programming such as after school programs, clubs, athletics, and enrichment opportunities will be included, and the details of these programs will largely be based on our facility and surrounding area. For example, we would like to provide an outdoor enrichment program (such as Timbernook), but will need the natural space to do this. Field trips are an essential piece of our approach to learning and will be incorporated into the school year whenever possible and appropriate.

Section 6: School Operations Plans

a. Admissions Procedures RSA 194-B:3,II(o)

Coastal Waters is an open enrollment, public school. Our admission procedures shall not discriminate or violate individual rights as prohibited by law. We expect the following of all students who are admitted:

- The applicant student and their parent or guardian agrees to the mission of the school, its policies, program, and expectations and signs the Admissions Agreement.
- The enrolled student and parent/guardian will be encouraged to attend a school orientation within 6 months of enrollment. The enrolled student and parent/guardian will be expected to read the Student-Family Handbook prior to the orientation.

Students are recruited and admitted as follows:

- 1) **After Charter approval by the New Hampshire Board of Education (BOE)**, the Coastal Waters Board (Development Committee, in subsequent years) actively engages in recruitment activities in Rockingham, Strafford, and surrounding counties, including speaking and distributing information at area schools, community centers, social service providers, the YMCA, and library, as well as holding on-site (if possible) and virtual information sessions and open houses for prospective students and their families. Coastal Waters will provide physical application packets to the above-mentioned community resources with information on its educational philosophy and curriculum for those who may not be able to access our website. We will include and support migrant and refugee populations, English language learners and those who are differently abled, disadvantaged families, and homeless youth in their application process. When necessary, translation services and application assistance will be made available.
- 2) For the school's initial year, the enrollment period will be open January 14th through February 15th. In subsequent years, the enrollment period will be open November 1st through February 15th. At the enrollment enquiry deadline, the following hierarchy for admission priority will be assigned by an admissions panel, composed of the Pedagogical Director, Administrative Director, and the Educational Support Coordinator (in the first year, this work will be done collaboratively by the Pedagogical Director and Board Chair):
 - a) New Hampshire students receive priority over out-of-state students in all categories
 - b) Siblings of existing students shall receive first priority for admission each year (not applicable to opening year 2022-23).
 - c) Siblings of older students selected in the admissions process shall receive second priority. We begin the acceptance process working from the highest grade (12) to the lowest (kindergarten). If a student is selected for admission, any younger siblings who are also qualified applicants are automatically granted admission, if space in their grade level is available. If there are more qualified applicants who are siblings of

- existing students than there are available spaces, the siblings shall be subject to a lottery among themselves to determine the award of available spaces. Siblings not awarded admission shall be placed at the head of the waiting list according to their lottery position.
- d) Children of Coastal Waters Founding Board Members and staff shall receive third priority. We expect to reserve no more than 5% (16 maximum) of enrollment for these children.
 - 3) After the enrollments based on the hierarchy above, the remaining New Hampshire students in each grade, if any, will be assigned a number and placed in a random lottery to be conducted on February 15 in the initial year. In subsequent years, the lottery dates and communication to students and parent/guardian will be communicated on the school's website and social media.
 - 4) New Hampshire students not receiving admission through their class lottery shall be placed on a waiting list in the order they were drawn from the lottery and be offered admission as space becomes available.
 - 5) Out-of-state-students will be offered admission if any remaining openings exist after New Hampshire students have been given the opportunity to fill them.
 - 6) Following the enrollment enquiry deadline, qualified enquiries will be accepted on a rolling admission basis until all spots are filled.
 - 7) Full application and enrollment contracts will be sent to all accepted students. The student's parent or legal guardian will provide additional application components as needed: a completed educational history, transcripts from previous schools attended, and releases of information needed for obtaining records from prior schools.
 - 8) Prior to school opening the student and parents review the responsibilities, rules, and commitments needed to attend and sign the Admissions Agreement, which is also signed by the Pedagogical Director.
 - 9) If a student is enrolled in a school district special education program, the student's sending school's Evaluation and Placement Team will be contacted to discuss special education support services.
 - 10) Once admitted to Coastal Waters, enrolled students are not subject to the lottery process each year and are automatically offered space in the school. Families of enrolled students will be asked to sign and submit a letter of intent to re-enroll by an established date prior to the enrollment lottery. Students who have un-enrolled from the school and wish to re-enroll must reapply subject to the above procedure.
 - 11) Given that diversity is crucial to the school culture, the admissions panel ensures that recruitment and enrollment practices promote inclusion by eliminating all barriers to enrollment for educationally disadvantaged students including foster youth, unaccompanied homeless youth, and ELL. The panel ensures that methods for admission are not designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law according to Ed 318.07 (b) (1)a.
 - 12) All registration procedures will be reviewed, and policies amended or developed, by the Board of Trustees prior to the open enrollment period starting November 1 each year.

b. School Calendar and number and duration of days pupils are to be served RSA-194B:3,II (s)

The school day runs from 8:00-2:15 for elementary school and 8:30 a.m. until 3:15 a.m. for middle and high school following the school day hours for SAU 52. High School students are invited to stay until 4:30 for clubs and open studio time. We follow the SAU 52 yearly schedule of vacations and holidays. Please see Appendix J for the 2021-2022 school calendar. The calendar for 2022-2023 will be aligned with that of SAU 52 as well.

c. Staffing Overview, including qualifications for professionals and paraprofessionals: administrators, teachers. RSA194-B:,ll (j)

Staffing at Coastal Waters includes a Pedagogical Director and Administrative Director, working with a Business Administrator, Development Coordinator, Educational Support Coordinator (LEA Liaison), and office assistant who will work closely with the Board of Trustees, Faculty, Guidance Counselor, Students, and Families to fulfill the mission of the school. Paraprofessionals will be hired as needed. Grant writing services may also be contracted, as needed.

Qualifications for Pedagogical Director:

- A dedicated dynamic leader who is passionate about the school's mission and knowledgeable about Waldorf philosophy and practices.
- Waldorf classroom teaching experience.
- An advanced degree in education and Waldorf training.
- Experience in programming evaluation and mentoring faculty.
- Highly effective communication, coaching, organizational and interpersonal skills.

Qualifications for the Administrative Director include:

- A dedicated dynamic leader who is passionate about the school's mission and knowledgeable about Waldorf philosophy and practices.
- An advanced degree in education/school administration
- Prior administrative experience.
- Diversity of work, travel, community service, and other life experiences.
- A record of success in community building.
- Experience in raising and managing donor funds.
- Highly effective communication, coaching, organizational and interpersonal skills.

Qualifications for Business Administrator include:

- Exceptional organizational and multitasking skills.
- Highly effective communication and interpersonal skills.
- Proficiency in MS Office and/or G Suite and other computer skills such as managing websites, handling social media presence, working with financial software and educational management software such as SchoolCues and experience with payroll and benefits.
- Commitment to the school's mission and familiarity with Waldorf philosophy and practices.

Qualifications for Administrative Assistant Include:

- Exceptional organizational and multitasking skills.
- Highly effective communication and interpersonal skills.

- Proficiency in MS Office and/or G Suite and other computer skills such as managing websites, handling social media presence, working with educational management software such as SchoolCues
- Commitment to the school’s mission and familiarity with Waldorf philosophy and practices

Qualifications for Faculty include:

- Dedicated and enthusiastic educators who are passionate about the school’s mission.
- Diversity of work, travel, community service and other life experiences.
- Degree in education and/or NH teaching certification and Waldorf teacher certification or willingness to pursue this as professional development. At least 50% of the faculty shall have NH state certification or 3 years teaching experience per NH State Standards.
- Degree in their subject specialty (for High School).
- Highly effective communication, coaching, organizational, and interpersonal skills.
- Highly collaborative and team-oriented style.
- Experience with, or a willingness to pursue training in, implementing technology and multimedia in the classroom.

Qualifications for the Development Coordinator include:

- Dynamic individual who is passionate about the school’s mission and knowledgeable about Waldorf philosophy and practices.
- Relevant experience in Development, Marketing, grant writing and enrollment
- Exceptional organizational and multitasking skills.
- Highly effective communication and interpersonal skills.
- Proficiency in MS Office and/or G Suite and other computer skills such as managing websites, handling social media presence, working with educational management software such as SchoolCues.

Qualifications for the Guidance Counselor include:

- Dynamic individual who is passionate about the school’s mission and knowledgeable about Waldorf philosophy and practices.
- An educational degree with a focus on school counseling, special education, or other relevant fields.

Qualifications for the Educational Support Coordinator (LEA Liaison) include:

- A degree with a focus on special education or other relevant fields.
- Already established, or ability to build, strong working relationships with the local educational community.

d. Employee Job Descriptions/Responsibilities, Ed318.09(e)(6)

See Appendix O for employee job descriptions.

e. Average student/teacher ratio for the first 5 years Ed 318.05(c)(7)

| Grade | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------|--------|--------|--------|--------|--------|
|-------|--------|--------|--------|--------|--------|

| | | | | | |
|-------------|--------------------------------|--------------------------------|-------------------------------|-------------------------------|-------------------------------|
| 1-8 | T 16.5 / S 220 Ratio 1:13.3 | T 17.5 / S 220 Ratio 1:12.6 | T 18 / S 220 Ratio 1 :12.2 | T 18 / S 220 Ratio 1:12.2 | T 18 / S 220 Ratio 1:12.2 |
| 9-12 | T 10.5 / S 100 Ratio 1:9.5 | T 10.5 / S 100 Ratio 1:9.5 | T 10.5 / S 100 Ratio 1:9.5 | T 10.5 / S 100 Ratio 1:9.5 | T 10.5 / S 100 Ratio 1:9.5 |

f. School employee and volunteer background investigations RSA 189:13-a. Ed 318.07 (3)

Coastal Waters shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a. ED 318.07(3). Such background checks will be completed before any staff member starts employment.

g. Personnel compensation plan, leaves, and other benefits. RSA 194-B:3,II (k): Ed 318.09 (e)(6)

The founding group, Friends of Coastal Waters, is deeply committed to supporting teachers with competitive salaries and benefits, and understands the need for disciplined spending. Please see the budget for details. School administration and full-time teachers shall be paid an annual salary on a biweekly basis. Part-time staff will be paid at an hourly rate for time worked.

While the details of a compensation package will depend on funding, we are projecting an average annual salary of \$42,000 and expect to offer basic health insurance coverage, retirement benefits, and professional development support. We expect to offer a 3 percent annual salary increase for full-time employees.

Employee contracts will be on an annual basis, for the period of July 1 to June 30. In addition to instructional days required by law, teachers will be expected to work 17 additional staff-development days each year (10 days before the beginning of school, 2 separate staff development days during the school year, and 5 days after the last day of school). In addition to scheduled school vacations, salaried employees will receive an additional 3 paid personal leave days and 5 sick days per year. All teachers are expected to attend professional development programs chosen in consultation between the individual teacher and the Pedagogical Director and Faculty Chairs. Coastal Waters may offer unpaid leave for employees pursuing educational studies. Please see Section 6 j for more information about professional development.

Full time faculty and staff and part-time salaried employees leading programs are also provided with up to 12 weeks of unpaid, job-protected leave per year through the Family and Medical Leave Act (FMLA) for any of the following reasons: the birth and care of the newborn child of an employee; placement with the employee of a child for adoption or foster care; to care for an immediate family member (spouse, child, or parent) with a serious health condition; or to take medical leave when the employee is unable to work because of a serious health condition. Employees are eligible for leave if they have worked for Coastal Waters for at least 12 months, at least 1,250 hours over the past 12 months. Whether an employee has worked the minimum 1,250 hours of service is determined according to FMLA principles for determining compensable hours or work.

Coastal Waters will offer 1 week of paid jury leave, up to two weeks of paid parental leave, and 3 days of paid leave on the death of an immediate family member defined as spouse, parent, child, brother, sister, grandparent, grandchild, spouse's parent, child, brother or sister, grandparent and grandchild. Any additional time off will be without pay or using PTO days. Employees who sustain work-related injuries are eligible for a medical leave of absence for the period of disability in accordance with all applicable laws covering occupational disabilities. A military leave of absence will be granted to employees who are absent from work because of service in the U.S. uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA).

h. Administration Performance Evaluation

Coastal Waters will conduct an annual evaluation of administrative positions to ensure that the school is fulfilling its mission and complying with all provisions of the charter through its administrative functions. Prior to the opening of school, the Pedagogical Director and Board will create an evaluation rubric for each position detailing responsibilities and performance objectives. The evaluation rubrics will be completed by the employee being evaluated (self-evaluation) as well as the employee's manager (see organizational chart on page 13) and any other relevant personnel. In the case of the Pedagogical Director and Administrative Director, their evaluation rubrics will be completed by members of the Board, Faculty Chairs, and at least one other administrative personnel. Emphasis will be on identifying strengths, areas of improvement, and annual goals. An in-person evaluation shall then be conducted to discuss performance and establish key performance indicators which can be reviewed monthly if needed. A written evaluation will be completed and placed in the employee's personnel file. If an employee is found to be underachieving in his or her performance, recommendations for improvement will be made and a 1-month follow-up evaluation scheduled. The power to dismiss any administrator based on the school's needs or expectations not being met will be held by the Board.

i. Teacher Performance Evaluation

Coastal Waters uses a system of peer review for evaluating teacher performance and ensuring high quality teaching. This system has been well-tested by other public and private Waldorf Schools. The Faculty Chairs, in collaboration with the Pedagogical Director will determine the details of the peer-review system, that is: at what frequency, by whom, and on what basis teachers will be evaluated. At a minimum, the system will include a required evaluation in the fall and spring of each year during the first two years for new teachers; continued evaluation every year for other teachers, and mandatory annual classroom visits by colleagues for all teachers. An evaluation rubric will be established for use in teacher reviews.

Peer-review systems working with clear evaluation criteria have been shown to be the most effective in improving teacher performance and supporting high quality teaching, with consequent improved student learning outcomes, (Darling-Hammond, 2013). In these systems, the purpose of teacher evaluation is understood to be supporting the teacher to become a better teacher, rather than rewards or penalties. Peer review is done in an atmosphere of collegial support, trust, and inspiration. A peer review is conducted by a team of two or three teachers in conjunction with the Pedagogical Director who may look at the following pieces of evidence: the teacher's written self-evaluation; an interview with the teacher; a series of classroom visits;

review of students' work and assessments. The decision to dismiss any teachers based on the school's needs or expectations not being met will be held by the Board, following due process upon recommendation from the Administrators and appropriate Faculty Chair.

j. Professional Development

In accord with the responsibilities of teachers listed in Section 6d, all teachers are required to pursue professional development, at a frequency determined by the Pedagogical Director and Faculty Chairs to be outlined in a professional development master plan. Teachers may meet this requirement through attending workshops, conferences, or courses related to their subject specialty, Waldorf principles and pedagogy, curricular innovations, or social/cultural issues affecting children. Teachers are encouraged, and in some cases may be required, to pursue Waldorf teacher certification at one of the Waldorf teacher education centers accredited by the Association of Waldorf Schools of North America.

Coastal Waters provides some paid time off for professional development. All full-time salaried employees, including administrative staff, receive two professional days per year. Teachers are not normally allotted professional days during the school year, but may request an exception to be approved by the Pedagogical Director and Faculty Chairs. Part-time salaried employees receive a prorated number of days based on their employment percentage. In addition to time off, Coastal Waters provides a professional development benefit stipend to full-time salaried and part-time salaried employees based on an amount determined by the budget each year. The benefit stipend for part-time salaried employees is prorated based on employment percentage.

k. Philosophy of Student Governance and Discipline RSA 194-B:3,II (p)

Coastal Waters is committed to helping students build a healthy life and to guiding them as they grow and develop toward a gradually expanding consciousness of the personal, moral, and social implications of their choices and actions. We believe in respectful and transparent communication within the school community as well as with the individual. Our pedagogical model is based on Rudolf Steiner's indications for the developing human being. As such, the school culture will be one where our understanding of the role of discipline is one of *teaching* the student rather than enforcing, shaming, or using punitive systems where the student does not engage in the deeper meaning of their behavior and its effects on themselves and others. By deliberately framing our behavioral expectations in terms of shared moral principles, we encourage adults and students to engage in thoughtful discussion, reflection, and positive action when transgressions occur. Our structures for discipline and guidance aim to support the individual by unfolding their natural gifts and abilities in a safe and supportive environment. Above all, the safety and well-being of the entire community is held in balance with the safety and well-being of individual students. Please see Appendices G and H, the Elementary and High School Student-Family Handbooks, for details on community expectations.

l. Age appropriate due process procedures to be used for disciplinary matters RSA 194-B:3,II (p)

Disciplinary procedures: Minor infractions will be dealt with as necessary by teachers or the Pedagogical Director. Repeat infractions, or actions of a more serious nature, will result in a conference to determine consequences using a restorative justice model in accordance with the developmental capabilities of the student(s). This conference will include the student,

a parent or guardian, the Pedagogical Director and/or Administrative Director, and a teacher. An outside mediator may be requested, whose costs will be shared. Parents or guardians may request a hearing at any time to discuss decisions of behavioral concern. A student who is frequently and repeatedly unable to meet school conduct expectations may be asked to leave the school.

Suspension and expulsion guidelines: Certain behaviors, such as bullying, harassment, and other violent behavior toward students or faculty; possession of illegal substances; and other criminally disruptive activity will be considered major offenses. On matriculation, students will be given the Coastal Waters Student-Family Handbook that fully explains what actions may lead to suspension or expulsion. Students in middle and high school will sign the code of conduct each year, which will be kept on file for future reference. A pupil may be suspended or expelled from a chartered public school based on criteria determined by the Board of Trustees consistent with the advice of the Pedagogical Director, Administrative Director, and faculty in conformance with RSA 193:13. Again, parents or guardians may request a hearing relative to these recommendations. Please see the Student-Family Handbooks for more details on the disciplinary process. In all disciplinary matters Federal and State mandated due process provisions will be followed.

m. Student transportation plan RSA 194-B:3,II (I)

Students attending the school have access to transportation only if they reside in the district where the charter school is located. The school will comply with charter law provisions that govern student transportation under Section 194-B:2, which states:

Attendance at a charter 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 open enrollment or charter school is located shall be provided transportation to that school by the district on the same terms and conditions as provided for in RSA 189:6 and RSA 189:8 and that transportation is provided to pupils attending other public schools within that district. However, any added costs for such transportation services shall be borne by the charter school. 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 residential district. No transportation will be provided by a sending school district or receiving charter school for students whose residence is other than where the school program is located. Coastal Waters will offer to help students outside the SAU it is physically located in to coordinate transportation, through networking with surrounding school districts, including area charter schools, forming carpool or ride-share groups, encouraging biking and walking, and other options to minimize the burden on families and the local environment.

n. Student, Staff Handbooks

Please see Appendices F, G and H for the Employee, and Elementary and High School Student-Family Handbooks, respectively. These will be fully updated with all policies and approved by the Board prior to hiring and student enrollment.

o. Student Information System

Coastal Waters will use SchoolCues as our student information system. This system will serve as the primary mode for conveying information such as the Employee and Student-

Family Handbooks and academic information, and will handle enquiry, registration, admission process, and enrollment documents including health forms.

Section 7: Meeting Student Needs

a. Special Education RSA 194-B:3,II (n)

In accordance with RSA 194-B:8, I, Coastal Waters shall not discriminate against any child with a disability as defined in RSA 186-C. Coastal Waters will cooperate and coordinate with LEAs from each sending district and the parents and/or legal guardians of special needs students to identify and implement practices to meet their needs. Coastal Waters Chartered Public School complies with all federal and state special education laws and rules applicable to a New Hampshire charter school setting. Under New Hampshire's charter school statute, RSA 194-B: 11, III (a) "the funding and educational decision-making process for children with disabilities attending a chartered public school shall be the responsibility of the resident district and shall retain all current options available to the parent and to the school district", and as such, Coastal Waters recognizes the critical role of the LEA in successful implementation and administration of IEPs. The Educational Support Coordinator (LEA Liaison) at Coastal Waters will coordinate and cooperate with LEAs from sending school districts on matters pertaining to individual students' needs. ED 1104.01 lays out the steps of this special education process, which Coastal Waters will adhere to, including: referral, evaluation, determination of eligibility, development and approval of the IEP, placement, ongoing monitoring of the IEP, and an annual review of the IEP. Within that process, the Coastal Waters liaison will:

- o Notify and coordinate with the LEA when an individual student may require referral for services or accommodations.
- o Communicate with the sending district, parents and/or legal guardians, service agencies, faculty and other members of a students' potential IEP team to ensure consistent implementation of IEP services.
- o Review IEPs from the LEA with all teachers and staff involved in its implementation and support those teachers and staff to ensure full compliance with IEPs and student success.
- o Maintain contact lists for all service providers related to IEPs.
- o Provide concerns and/or recommendations to the LEA liaison about IEP implementation specific to how the student is receiving services within the Coastal Waters setting.
- o Attend scheduled meetings with the sending district LEA, parents/guardians, faculty and staff to review the IEP and/or educational status of students.

In coordinating and collaborating with resident districts, we recognize that each district may send staff to Coastal Waters; may contract to have services provided at Coastal Waters; may provide services at the resident district school or a service provider's location; may contract with Coastal Waters to provide the services; and/or provide transportation to and from Coastal Waters and the resident district school where any services are being provided before, after or during the school day. In an effort to plan accordingly, we have begun to reach out to the SAU Special Services Coordinator for Private and Charter Schools (or equivalent) in all local districts to build a relationship and discuss each approach to cooperation and specific procedures to ensure a high-quality educational experience for all of our students.

b. Other Educationally Disabled and Economically Disadvantaged/at risk Ed 318.07(1)(c)

The Educational Support Coordinator (LEA Liaison) at Coastal Waters will ensure that

the school provides needed support for other educationally at-risk learners as well. We will work with local social service agencies such as Southern New Hampshire Services, Families First, One Sky Community Services, as well as Federal Title Programs to ensure that all aspects of a student's life that might affect his/her ability to learn and succeed are addressed. Below is a list of support programs that Coastal Waters will access to ensure educational success for some of the most vulnerable student populations, and NHDOE consultants will be contacted prior to opening:

- o **Educationally Disadvantaged**-Title 1 funds will be used to hire highly qualified teachers, tutors and to purchase evidence-based supplemental educational resources to support students identified through testing, and other curriculum-based measures.
- o **English Language Learners (ELL)**-Title 3 funding will be used to ensure that ELLs attain English language proficiency and are able to meet state academic standards.
- o **Neglected or Delinquent**-Title 1 funds will be used to support supplemental instruction geared specifically towards the needs of students who are neglected or delinquent.
- o **Homeless Students**-Coastal Waters will make use of resources provided by The Homeless Program at the State of New Hampshire to support those students who are experiencing homelessness or other such transitions.
- o **Migrant and Refugee Populations**-NH Migrant Education program provides services such as one-on-one tutoring, summer classes, mentoring, referrals to local service providers, and assistance with school supplies.

c. Additional Academic Support and Credit Recovery

The individualized attention possible at Coastal Waters, in addition to the philosophies and techniques of Waldorf education, lend themselves well to providing individual support for improving student achievement and closing achievement gaps. Ongoing evaluation of student achievement data forms the basis of this strategy. As mentioned above, Federal title programs will be identified for which the school meets eligibility requirements in order to support our students. Where Federal title monies are not available, we will work to provide supplemental services such as after-school tutoring, support staff in the classroom, and additional learning resources. When necessary, students will be able to make use of testing and other support services through that pupil's resident district. Recognizing that student achievement is influenced by a multitude of factors, Coastal Waters will follow the National Education Association Guidelines focusing on:

- o Enhanced cultural competence
- o Comprehensive support for students including outreach to student's families
- o Extended Learning Opportunities
- o Classrooms that support learning through multiple intelligences
- o Strong coordination and cooperation between the sending district and Coastal Waters
- o Access to highly qualified staff
- o Adequate resources and funding

Where credit recovery is required, students will work to create an individualized plan with the teacher in question, faculty chair, and the Administrative Director and Pedagogical Director.

d. Federal Title Programs

Coastal Waters will endeavor to secure funding through Federal title programs at every

opportunity to support the education of our students and maximize leverage of State funding toward improvement of student education. Eligibility for specific title programs will be determined by the state and all NHDOE consultants will be contacted prior to opening.

Section 8: Financial Management

a. Method of Administering Fiscal Accounts and Reporting RSA 194-B:3,II(q)

Coastal Waters follows GASB and all accounting guidelines for NH public schools. The Board will enact internal accounting controls and will elect a Treasurer with financial oversight responsibilities to ensure that the school's finances are managed with discipline, integrity, and transparency. To facilitate fiscal oversight by the Board, key aspects of the school's financial health will be reviewed using a "dashboard" of key performance indicators and financial data at each Board meeting.

At least two officers of the Coastal Waters Board will be given check writing authority. The Pedagogical Director, Administrative Director, and the Board Treasurer are given a discretionary spending limit, set by the Board, and reviewed annually, for incidental purchasing. In addition, the Pedagogical Director, Administrative Director, and Treasurer have the authority to endorse regular payroll expenses. For all other spending, two signatures are required on checks. Each individual with signing authority will be covered by a fidelity bond in accordance with the guidelines of the New Hampshire Department of Revenue Administration.

On an annual basis, the Board will approve a budget, which will serve as approval of ordinary, necessary, and planned expenses for Coastal Waters. The Board will vote on a spending limit for purchases made without a quorum vote from the Board. Expenses that are not within the approved budget will need to go through approval of the Pedagogical Director, Administrative Director, or Treasurer based upon their approval limits. Amounts that exceed the Pedagogical Director, Administrative Director, and Treasurer's approval limits will be brought to the Board for review and approval.

Coastal Waters complies with all requirements specified in the law pertaining to reporting requirements (RSA 194-B: 10-V): quarterly reports (available to the public), an annual report, annual financial audit and report, program audit, and participation during the annual school budget process. The annual financial audit is conducted by an independent auditor (CPA) hired by the Board. The Treasurer, or a committee assigned to the task, may recommend a specific CPA be hired, but the final choice of a CPA must be chosen by a majority. The audit should be completed no later than three months after the close of the fiscal year. The annual report will be provided to the State Board of Education, local board, and any person who requests it as required by law.

In compliance with i4see (Initiative for School Empowerment and Excellence) reporting, Coastal Waters will provide the New Hampshire Department of Education (NH DOE) with 4 quarterly financial reports per year. It will also, in our opening year, provide the NH DOE with a progress report by December 1. Thereafter progress reports will be sent by August 31 of each year. A first-year program audit will be conducted by the Department of Education at the end of the first year. Monthly Board meeting minutes will be submitted to the charter school office each month or posted online with the link sent to the charter school office.

b. Annual Budget Ed 318.09(e)(11)

Please see Appendix D for the proposed pre-operations and five-year budget.

c. Budget Narrative Ed 318.09(e)(11)

Coastal Waters' five-year budget includes revenue from the NH per-pupil adequacy funding, which is \$7,188.00 at the time of this submission, and shall adjust annually pursuant to RSA 194-B: 11. The budget reflects the student enrollment and the corresponding staffing. The per-pupil adequacy fund income is projected at 93% of capacity, to account for attrition and the potential for lower enrollments. The Special Education income/reimbursement is based on the seacoast region special education rate, 12% of the student population, at \$3,000 per student (320 students x 12% x \$3,000). We have included a broad and realistic fundraising and development plan, which includes engaging an experienced grant writing consultant, to supplement the per-pupil adequacy funding projected to be received from the state. The budget includes receipt of the Federal Start-up Grant Funds for implementation costs. If these Federal Start-up Grant funds are not available, we will increase our development and fundraising efforts in the pre-operational phase.

Projected employee expenses include average annual compensation of \$42,000 (salary and hourly), employee benefits (15% of full-time wages), and related taxes (7.65% of all wages) based on the planned staffing for opening and growth of student enrollment. There is an estimated \$1.5M of implementation costs reflecting up to twelve (12) preoperational months of administrative salaries, leases, taxes, technology infrastructure (\$650 per student), classroom equipment (\$350 per student), curriculum and professional development, and supplies. Employee benefits include covering part of each FT employee's health benefits, providing ST and LT disability, and offering a simple IRA with up to a 3% match. Professional development is budgeted at \$800 per staff member, because we believe that the continued growth and development of the staff is important for the growth and development of our students as well. The Board of Trustees will review the benefits annually.

Payroll, Benefits, IT, and Legal services will be contracted. The Board has committed to provide oversight of these functions and the financial operations until the school is fully operational and staffed. Costs for the facility lease (20,000 sq ft at \$11.50/sq ft), utilities, insurance, and related costs are projected based on the current commercial property and insurance market. We have used N.H. Code Admin. R. Ed 1113.10 as a guide for classroom space requirements. Instructional materials (\$500 per student annually) and equipment are projected based on class enrollment capacity, space needs, operational experience, and other similarly sized local charter schools and quotes we have received.

Both our website and Facebook page are operational, and we have started some fundraising activity in anticipation of upcoming expenses. We have received a loan commitment from a community member, and are working to identify further grant and loan opportunities. Please see the detailed Fundraising Plan in Appendix N.

We understand that circumstances may arise beyond our control, the recent years of Covid-19 as case in point, that may lead to shortfalls in either fundraising or enrollment. Should our fundraising or enrollment targets not be met, we will reprioritize funds for operational items and reduce spending where appropriate within the operating budget so that we may provide the

highest possible quality education within our revenue means.

Section 9: School Culture

a. School Environment: culturally inclusive

One of the key values of Waldorf education is a profound respect for each human being as a unique individual. Coastal Waters strives to achieve a balance between enabling students to discover and unfold their unique individual interests and talents and cultivating a school culture of shared understandings and common values. We recognize that cultural inclusivity, equity, diversity and social justice are essential to the healthy functioning of the school, and these are therefore embedded in the content of the curriculum, the social life of the school community, and our volunteer efforts and service projects beyond our campus. Our curriculum includes a strong focus on many different cultures of the world, and in that, we incorporate festivals and guests throughout the year, which not only provides an experience for students and families, but also allows members of the greater community to share themselves. A variety of social learning programs will enhance our school culture as well, including, but not limited to: Our Whole Lives, Camp Kindness Counts, and Beyond Differences. For example, in Our Whole lives, not only is there explicit education around diversity and inclusion, but guest panels are written into the curriculum to allow students to engage with the topic from authentic conversation. Camp Kindness Counts and Beyond Differences are both Social-Emotional Learning curriculums, as well as youth leadership programs to “end social isolation and create cultures of belonging for everyone”. The websites for these programs are listed in the reference section for further information. Evaluation of our programming and culture will be ongoing as we build our school in an effort to match our approach to the students and families we serve.

b. Establishment and Maintenance of School Culture

The school culture of Coastal Waters is established by the profound respect that teachers and staff have for each human being as a unique individual. Teachers and staff are committed to enabling students to find a sense of social safety allowing for authentic self-expression while also recognizing their role as a part of a larger community. The emphasis on healthy human relationships among teachers, staff, students, and families is reflected in the respectful and collaborative approach to every aspect of the school, from governance, to the employee grievance policy to the student discipline policy. Students are encouraged to build healthy peer relationships and to embrace difference and diversity through group projects, class plays, peer assessments and activities such as Festivals, Assembly, Morning Gathering/Sing, youth leadership initiatives, and advisee groups in the high school. Social and environmental responsibility is taught through the performance of daily school jobs, service trips and the community volunteer requirement.

Throughout the school year there are multiple opportunities (festivals, student presentations and performances, committees, and other volunteer work) for students, staff, and families to come together and support this vibrant community.

Section 10: Stakeholder Engagement

a. Philosophy of Parent (Family) Involvement RSA 194-B:3,II(v)

At Coastal Waters we believe parents and/or guardians are important and valuable participants in their children’s education. We encourage parents, caregivers, and other important adults in students’ lives to offer their input and participation in the school. As part of

the admissions process, parents/guardians are provided with and expected to read the Student-Family Handbook.

Through the School Community Association, adult evenings, school fairs and festivals, and the ample volunteering opportunities provided to families, the ability for parents and other adults to find connection in the wider school community will be robust. Annual cultural festivals and events such as student art and instrumental evenings will allow families to experience the curriculum and its advancement over the course of the year. Community adults will also be invited to share their talents and expertise through presentations, workshops, and classes with the larger school community.

The School Community Association represents all parents/guardians, referred to collectively as the parent body. The School Community Association is composed of at least one parent representative from each class. They meet on a monthly basis during the school year and:

- Coordinate and/or sponsor parent education, outreach, some festivals, various committees, clubs, and other activities that contribute to the life of the school.
- Coordinate class and some all-school fundraising activities and oversee the allocation and disbursement of funds that have been raised for the School Community Association, with oversight from the administration.

School Community Association representatives are expected to attend the monthly School Community Association meetings as well as their own class meetings. It is the representative's duty to keep their class families informed about initiatives taken up by the School Community Association and to act as the voice of their class to the Association.

The School Community Association will be active in the start-up phase of the school through participation in a variety of tasks, such as: fundraising, grounds and school set-up, and other activities as needed.

b. Community Involvement Plan Ed 318.09(e)(10) Ed 318.09(e)(12)

Coastal Waters will work to ensure our community understands the benefits of a Waldorf-inspired education through outreach events, volunteer efforts, Chamber of Commerce connection and local business relationships. Central to the mission of Coastal Waters is our commitment to a school culture that promotes community involvement and responsibility as an essential and integral part of life. We encourage staff, faculty, students, and families to be active citizens in our school as well as the local and global communities. Outreach events such as clean-up days, food drives, work parties, and other service-related activities are an integral part of the educational program. Community members will be invited to the campus to share their work and allow for discussions open to the public. We hope to be able to provide a space where community theater, dance, and music groups can rehearse and perform, where farmers markets and CSA drop offs can be held, and where various nature-based classes and camps can be held. Timbernook is one example of an organization we are excited to have the support of, and to work with. The Timbernook program was started in Barrington, NH by Angela Hanscom and, because of its incredible success, is now offered worldwide. Angela is a mother, an author, and pediatric OT who has worked in hospitals, schools, and outpatient clinics. Timbernook was developed to place children outdoors while offering activities that have therapeutic value, as well as enhance and foster healthy child development.

We have begun many conversations to develop and strengthen partnerships with community

members and organizations who have expressed an interest in working with us and supporting the growth of the school, including the University of NH and Antioch University New England. Please see Appendix B for a more complete list.

c. LEA Partnerships Ed 318.09(e)(12)

Coastal Waters will actively pursue opportunities to partner with and support the schools (public, charter and private) and resident LEA's in the area in an effort to enrich the lives of all students in the NH Seacoast region. We anticipate that due to the proximity of several districts, we will be working with a network of relationships, including the one in which we are physically located. A successful partnership starts with recognition that both the resident district and Coastal Waters have the best interest of the students as their common goal. It is also important for Coastal Waters to build a relationship founded on respect for the LEA's work and limited resources. We have begun to reach out to key LEA stakeholders including Superintendents, Principals, and Faculty to identify partnership opportunities that will benefit both Coastal Waters and the LEAs, as well as the entire community. We are especially hopeful that those partnerships might be able to support other schools in areas that Waldorf Schools are especially strong in, including the arts, music, and environmental education by opening up our school and our campus for collaborations between our students and students from other local schools. Likewise, we hope to draw on the experience of the area LEA's in identifying and accessing resources for students as needed. By encouraging and engaging in a mutually supportive New Hampshire school culture, we all benefit and are able to pass that on to our students and communities.

Coastal Waters Student Recruitment Plan:

1. Community Outreach: Volunteers will distribute fliers with school information in communities where the school is located, and in the surrounding towns. Special focus will be made in Opportunity Zones including Census Tract #081400 in Dover, #080203 in Durham, #055002 in Raymond, #084400 and #084300 in Rochester, #063001 in Seabrook, and #083001 in Somersworth. All marketing and recruitment materials will clearly state that the school serves all students, including those with IEP's, 504s, learning disabilities, language barriers, foster youth, and unaccompanied homeless youth.
2. Professional Outreach: Members of the Development Team will contact LEA stakeholders to provide information about Coastal Waters, discover how we can support the work that they do, and establish positive relationships prior to our school opening. They will also be invited to tour our school once we are at that stage of our development.
3. Targeted FB Advertising: Advertising to be based on geographical and demographic statistics.
4. Information Sessions: Online sessions via Zoom, and in person information sessions on campus once a location has been established, as well as at public libraries in the Seacoast region (if this becomes an option while Covid-19 restrictions are in place). Information Sessions will be advertised on FB, the school website, local bulletin boards, and through local media outlets.
5. Pre-School Outreach: Establish a relationship with surrounding pre-schools. Invite pre-school providers to information sessions, and to facility and campus tours and events. Establish a relationship with these providers and ask them to share the information with their families so they are aware of Coastal Waters when it is time for their children to

move on to Kindergarten and into the grades.

6. Establish a relationship with organizations that serve and support at-risk students and their families in the Seacoast Region of NH such as Families First, WayPoint, and the coordinators at the YMCA who run the childcare, afterschool, camps, summer and food security programs. Invite staff to information sessions and tours, and share marketing and outreach materials with them to share with the families they support.
7. Family to Family Outreach: Encourage interested, supportive families to share the school information and marketing materials, the school application, our FB page and our website address with their friends, neighbors and colleagues in order to build an awareness of and interest in the school.

Section 11: Facilities

a. Access to suitable facility

Friends of Coastal Waters has an active committee exploring opportunities in the Portsmouth area for a facility that is appropriate based on the target location, students to be served, and future growth. We have been working with a realtor and are currently searching for a facility that has approximately 21,000 sq ft that will provide the opportunity for ample classroom space, library space, office space, and a multipurpose space/gym.

b. Description of School Requirements

Based on projections of up to 145 Elementary, 75 middle school, and 100 High School students, the committee has determined that we need approximately 15,000 square feet for the elementary and middle school and approximately 6,000 square feet for the high school of instructional, office, and meeting space, for a total of approximately 21,000 square feet.

c. Classroom, Offices, Athletics, Outdoor Needs Plan

The ideal location for Coastal Waters will include proximity to outdoor space suitable for athletics, games, and other outdoor activities, gathering as a school, and meeting in small groups. Ideally the facility would have space for gardening activities, and would be within walking distance to woods and wetlands to be used in various aspects of the curriculum. Classroom space should be warm and welcoming with as much natural light as possible. Space should be flexible to allow for multiple uses including large and small group discussions as well as movement activities. Space should be available for laboratory science work for the upper grades, as well as studio space for artistic classes such as painting, drawing, clay work, weaving, and a woodworking shop. There should be one larger room that can be used for all-school gatherings, movement classes and performances which should include light and sound equipment. In accord with our emphasis on teaching and practicing environmental sustainability the facility should be well-insulated and have ample sun exposure to enable the future installation of solar panels.

Classroom space projected needs:

- Thirteen (13) individual classrooms for grades K-12
- Two (2) foreign language classrooms
- Special education classroom/work space
- Indoor movement space (gym/recreational room)
- Library
- Assembly/Performance Room equipped with stage, lighting and sound equipment

- Woodworking Studio
- 2 Art/Fiber studios
- 2 Music Studios (Upper and Lower School)

Office space projected needs:

- Three (3) secure offices for the Pedagogical Director, Business Administrator, and Administrative Director
- Main Office with Shared Office Space for Development Coordinator and other staff
- Teacher lounge/workspace
- Meeting space

d. Plans for facilities lease or purchase

Please see above (a) We are currently working with a commercial real estate broker to begin our preliminary search for space available to lease or purchase in the Seacoast area.

Section 12: School Safety Management Plan

a. Emergency Operations Plan

We will submit our Emergency Operations Plan to NH Homeland Security and Emergency Management Portal. Much of what an Emergency Operations Plan entails is site specific. Once we have obtained a suitable facility The Board and Administrative Director will work with local law enforcement and the fire department to further improve and adapt these plans to our specific site prior to the opening of school. During the month of August, prior to the start of regular class sessions, all teachers and staff will participate in no less than 8 hours of emergency preparedness training. This will include working with state and local authorities, and possibly private vendors to provide necessary training in: Run-Hide-Fight, Fire Extinguisher Use, Evacuation Procedure, General Emergency Preparedness, and First Aid-including First Aid certification

b. Compliance Statement RSA 194-B:8,II; Ed 318.07 (b)(4)

The school facilities shall comply with all federal and state health and laws, rules and regulations including, but not limited to: Fire Safety; Heating, ventilating and air conditioning; Plumbing; Electrical; Food Service; and ADA requirements.

Section 13: Communications Plan

a. Plan to disseminate and develop information to assist families with decision making, RSA 194-B:3, II(w)

Coastal Waters Chartered Public School will create posters, brochures, application packets, a Facebook page, and a website with information on its educational philosophy, curriculum, and student expectations. The school will also hold on-site and virtual information sessions (as Covid-19 safety allows) for prospective students and their families. Regular community outreach will be overseen by the Directors of the school with potential collaboration of the parents/guardians, students, and faculty of the school. Outreach venues and materials will be chosen in order to promote inclusion of all students and to eliminate any possible barriers to enrollment for educationally disadvantaged students.

b. Plan to develop and disseminate best practices

As discussed earlier in this application, Waldorf education has a long history of

successful educational philosophy and practices, yet continues to evolve over its 100-year history. In order to share successful programs and practices with neighboring charter schools and the local public schools we will designate several members of the Board and school community to work alongside the Pedagogical Director and Administrative Director to lead the efforts to identify and disseminate best practices. This group will conduct a study of the strengths and weaknesses of the program and identify those practices that have been most successful at our school. They will work to establish relationships with other public schools, identifying those schools with similar best practices as well as those schools who might be most interested in and benefit most from the practices. They will establish clear objectives for dissemination and establish measures for success. Examples of dissemination efforts may include but not be limited to presentations at local, state and national charter school conferences, the New Hampshire Alliance for Public Charter Schools, The Alliance of Public Waldorf School conferences and NHDOE's monthly charter school meetings.

Please refer to our Recruitment Plan specified in section 10c. for further details on how we plan to share information about our school with the community.

c. Plan for timely and regular communication with families and school stakeholders

Friends of Coastal Waters has already begun the practice of regular communication with school stakeholders and supporters in the form of an email newsletter. Future monthly newsletters will be distributed via email and SchoolCues and will provide updates on the application process, general information on Waldorf education and events sponsored by the Friends of Coastal Waters. We have also begun work on a website and Facebook page. Once school has started, a newsletter will be sent out on a weekly basis and will include information about recent activities at the school, events, important dates and other pertinent information. Individual class teachers will also send regular email communications to update families on specific class lessons and events. Parents/guardians will be able to access student progress, grades, and homework through SchoolCues, the student information system. There will also be the regular maintenance of the Coastal Waters Facebook page and website that will allow for regular updates on school events. Families who need school communications in a non-electronic format will be provided with alternative options.

Open houses will be set up during the development phase in order for prospective families and students to view the facilities. Regular open houses and events will be held once school is in session in order for families, friends, and the public to view the facilities, the students' work, and to speak with teachers. Parent-teacher conferences will be held during the year for additional opportunities for communication between parents/guardians and teachers.

For information such as school closures for snow, families will be contacted by email, a text communication, and the notification will be posted on local radio and television channel school closures lists.

Section 14: Assurances, Provisions, Policies

a. Global Hold Harmless Clause RSA 194-B:3,II(x)

Coastal Waters, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless SAU 52, any other school district which sends its students to the charter

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

b. Severability Provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule or regulation shall not be enforceable RSA 194-B:3, II(y)

Any provision of the Coastal Waters Chartered Public School Contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable. If any provision of the Contract is determined to be unenforceable or invalid for any reason, the remainder of the Contract shall remain in effect unless otherwise terminated by one or both of the parties in accordance with the terms contained therein. Said provision shall not be enforced by the School, or its affiliates, and will be promptly amended by the Coastal Waters Board of Trustees to meet statutory obligations.

c. Statement of assurances related to non-discrimination RSA 194-B:3, II(m)

In accordance with RSA 193-B:3,ii(m) Coastal Waters Chartered Public School will not discriminate on the basis of race, color, gender, gender identity, or gender expression, national or ethnic origin, age, religion, creed, disability, veteran's status, sex, sexual orientation, socioeconomic or marital status, genetic information, pregnancy and pregnancy related medical conditions in the selection of students or staff, access to its educational programs and activities, with respect to employment terms and conditions or in the administration of the school or in any other way that is prohibited by law.

d. Provision for providing continuing evidence of insurance coverage RSA 194-B:3,II(t)

Coastal Waters Chartered Public School, in accordance with RSA 194-B:1,III will be a "Chartered Public School" that is subject to the same protections as any public school under RSA 507 (b) which provides for Limited General Liability for the Charter and its agents. Coastal Waters Chartered Public School will obtain, and keep current policies of each form of insurance required for the operation of a Chartered Public School. All formal documents related to the maintenance of insurance (including the insurance policies and evidence of continuing insurance) will be kept on file within the business offices of the school.

e. Identity of Consultants RSA 194-B:3,II(u)

see Appendix C

f. Policy and Procedure for guidelines for optional contracting of services ED318.07(b)(2);RSA 194-B:5, V; RSA 194-B:8, VII

Coastal Waters will either employ directly or contract with a local maintenance and custodial services provider, and therefore decline to contract with SAU 52 for these services.

- Students wishing to participate in athletic or extracurricular activities do so within their own sending district. Transportation to and from athletic or other extracurricular activities

will be the responsibility of the parents and/or guardian of the child participating.

- Because Coastal Waters has not secured a physical location at the time of this application, the specific transportation needs are not currently known. When the school's physical location is secured, Coastal Waters will negotiate a contract with the host district for transportation to meet the requirements of Ed. 318.08(j)(2).
- All contracted services shall be defined by purchase order or written contract in advance of such service being provided.
- Any contractor shall provide proof of adequate professional liability insurance.

g. Statement of development of policies Ed318.08(j)(7)

Upon authorization by the State Board of Education the Coastal Waters Board of Trustees will develop policies regarding: School Board Governance and Operations, Promotion of School Safety, Records retention, Reporting of suspected abuse or neglect, Sexual harassment, Pupil safety and violence prevention, Limiting the use of child restraint practices Developmentally appropriate daily physical activity, Restraint training, Suicide prevention, and Civil rights

These policies will be made publicly available prior to opening and reviewed annually.

h. Provision for Dissolution of the Charter School RSA 194-B:3,II(z)

In the event Coastal Waters Chartered Public School should cease operations for whatever reason, including the non-renewal or revocation of its Charter, the Board of Trustees shall consult with the New Hampshire Department of Education to assure that contractual and financial obligations are met. The planned sale and distribution of any assets shall assure first, that any financial obligations of the school are met. When possible, items of in-kind donation will be returned to their donor. Any remaining assets will be evenly distributed among the charter schools within a 25 mile radius of Coastal Waters. The Administrators will work with the Board of Trustees to develop a student transfer process to include facilitating communication with parents/guardians, as well as other schools and programs, in order to ensure the best appropriate education for students. Likewise, faculty and staff will be supported by a plan for transition to meet their needs.

i. Conversion of public school to charter school RSA 194-B:3,II(aa) N/A

j. Plan for education of pupils after cessation of operation RSA 194-B:3,II(bb)

In the event that the school shall cease operation for any reason, the Coastal Waters Board of Trustees in conjunction with faculty will act immediately to place students in appropriate educational settings. The Board Chair and Treasurer will oversee and assist with all closing activities. The Coastal Waters faculty will assist in student transition.

1. Families will be informed of the dissolution of the School at least 90 days in advance.
2. A committee composed of school faculty and parents will create a list of carefully researched educational options for students.
3. Parent/guardian will provide a written release of information.
4. The receiving school for each student will be notified and files forwarded. If no forwarding school is provided, the records will be forwarded to the student's resident school district.
5. New schools will be advised that School personnel are available for consultation.

6. Information, including all appropriate student records, will be mailed to each home.

k. If Charter school provides only available public education RSA-B:8,IV; ED 318.07 (b)(5)

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

l. Outline of proposed accountability plan RSA 194-B:3,II(dd)

Coastal Waters Chartered Public School will provide annual reports to the New Hampshire State Department of Education addressing progress and fidelity to the school's mission. The school will update the Department about its student enrollment, graduation and college matriculation rates, financial operations and governance on an annual basis. Data will also be gathered from students, parents, faculty, staff, and alumni to track the school's educational impact. The school will provide one copy of its annual report to the state board and to its local school board. This report will also be available to anyone who requests it. See Draft Accountability Plan at Appendix Q.

Section 15: Letters of support

Please See Appendix A

Section 16: Charter School Opening

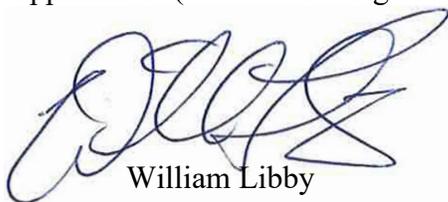
Our proposed timeline for implementation is as follows:

- During September 2021:
 - The Friends of Coastal Waters appoints a formal Board of Trustees.
 - Board committees (Executive, Finance, Governance, Development and Fundraising, and Strategic Planning) necessary to ensure progress toward the target school opening date are set up and are meeting regularly.
 - The Board recruits and organizes volunteers to assist in community outreach, fund raising, and general support of the school implementation.
 - The Board, development team, and volunteers actively engage in community outreach and student recruitment activities.
 - The Board hires a full time Pedagogical Director for implementation and an Administrative Assistant.
 - The Board commences a search to identify a suitable location for leasing of school facilities.
 - The Board approves a detailed five-year budget and begins to implement the fundraising plan to ensure ongoing private support revenue.
- During October 2021:
 - Pedagogical Director and the Board oversee publication of curriculum materials (course catalog); Student-Parent and Employee Handbooks.
- During November 2021:
 - Board begins a search for the Development Coordinator, Business Administrator, and Grant Administrator.
- During February 2022
 - February 15, 2022, enrollment enquiry period closes.

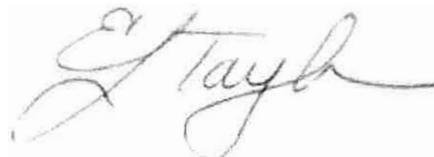
- The Board approves school location & lease agreement executed.
- The Board begins to gather estimates for location build-out.
- February 18th: Enrollment lottery held, if needed.
- Board completes policy development, see section 14g.
- During March 2022
 - The Board continues oversight of all necessary steps for successful school operations, including enrollment, faculty, budgets, and fund-raising.
 - Board approves renovation spend; contractor(s) chosen and work on school begins.
 - Business Administrator, Administrative Assistant, and Development Coordinator are hired.
- By June 30, 2022
 - Faculty contracts are finalized, with full-time teachers to begin work July 1, 2022.
 - Contracts for Pedagogical Director, Administrative Director, Business Administrator, Development Coordinator, and Administrative Assistant are finalized.
- By July 1, 2022
 - Contracts for Full-time faculty, Pedagogical Director, Administrative Director, Business Administrator, Administrative Assistant, and Development Coordinator go into effect.
 - Admissions process completed for all students.
 - School governance entities, and processes are set up as described in this application.
 - School build-out complete with appropriate inspections and reports complete.
- By August 1, 2022
 - School IT set-up complete.
 - School set-up in progress or complete.
 - Part-time faculty begin.
- August 30, 2022—Coastal Waters Chartered Public School opens.

Section 17: Signatures

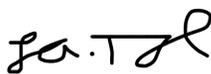
I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will 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. (See attached signature page).



William Libby



Erica Taylor



Chris Taylor



Jasmine Proctor



Matt Savage