

CSI Charter School
(Competencies, Skills, Interests)
(A Merrimack Valley School District Charter School)

Vision:

The focus of the Charter School is on the mastering of academic competencies and work-based skills through a highly personalized program. The Charter School is characterized by being very small, student interest centered and supported by project-based learning and technology.

The CSI Charter School will be an "Open Enrollment School" as defined by 194-B:1.

(a) Educational mission.

It is the Mission of the grades 9 through 12 Charter School to use current student academic competencies and work based skills as the entry point for the development of individualized plans that allows students to meet essential academic and work based competencies. Integrated units will be developed that create student interests, meet high standards of achievement and provide students authentic opportunities to demonstrate the competencies. Meeting these high standards will allow students to successfully transition after graduation to a work setting or continue their education at the post secondary level.

Goals:

1. To provide a success oriented pathway to graduation that uses student interests as the basis for program development.
2. To develop and integrate academic competencies in a way that creates high interest for each student in their program. Small group settings, field based experiences, and technology will all be used to deliver engaging lessons. Many of the lessons will be project-based.
3. To convene a highly collaborative team in creating each students program. The team will include the student, parents or guardians, teachers, and the members of the school community.
4. To have students successfully complete all of the student interest competencies, academic competencies and work-based skills as demonstrated through a performance assessment program. The program would have a predetermined timetable and performance expectations developed for completion (mastery of competencies)
5. To provide appropriate support and remediation to insure all standards for competencies are met.

(b) Governance and organizational structure and plan.

Governance:

A governance committee will be responsible for setting up the specific model to be used. There will be an interim Board of Trustees set up during the implementation phase. Then there will be a board elected at the end of the first year of operation. This board will have been elected under the policies set by the governance committee.

During the implementation period a five member Board of Trustees will be appointed by the Merrimack Valley School Board. The Board of Trustees will consist of one MV Board member, two MVHS school teachers and two MV parents. The Board of Trustees will meet quarterly and report to MV School Board quarterly.

Terms of Governance:

The governance committee will be specifically responsible for this policy. The general procedure as outlined below will be followed by the committee.

- o Development Phase
 - o 1 MV Board member
 - o 2 Parents
 - o 2 educators from the district
 - o Length of term Sept. 2006 through June 30, 2007
- o First year of Charter Operation
 - o Same as above
 - o 1 year term
- o Second year of Charter Operation
 - o General election
 - o 1 MV Board member elected for 3 year term
 - o 2 Charter teachers one for a 2 year term the other for 3 years
 - o 2 parents one elected for a 2 year term the other for 3 years
 - o After the first cycle all terms are 3 years.

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

The governance committee will be specifically responsible for this policy following the plan from section (b). This set of policies will be developed and approved 30 days after State Board approval

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

The program will be housed at the Washington Street Facility currently owned by the school district. This facility houses several district programs including a high school level program and there is more than enough room for the charter program to begin operation in 2007 and expand over the next three years.

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

As described in the Mission Statement this is a high school program. In 2007 – 2008 the school will operate only grades 9 and 10. Each year after the school will add a grade level.

- o 2007 - 2008: Grades 9 and 10
- o 2008 - 2009: Grades 9 through 11
- o 2009 – 2010: Grades 9 through 12

Each grade level will accept up to 25 students with a maximum of 120 students in the fall of 2009. In the fall of 2007 a goal of 40 students (20 per grade level) will be set.

(f) Curriculum.

The following information describes how the specific curriculum will be constructed during the next 6 months. There are three major components of the Essential Skills Program. These components will support the mission by providing each student with the skills to either enter the business world or to successfully continue in a post secondary setting. These component areas are:

1. Work Based Skills (competencies)
2. Academic Competencies
3. Self Directed Interests (competencies)

(See more detail in (g) below)

(g) Academic and other learning goals and objectives.

The Charter School will meet the graduation standards as described by the school approval standards for New Hampshire. Integration of all requirements will be planned for each student dependent on their specific needs and interests. Specifically the requirements below will be adhered to in the development of the individual plans (see appendix).

During the planning months before the Charter School is opened a team of individuals will plan and develop the specific curriculum and activities that are project-based on the following competency structures. The third and fourth component will be developed with the student and parents once students have been identified and selected for the program.

- I. Work-Based Skills: Competencies that, through, research are the skill that we know support the success of the person in a work environment. The major categories for these skills are;
 - a. Decision Making/Problem Solving
 - b. Self Management
 - c. Research and use of technology
 - d. Working Collaboratively
 - e. Communication Skills

2. Academic Competencies: Defined by higher education as the skills necessary to transition successfully to a post secondary setting. Typically these are;
 - a. Literacy skills including, reading, writing, report writing and speaking.
 - i. Reading Fluency and Accuracy
 - ii. Vocabulary
 - iii. Literacy test
 - iv. Informational test
 - v. Reading strategies
 - vi. Breadth of reading
 - vii. Writing process
 - viii. Structure of language
 - ix. Reading and writing connections
 - x. Expressive writing
 - xi. Informational writing
 - xii. Writing conventions
 - xiii. Oral communication strategies
 - b. Mathematics skills that typically include, all basic math and calculating skills and successful completion of Algebra I.
 - i. Numbers and operations
 - ii. Geometry and measurement
 - iii. Functions and Algebra
 - iv. Data statistics and probability
 - v. Problem solving, reasoning and proofs
 - vi. Communication, connections and representation
3. Self Directed Competencies: These will be the agreed upon competencies that are student specific. They are collaboratively developed to meet the needs of the students and the interest of the student. (Example: Arts oriented student may complete the program through a set of project-based activities that can be integrated with all other competencies).
4. All other necessary (required) competencies will be integrated in to each student plan. (All other content areas will be addressed in a students program as students begin to realize success in the program.)

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

State assessments will be taken at grade appropriate levels. The district uses the NWEA assessment package at the high school and will use this assessment as part of the charter school assessment process. The Measures of Academic Progress (MAP) assessment program from the North West Evaluation Association (NWEA) in grades 4-10. This

assessment identifies how individual students and groups of students are performing in math, reading and language arts. It provides immediate feedback to teachers so that adjustments to instruction can be made to improve and measure student achievement. It also allows teachers, administrators, and parents to more precisely follow the progress of each child in order to provide timely interventions for those students in need.

The Merrimack Valley High School participates in the use of the My Voice student survey. The survey will be used as part of the CSI Charter School. Tracking and analyzing data on student aspirations is vital to creating a complete understanding of the student needs. This student aspiration survey is from the Russ Quaglia Institute for Student Aspirations

The charter will also invest in the development of a formative assessment program (based on performance assessment). The assessment will yield valuable students level data, program level data and instructional data. This data will allow corrective action to be taken to increase student achievement at a point in time when it is most valuable.

The charter will develop throughout the planning month a technology driven electronic portfolio system that will show growth towards goals and exemplary work of each student.

The planning committee will use the following to guide the development of a comprehensive assessment process:

1. **Authentic Assessment:** Typically a system that allows students to demonstrate their mastery of the competencies through a method such as performance assessments and portfolio assessments..
2. **Remediation:** A system of insuring that standards of success are met for each competency in the program. This could be extra help, online support and additional work, more time and work completing a task. All in the name of insuring the student meets the standard before moving on in the program.
3. **Mastery (standards):** Predetermined standards of excellence expected for each competency. Different from grading, standards require that students understand the material at a level that allows them to be successful in moving on to the next related competency.

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

The Charter School will be aligned with the standards maintained at MVHS. As described earlier The Charter School program will be based on completing competencies. This will parallel the program goals for graduation at MVHS. A guide for the

development of the competencies will be the Merrimack Valley Student Learning Expectations. These expectations also set the standard for the development of competencies at the high school. The **Student Learning Expectations** are located in the **Appendix** for the application.

During the planning period the team will develop a companion transcript that better relates the activities and achievement of students based on meeting competencies. This transcript though different will be translatable to the traditional transcript used by a high school. This will help ensure that the graduation requirements could be met at MVHS or other sending high schools even though the programs will be different.

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

The 2007 school year will open with 4 full time teachers. The intent is to hire certified teachers. Other considerations will be that the educators are high energy people, self starters, highly collaborative, understand differentiated instruction and can create varied lessons to address that differentiation. The Merrimack Valley School Board has already committed to sharing resources. Shared resources between the charter and MVHS will be guidance, special education, the nurse, arts and others as needed. In some cases technology will provide the specific educational goals (online education: example foreign language).

Also during the planning period community resources will be identified and cultivated to support the student interest aspect of the model.

(k) Personnel compensation plan, including provisions for leaves and other benefits, if any.

The training and development time will be paid for by the grant. This will include the purchase of necessary materials for the opening of the charter. The grant will also be used to modify rooms at the Washington Street facilities to ready them for the type of active program they will support. The district will bare the burden of the teacher compensation. for teaching time, once the charter is opened. The charter law, as currently written allows for funding to follow the child. At this time the grant funds if approved will be dedicated to facilities, materials, program development and professional development.

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

The MVSD transportation will be used for the transportation of students that come from the district. There is no additional cost unless the charter program wishes to utilize the buses for extended trips to support the program. Then the cost will be the responsibility of the charter school.

Out of district students are allowed to go to a bus stop in the Merrimack Valley School District to access the MVSD transportation without cost. It is the responsibility of the out of district student to arrange for their own transportation from their home to the in district bus stop.

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

As followed by the MVSD. See MVSD Statement of Assurance (attached)

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

All special education requirements will be complied with as is the case at MVHS. Special education will be a resource shared between the Charter School and the Merrimack Valley High School (see attached).

(o) Admission procedures.

A student admissions committee will be formed in the late winter of 2007 and will have the responsibility of setting the criteria for and selecting students for the fall 2007 program based on:

- o Lottery as described in statute.

Procedures

1. **Committee.** A Recruitment and Admissions Committee, appointed by the Board, will establish admission procedures and calendar and will direct recruitment of students.
2. **Application Packet.** The Charter School will provide application packet to parent(s) or guardian(s) of any prospective student. This packet will include information about the school's instructional and operational philosophy and a copy or summary of the school's student related policies. It will give instructional procedures for transfer of student with all appropriate state acceptable forms necessary. These packets will be made available to interested parents/guardians.

3. **Informational Meetings.** The Charter School will offer information for prospective applicants.
4. **Submit Application.** Parents will submit to Recruitment and Admissions Committee chair the returned application, which must include complete school record and health forms for incoming students.
5. **Application Review.** Recruitment and Admissions Committee will review applications for completeness and to determine eligibility of candidates according to established guidelines.
6. **Notification.** Recruitment and Admissions Committee will notify candidate of status of application and information about openings, special education, and lottery.
7. **Lottery.** In the event that there are more applicants than spaces in the school, enrollment will be determined by lottery conducted either by the Charter School. Remaining students will be placed on a waiting list by grade in order determined by lottery. Recruitment and Admissions Committee will inform all applicants of admission/lottery results.
8. **Meeting.** Admitted students and their parents/guardians will have an individual entrance meeting with members of the committee to confirm interest and compatibility with the mission, goals, and objectives of the school. Parents and students will be notified that they must withdraw from their current SAU in order to have funds follow the child.

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

The philosophy of governance and student discipline will be the same as MVHS. Matters going before the board of trustees will be advised by the superintendent.

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

This business process used for fiscal accounts and reporting will be set up by the MVSD Business Manager and parallel the system required for the district. Once set up the Charter School, acting as its own fiscal agent, will complete all business functions that are required. The Director of the Charter School will be responsible for processing all fiscal requirements. The Business Manager for the MVSD will act as an advisor to the Charter School in all fiscal matters.

(r) Annual budget, including all sources of funding.

The Director of the Charter School with the advisory support of the superintendent and the business manager will develop the budget annually.

(A prospective year 1 through year 5 budget is attached to this application.)

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

The calendar will comply with the School Approval Standards although how we use the time inside the days will be very different since the time used will be dictated to the achievement of competencies. The planning team in the development of the program will be determining in detail how time will be distributed or modified during the year. It is the intent of the charter planning committee to focus the hours on meeting standards for each competency. During the planning period hours and competency attainment will be defined.

(t) Provision for providing continuing evidence of adequate insurance coverage.

As with the school district the charter will be covered under the same insurance. The Charter School, pursuant to RSA 194-B:1, III, will be a public school subject to the same protections as any public school under RSA 507 (b) which provides for Limited General Liability for the charter school and its agents. At this time, the planning committee is working with multiple insurance carriers to identify the types of insurance necessary to assure we have adequate required coverage, including but not limited to general liability for the charter school and its agents. The Charter School will maintain a business file of important documents including insurance policies, evidence of continuing insurance. All grants and contracts will be organized in a data management file, including start and end dates, and other pertinent information. These will be reviewed annually at the organizational meeting.

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

Dr. Paul F. Ezen, Educational Consultant
His services will be used during the planning and start up phase of the charter school. Dr. Ezen will be responsible for guiding the planning team in the development of the competencies and the instructional programs to be used.

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

Once this application is approved the committee will convene a planning team that includes parents of perspective students. This team will help design the level of parent involvement with the implementation team. Specifically key questions that will be addressed will be:

- The commitment of parents to the program once the child is accepted.
- The commitment the student needs to make to the program.
- The involvement of parents in the programs and goals.
- The level of knowledge parents must have of the competencies, assessments and instructional practices.

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

As described in (o) the admission committee will design the plan and assist in the development of the admissions information. They will assist in the planning of parent information nights at the middle schools in the district. They will be available to prospective parents for clarifications, comments and questions via communication tools such as email and telephone. The admissions committee will develop and approve all paperwork used in the communication and admissions process.

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

The Charter School agrees to indemnify and hold harmless any sending district which sends students to the charter school, and their officers, directors, board members, agents, and employees (the "Indemnified Parties") from any and all claims, demands, actions or causes of action at law or in equity, and all damages costs, losses, and expenses resulting from any act of omission by the charter school, its agents, employees or staff, relating to the operation of the charter school. The charter school shall have no obligation to hold harmless the Indemnified Parties for any claims, damages, losses, or expenses resulting from the Indemnified Parties' own acts and omissions.

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

(y) Severability provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable.

If the provision of the charter agreement is determined to be unenforceable or invalid for any reason, the remainder of the charter agreement shall remain in effect unless otherwise terminated by one or both of the parties in accordance with the terms contained herein.

(z) Provision for dissolution of the charter school including disposition of its assets or amendment of its program plan.

In the event the Charter School should cease operations for whatever reason, including the non renewal or revocation of its Charter, the Board of Trustees shall consult with its attorney and also the Department of Education to assure that contractual and financial obligations are met and that technical assistance is sought.

The planned sale and distribution of any assets shall assure first that any financial obligations of the academy are met and that the public schools are offered any remaining property in proportion to their financial support of the academy over the history of the school.

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

The public charter will not revert to a charter conversion school. It will only revert back to be part of the MVHS and therefore dissolve. Students will go back to the high school.

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

As stated in (aa) the students will go back to MVHS.

(cc) In addition to an application, each charter school applicant, in consultation with the local school board, shall prepare a proposed contract. The contract shall include, but shall not be limited to, the following elements: (1) Purpose. (2) Written policies. (3) Authority of trustees. (4) Reporting, fiscal accounting and fiscal audits to be performed by a certified public accountant. (5) Contract agreements. (6) Indemnification. (7) Secular orientation. (8) Non-discrimination. (9) Health and safety. (10) Enrollment. (11) Attendance. (12) Availability of services. (13) Assessment of pupils. (14) Tuition and funding. (15) Property ownership. (16) Records. (17) Severability in accordance with subparagraph (y) above. (18) Assignment of contract. (19) Insurance. (20) Revocation. (21) Amendment. (22) Renewal. (23) Entire agreement. (24) Location, which shall be identified prior to submission to the legislative body.

The development of this Charter School will meet final approval of the local school board and the voters of the MVSD. In accordance with a public charter school operated through a local school district the charter school will have a direct relationship with the district policies. The local board and charter board of trustees will enter in to a written agreement once final approval for the charter is confirmed.

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

The Charter School committee will develop a comprehensive Accountability Plan during the planning months. This process will be led by a NH consultant.

The development of the accountability plan will be based on:

- A review of NWEA data for all students in the charter and students in like grades at MVHS.
- A review of available state testing data for all students in the charter programs as compared to those at MVHS.
- A review of competency data based on students meeting the standards.
- Fiscal accountability for the program based on yearly artifacts and long term sustainability.
- Customer satisfaction surveys for students, parents, teachers, and community members involved.
- A review of the all program data and its contribution to the success of the program.
- A review of the formative assessment process and the portfolio system to identify the related success at supporting greater student achievement.

MVSD School Board:

Superintendent of Schools:

APPENDIX

**Merrimack Valley Charter High School
Five Year Budget Plan
Fiscal Years 07, 08, 09, 10, 11**

	"07"	"08"	"09"	"10"	"11"
	District	District	District	District	District
Estimated Enrollment	40	60	80	100	100
Anticipated Teacher: Student Ratio 1:8 to 14 (number of teachers required)	4	5	6	8	8
Instructional Services					
1100 112 Base Salaries, Teachers	\$ 120,000	\$ 150,000	\$ 180,000	\$ 240,000	\$ 240,000
1100 113 Additional Salaries					
1100 115 Salaries, Support Staff: Aides/Tutors	\$ 32,000	\$ 32,000	\$ 32,000	\$ 32,000	\$ 32,000
1100 116 Administrative Support/Contracted					
1100 221 Total Benefits/teachers	\$ 80,000	\$ 100,000	\$ 120,000	\$ 160,000	\$ 160,000
1100 231 Total Benefits/Aides	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
1100 232 Retirement:Teachers					
1100 260 Workers Compensation					
1100 270 Benefits Program					
1100 390 Consultants	\$ 40,000	\$ 25,000			
1100 591 Contracted Enrichment Programs					
1100 610 Supplies	\$ 20,000	\$ 15,000	\$ 1,500	\$ 1,500	\$ 1,500
1100 640 Text/Workbooks	\$ 5,000	\$ 5,000	\$ 2,000	\$ 2,000	\$ 2,000
1100 650 Computer, Software, Lic., Connectivity	\$ 75,000	\$ 20,000	\$ 5,000	\$ 5,000	\$ 5,000
1100 733 Furniture and Equipment	\$ 25,000	\$ 4,000	\$ 750	\$ 750	\$ 750
TOTAL					
Special Education					
1210 112 Teacher Liason/Sped.					
1210 232 Retirement Anticipated					
1210 260 Workers Comp. Anticipated					
1210 397 Contracted Special Education (Other)					
TOTAL					

1400	Other Instructional Programs								
1450	490 Contracted Instructional Programs								
		TOTAL							
2100	Student Support Services								
2122	370 Testing / Appraisal Services								
2122	390 Contracted Services, Guidance/LEA Liason	\$ 5,000	\$ 5,000						\$ 5,000 \$ 5,000
2122	610 Supplies Support Services								
		TOTAL							
2130	Health Services								
2134	390 Nurses Services								
2134	610 Supplies and Equipment								
2134	650 Computer Software and Fees, Health	\$ 1,000	\$ 1,000						\$ 1,000 \$ 1,000
		TOTAL							
2222	Library/ Research Programs								
2222	641 Books/AV Equipment Lib.								
2222	650 Computer Software and Fees, Lib.								
		TOTAL							
2300	General Administration Support Services								
2300	111 Program Coordinator								
2300	115 Support Staff	\$ 50,000	\$ 50,000						\$ 50,000 \$ 50,000
2300	265 Other: Benefits Unanticipated								
2300	390 Contracted Services, Board/Management								
2300	520 Board/School Liability Insurance								
2300	534 Postage								
2300	540 Advertising								
2300	550 Printing								
2300	580 Travel/PD/Program Development								
2300	610 Supplies/Equipment and Furniture								
2300	641 Reference Books								
2300	810 Dues and Fees								
2317	390 Audit								
2318	395 Legal Services								
		TOTAL							
			\$ 110,000	\$ 75,000	\$ 1,000	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
						\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
						\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
						\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
						\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
						\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
						\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
						\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500

2600	Operation and Management of Facilities					
2600	117 Custodial Contracts					
2600	420 Trash Removal, Plowing, Grounds etc.					
2600	430 Building repairs	\$ 25,000	\$ 5,000			
2600	530 Phone					
2600	610 Supplies, Buildings and Grounds	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500	\$ 1,500
2600	622 Electricity					
2600	624 Oil					
2600	Rent					
2600	Insurance					

TOTAL

2700	Student Transportaion					
2721	510 Student Transportation Services				\$ 2,000	\$ 2,000

TOTAL

3000	Operations of Food Services					
3000	441 Food Services					

TOTAL

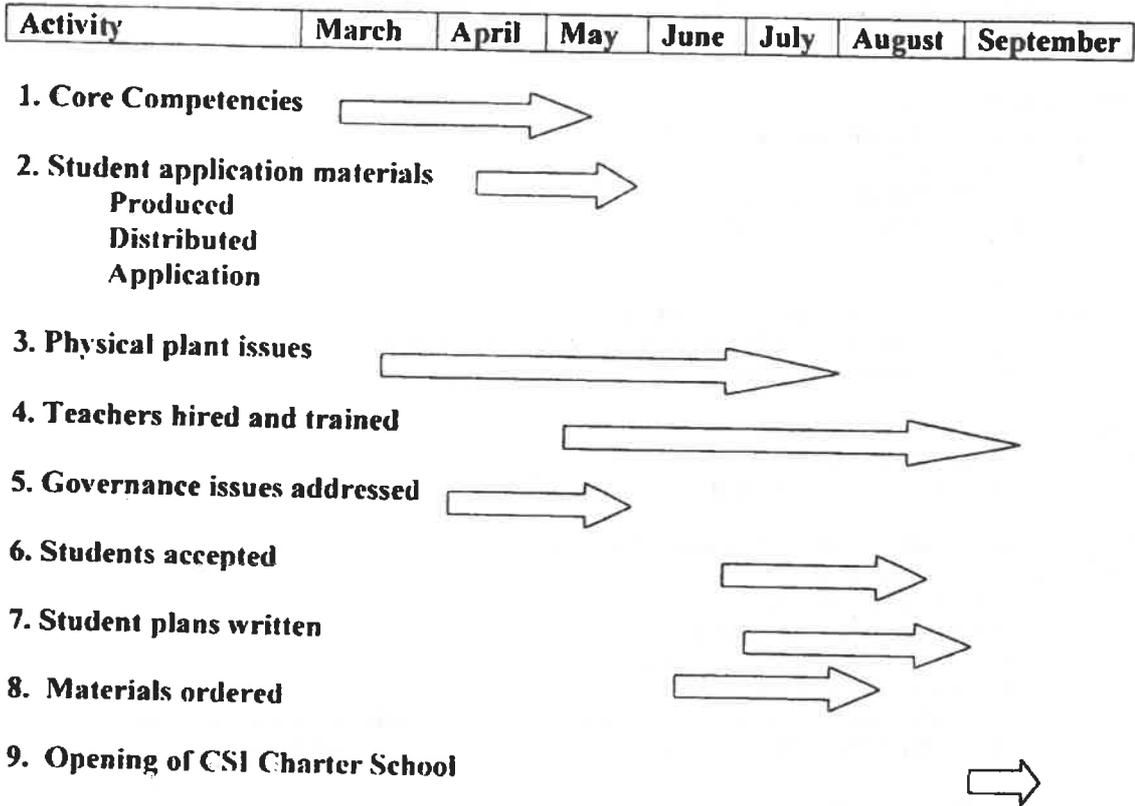
TOTAL ANTICIPATED EXPENDITURES	\$ 309,500	\$ 300,000	\$ 377,000	\$ 149,000	\$ 440,250	\$ 543,250
Total Grant and District Expenditures	\$ 609,500		\$ 526,000		\$ 440,250	

ANTICIPATED REVENUE

Student State Aide Amount (based on \$3500)	\$ 140,000	\$ 210,000
Federal Grant and State Grants (assumed 2 years)	\$ 300,000	\$ 150,000
District In Kind Donations/District Resources	\$ 169,500	\$ 166,000
Revenue TOTAL	\$ 609,500	\$ 526,000

\$ 350,000	\$ 350,000
\$ -	\$ -
\$ 200,000	\$ 200,000
\$ 550,000	\$ 550,000

PROPOSED TIMELINE AND ACTIVITIES 2007



STUDENT LEARNING EXPECTATIONS

Merrimack Valley students will:

1. **Read effectively.**
By demonstrating the ability to read:
 - a variety of literature types and technical writing to discern meaning.
 - for a determined purpose; e.g. Critical analysis and research.
 - and understand vocabulary and structure in target language.
 - And interpret data from graphs, charts, tables and maps.
2. **Write effectively.**
By demonstrating the ability to write:
 - using standard English.
 - for a variety of purposes and audiences.
 - clearly, coherently and succinctly.
3. **Communicate effectively.**
By demonstrating the ability to communicate ideas and information:
 - by speaking coherently to individuals and groups for a variety of purposes
 - employing a variety of media using appropriate technology
4. **Problem solve effectively.**
By demonstrating the ability to solve problems:
 - by applying a repertoire of problem solving strategies in a variety of situations
5. **Exhibit the interpersonal/interdisciplinary skills for success.**
By demonstrating the ability to:
 - work as a part of a group/team.
 - work in a leadership or supportive role of such a team.
 - listen actively, critically, and responsibly.
 - reach compromise/consensus.
 - set goals, determine a course of action, evaluate progress, and achieve completion of goals.
 - to make informed decisions about planning for career growth and development.
6. **Contribute to their community.**
By demonstrating:
 - community involvement (volunteerism, civic, religious, political involvement, social organizations).
7. **Demonstrate good citizenship.**
By:
 - identifying and exhibiting socially accepting behavior in a variety of settings
 - participating in the political process.
8. **Practice behaviors that promote wellness.**
By:
 - demonstrating the ability to develop and maintain a balanced and healthy lifestyle

Each course in this guide contains a summary of the Student Learning Expectations taught in that course. The spreadsheet on the following two pages is a summary of the 8 learning expectations and where they are taught.

Student Competency Development Template
 (Used for each student to develop educational plan)

COMPETECIES	KNOWLEGDE, SKILLS, CONCEPTS (for each Competency)	PROJECT DESCRIPTION or METHOD OF ACQUIRING THE COMPETENCY	ASSESSMENT RUBRIC
List of the competencies from a core list that will be addressed in this unit	The knowledge, skills and concepts that are needed to be addressed to demonstrate the competency competencies	The project description in detail that the student will complete in order to demonstrate the competency	A clear and precise description of the level of mastery that must be demonstrated in order for the student to be proficient for the unit.
Competencies listed	a. Knowledge area b. Skill areas c. Concepts to be addressed	Students will complete a specifically designed project and present to a panel of experts. Specific timeline for milestones and completion designed.	The rubric will include statements of mastery for <ol style="list-style-type: none"> 1. Content 2. Presentation/format 3. Work based skills

MICHAEL J. MARTIN
Superintendent of Schools

CHRISTINE M. BARRY
Assistant Superintendent

School Administrative Unit No. 46
Andover-Merrimack Valley
105 Community Drive
Penacook, New Hampshire 03303

ROBIN HEINS
Business Administrator

KATHLEEN BOUCHER
Human Resources Manager

October 12, 2006

To Members of the NH State Board of Education:

I am writing this letter of support on behalf of the Merrimack Valley School Board. As you can see from the attached copy of our School Board meeting minutes on October 2, 2006, the School Board vote to support this Charter School initiative was unanimous. Our District is committed to finding alternative learning opportunities for our students and the concept of developing an educational program around the interests and needs of each individual child is one we all support. We have already obligated staff and a facility to this endeavor as evidence of our commitment.

In the event the funding (once granted) is discontinued, the District will sustain the costs associated with the Charter School Program. It is our hope and intent that the grant funds will enable the District to fulfill our goal of providing better and more alternative school options and we sincerely hope that you will support our application.

Respectfully Submitted,

Kathleen Jones, Chair
MV School Board