

Ledyard Charter Academy

Charter School Application

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New Hampshire Department of Education

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Submitted by:
Lebanon School District
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(a) Educational mission.

Ledyard Charter Academy will incorporate current best practices and will re-inspire reluctant and disengaged learners. The distinguishing features of our program are:

- A strong standards-based academic core supported by 21st century skills
- Real world application and community internships
- The support of a school-based advocate throughout the four year program
- An academic audit that includes baseline assessments, goals, and frequent monitoring and re-testing
- Individual learning plans
- Quarterly student-led parent conferences
- Juried portfolio student exhibitions
- Increased student motivation and connection to learning

Ledyard Charter Academy will prepare students for their futures, both academically and socially, in a rigorous academic program that stresses the importance of community and allows students to apply their learning in context. Ledyard will provide opportunities for under-engaged students to re-focus on their strengths and interests and will provide highly motivating and relevant learning opportunities, much of which will be based in service learning in the community, internships, and a strong academic core.

Ledyard Charter Academy is designed to serve under-performing and/or disengaged students in grades 9-12. LCA takes its name from John Ledyard, a curious and self-motivated Dartmouth College student who arrived at Dartmouth College in the spring of 1772. Ledyard spent four summer months living (and learning) among the Iroquois as a college ambassador and become dissatisfied by

	<p>the constraining academic offerings at Dartmouth upon his return to the college. He built his own canoe, paddled the length of the Connecticut River and became an acclaimed world traveler, explorer, and a lifelong hands-on learner.</p> <p>Our mission:</p> <p>The Ledyard Charter Academy (LCA) will <i>actively engage</i> students in ...</p> <ul style="list-style-type: none"> ▪ <i>a rigorous personalized course of study,</i> ▪ <i>the application of 21st century concepts, skills and dispositions to real-world problems,</i> ▪ <i>authentic performance, and</i> ▪ <i>meaningful relationships with the adult community through personal advisors, mentors, apprenticeships and service learning.</i>
<p>(b)</p>	<p>Governance and organizational structure and plan.</p> <p>The founding group of LCA brings many years of successful school operation and educational leadership to Ledyard Charter Academy. These experienced professional educators understand and accept the governance responsibilities associated with operating a public charter school and will appoint the school's initial Board of Trustees. The Ledyard Charter Academy Board of Trustees will be made up of local citizens committed to a quality public education model within which all students are expected to succeed.</p> <p>Proposed founding Board of Trustees:</p> <p><u>Donald Cooke, Business</u></p> <p>Donald Cooke was a member of the 1967 Census Bureau team that developed the DIME method of street map encoding. In 1980 he founded Geographic Data Technology, now part of Tele Atlas. GDT won a National Alliance of Business "Schools-to-Careers Company of the Year" award in 2000. Don currently works on R&D and sales support and leads the Tele Atlas' school outreach program. He served on the National Academy of Science Mapping Science Committee in the late 1980s. His publications include ESRI Press' 2005 "Fun with GPS". Don served for four years on the Lyme, NH, school board. Don is a graduate of Yale University and studied Civil Engineering Systems at MIT.</p>

	<p><u>Sara Koury, Community</u> A Lebanon resident, Sara Koury currently serves as the Director/Counselor for the Dartmouth-Hitchcock Medical Center’s Employee Assistance Program. Sara graduated from Wheelock College with a degree in education and taught elementary school before earning her MSW from Smith College and beginning her lengthy career as a clinical therapist. Sara is a past president and current member of the Lebanon-Riverside Rotary Club and serves on the Board of Directors for the Epilogos Charities, whose work sponsors, among other things, service projects for high school and college students in San Jose Villanueva, El Salvador.</p> <p><u>Becky Luce, Parent</u> A Lebanon resident and parent of a current Lebanon High School student and athlete, Becky Luce has served the Upper Valley community as a public school teacher and has been active with youth and adult musical groups since moving to the area in 1976. Becky is a graduate of Keene state College and is currently pursuing a Masters Degree at Boston University.</p> <p><u>Barry Schuster, Lebanon School Board (Chair)</u> Barry is a partner in the local law firm of Schuster, Buttrey and Wing, PA. He is currently the chair of the Lebanon School Board. Barry has served on several boards in the Upper Valley, most notably the United Way, Alice Peck Day Memorial Hospital, the Hitchcock Foundation, and the Ledyard National Bank Community Advisory Board. Barry received his BA from Brown University and his JD from Villanova University School of Law. Both Barry’s daughters have attended Lebanon High School.</p> <p>We are in discussions with the board member representing the public education sector. The second parent will be chosen once the students have been admitted.</p> <p>See Appendix A for official resumes of proposed board members.</p>
<p>(c)</p>	<p>Methods by which trustees and their terms are determined.</p> <p>The Role of the Board for the Ledyard Charter Academy The Board of the Ledyard Charter Academy represents the major constituencies of the school community – parents, business leaders, community members, educators and the Lebanon School Board. Individuals have been chosen based on their commitment to support the mission of the Ledyard Charter Academy.</p>

The specific responsibilities of the board in the governance of the Ledyard Charter Academy are listed below:

1. As the charter is actually granted by the State to the Board, our board serves, on behalf of the district, as the keeper of the charter.
2. The Board evaluates the performance of the director, and helps to set goals for the director.
3. The Board sets and approves policy.
4. The Board oversees the finances.

The Board will meet monthly, for approximately two hours, to hear reports by the director on student attendance, student projects, internships, new partnerships, and progress on specific goals. They will also hear and vote on policy proposals, and review monthly financial statements.

The Board will operate in the policy governance model as articulated by John Carver. Simply stated, this model charges the Board with holding the director responsible for the achievement of agreed-upon institutional goals, but not with determining the means to those ends.

The appointed Board of Trustees (comprised of a minimum of six and maximum of nine members) will represent each stakeholder group: parents, business, public education, Lebanon School Board, and community. In accordance with state regulations, two members will be parents and one member will have dual membership on the Lebanon School Board and on the Ledyard Charter Academy Board. Members of the founding board will each serve no less than a one-year

initial term. Within the first year of operation the board will adopt a term limit policy which will provide for controlled and staggered succession.

Anticipated Membership Representation	Possible Term Limits
Parent (2)	2 years
Business	3 years
Public Education	2 years
Lebanon School Board (1)	3 years
Community	1 year

The Board of Trustees will elect officers that shall include a Chair, Vice Chair, and Secretary/Treasurer. Officers will be elected by the majority of the board and will serve terms of one year.

The Chair of the Board will oversee the duties of the board as indicated in the job description below.

Chair of the Board

Ensures the effective action of the board in governing and supporting the school and oversees board affairs.

Responsibilities:

- Presides at board meetings.
- Serves as liaison between LCA and the Lebanon School District.
- Develops agendas for meetings in concert with the executive director.
- Makes sure each subcommittee has a chairperson, and stays in touch with chairpersons to be sure that their work is carried out.
- Makes sure each board member has duties assigned, and stays in touch with board members to be sure that work is carried out.
- Speaks to the media and the community on behalf of the organization (as does the executive director); represents the

	<p>agency in the community.</p> <ul style="list-style-type: none"> • Ensures that board matters are handled properly, including preparation of pre-meeting materials, committee functioning, and recruitment and orientation of new board members. • Establishes search and selection committee (usually acts as chair) for hiring an executive director. Convenes board discussions on evaluating the executive director and presents under direction of the Board of Directors the final evaluation statement. • Conveys information to the executive director/headmaster. <p>The Board will establish subcommittees as appropriate to serve the needs of the school. Subcommittees will extend membership and participation to school/community members. Subcommittees will have responsibility for reporting on the following matters:</p> <ul style="list-style-type: none"> • Finances • Policy • Personnel
<p>(d)</p>	<p>General description and proposed or potential location of facilities to be used, if such information is available.</p> <p>The Ledyard Charter Academy will be located within the Upper Valley. Currently there are two potential sites in Lebanon being explored for appropriateness and financial feasibility. Both sites currently serve as community education facilities and can easily be adapted to provide our students with the necessary space, technology, and atmosphere conducive to learning.</p> <p>See <i>Appendix D</i> for draft rental agreement with Lebanon College.</p>
<p>(e)</p>	<p>Maximum number, grade or age levels, and, as applicable, other information about pupils to be served.</p>

Year Of Operation	Grade Levels		Target Enrollment
	Division I: Grades 9, 10	Division II: Grades 11, 12	
Year 1	9, 10, (14-17 years)		50
Year 2	9, 10, 11		70
Year 3	9, 10, 11, 12		90
Year 4	9, 10, 11, 12		110
Year 5	9, 10, 11, 12		110

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

The curriculum for LCS will be based in two domains: the *Vision of the Graduate*¹ and the NH Grade Span Expectations (GSE's). Founding teachers will work collaboratively with each other and the student body to design and implement programs designed to meet the unique needs, talents, and interests of the students.

LCS identifies the core subjects as English Language Arts, Mathematics, Science, World Language, Global Awareness, and Environmental Literacy.

The interdisciplinary nature of the curriculum means that the traditional core subjects identified by most high schools do not exist as subjects to be taught separately. The school supports the research that suggests that knowledge is both retained longer and, more importantly, understood and used at deeper levels, if it is integrated across traditional disciplines. The school will embed the competencies required by the NH Frameworks in the core subjects and in the Community Learning Projects. For example, the science competencies required by the NH GSEs will be mastered through the lens of Environmental Literacy and applied to understanding and solving local environmental problems. Likewise, while there are no specific courses in art, health, physical education or computer,

¹ For full text of the *Vision of the Graduate* please refer to Appendix F

In Year One students entering Grades 9 or 10, or who are between the ages of 14 -17 by the opening day of school, will be eligible for enrollment. In its inaugural year, the school will seek to attract those students who may be enrolled in Grades 10 and 11, but may benefit from slowing down their progression through schooling to make up for deficits or the effects of under-engagement.

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(f)

Curriculum.

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LCA identifies the core subjects as English Language Arts, Mathematics, Science, World Language, Global Awareness, and Environmental Literacy. Prior to the opening day of school, or shortly there after, teachers and school leaders will conduct an academic audit and intake review of each student. During the intake review staff will examine all academic records, norm-referenced and/or state test results, report cards and attendance data. Staff will examine writing samples, oral reading fluency, and will conduct a math assessment. The student's knowledge levels, interests, previous successes and challenges will be surveyed.

¹ For full text of the *Vision of the Graduate* please refer to Appendix F

Once the intake review is complete, a learning plan for each student will be developed with academic goals and skill development in each of the core academic areas of the school's curriculum by the student, parents and the student's school-based advocate. Every student at LCA will at all times be working towards a specific academic goal in each of the core subjects, which is LCA's way of ensuring that all students are making continuous progress and that students and parents are actively engaged in the academic success of the students. Performance and assessment rubrics will be used routinely at LCA to support the students as they learn.

Ledyard Charter Academy is fortunate to be located in the Upper Connecticut Valley and is working towards productive partnerships with several local organizations.

- *Upper Valley Teacher Institute*: Believing in the fundamental importance of education, the Upper Valley Teacher Institute is committed to the development and support of great teachers. UVTI of Lebanon, New Hampshire, has been helping talented candidates become great teachers for over 30 years. At UVTI, adult college graduates learn the art and science of teaching through full-time classroom internships. UVTI is located in downtown Lebanon, NH, adjacent to one of the proposed sites for the school. UVTI is exploring the possibility of placing teaching interns at the Ledyard Charter Academy in a lab school setting.
- *The Center for School Success*: CCS is dedicated to promoting student success through a community model of collaborative support among individual students, their parents, teachers and health care providers. The Center for School Success is located in West Lebanon, NH. With CCS diagnostics and support, children know how they learn so they can maximize their opportunities in school and in life. CCS may work collaboratively with the Ledyard Charter Academy to assess student strengths and talents and may assist in the development of

	<p style="text-align: center;">Personal Learning Plans.</p> <ul style="list-style-type: none"> • <i>Dartmouth College:</i> The Education Department of Dartmouth College has expressed support for and interest in working with the Ledyard Charter Academy. For many years, the Lebanon School District has served as a placement site for Dartmouth student teachers. LCA will work with the staff at Dartmouth to establish new and effective partnerships. <p>Core Competencies</p> <ol style="list-style-type: none"> 1. Students will demonstrate mastery of the Lebanon High School’s <i>Vision of the Graduate</i> as elaborated below. <ul style="list-style-type: none"> ▪ Students will take personal responsibility for their actions ▪ Students will think critically and thoughtfully ▪ Students will solve problems ▪ Students will communicate effectively ▪ Students will act as responsible community members ▪ Students will understand and appreciate the diversity and interdependence of all people ▪ Students will become accomplished and independent learners 2. Students will master the core concepts, skills and dispositions as outlined by the NH Grade-Span Expectations. <p>Program Components.</p> <p>The academic program at the LCA has eight major components.</p> <p>Personal Learning Plan</p> <p>Each student will work with his/her advisor on a Personal Learning Plan that</p>
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will articulate short-term as well as long-term (post-secondary) goals. This plan will include a learning style assessment and identification of strategies for utilizing individual strengths and improving areas of weakness. The PLP will audit the level of a student's mastery of the core competencies and target areas of weakness. The PLP will also inventory a student's interests and aspirations. These will direct the learning plan as well as the capstone project and apprenticeship.

Advisory Program

Central to the notion of a personalized learning environment is the advisory program. Each student will belong to an advisory group of 5-10 students and one faculty member. This group will develop close relationships to support and challenge one another. Community issues will be addressed in these groups. Progress on individual *Community Learning Projects* will be charted and assisted by the group. The faculty advisor will be responsible for directing the individual student learning, monitoring the apprenticeship, and providing the type of counseling support that students need to be successful in the program. The group will stay together for the duration of the academic program.

Community Learning Project (CLP)

Each student will design, with assistance from a faculty advisor, a *Community Learning Project*. The project will address an authentic community issue, problem or need. The work will culminate with an exhibition designed to demonstrate the student's understanding of the issue and viable solutions. Projects for beginning students (in Grades 9 and 10) will have more structure from the faculty and will focus primarily on the skills involved. Projects undertaken by students in grades 11 and 12 will be self-directed with the advisor acting as a facilitator and a mentor.

Apprenticeships

Students will pursue apprenticeships in fields where they have an interest. This could take the form of career investigation, or it could be in a field or with a business that is at the heart of the student's *Community Learning Project*. It is expected that students will spend at least one day a week in their apprenticeship, although this may change depending upon the needs of the apprenticeship.

Service Learning

Where appropriate, teachers will incorporate real-life problems or crises found in the Upper Valley or will coordinate student research with the appropriate community agency.

Mentoring

Students will be paired up with community mentors who are experts in the field associated with the *CLP*. The mentor's role will be to provide knowledge or training, contacts and feedback as the student pursue the project's hypothesis or solution.

Technology-enhanced Learning**Distance-Learning**

Students may pursue specific courses in addition to the core integrated curriculum through distance-learning.

World Language (Spanish, French, Arabic, Other)

Taught using the *Rosetta Stone Language Lab*, with periodic reinforcement of native speakers within the Upper Valley.

	<p>Instructional Methods</p> <p>Self-Directed Learning (SDL)</p> <p>The goal of the LCA is to empower students to take charge of their own learning. A great deal of responsibility for the planning and implementation of the <i>CLP</i> and the apprenticeship will be given to the student. Students in Division I (Grades 9 and 10) will pursue projects that have more teacher direction to them as they learn to become independent learners</p> <p>Differentiated Instruction</p> <p>Teachers will be trained in differentiated instruction and will ensure that their teaching addresses the needs of a variety of learning styles and trains students in strategies that will optimize individual learning. Teachers will pre-assess students so that the course demands and material meets the student where he or she is, and moves them forward towards mastery of the competencies.</p> <p>Assessment</p> <p>Assessment of everyday learning and long-term projects will be performance-based. Students will demonstrate mastery of required content, skills and dispositions through a variety of performances, culminating in a capstone exhibition for each division. While a variety of academic prompts may be used in the course of instruction, all major assessments will focus on what the student can <u>do</u> with his or her knowledge, and will emphasize the higher-order thinking skills of application, analysis, synthesis and evaluation. Rubrics will be used to clearly articulate levels of mastery; these will be made public to the students. Student demonstration of mastery will be judged by juries consisting of teachers, community experts, and peers.</p>
<p>(g)</p>	<p>Academic and other learning goals and objectives.</p> <p>Our students will be expected to strive for, and faculty will demand,</p>

	<p>excellence. Students can expect to work hard and they will experience success. In our program and design our students will be expected to read, write, and speak with confidence and authority about their academic and community experience. In the spring of every year, our students will present a portfolio of their best work to a panel of community leaders, school personnel, and parents. They will demonstrate impressive communication skills, technological expertise, and content knowledge. Students and teachers will step outside their "comfort zone" and take thoughtful risks in pursuit of learning. Our students will have increased opportunity to develop confidence and self-esteem by actively participating in their learning and by making their learning public.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Students will demonstrate mastery of the <i>Vision of the Graduate</i> ² 2. Students will master the core concepts, skills and dispositions as outlined by the NH Grade-Span Expectations (GSE's) 3. Students will be expected to complete all required work and self-designed projects. <p>Students will be expected to perform at the proficient level (3.0) or better. At LCA failure or mediocrity is not an option for any student or for the school itself. High expectations for the school and its students will be non-negotiable. Relentless pursuit of accomplishment will dominate the school's culture and the experience of the students.</p>
<p>(h)</p>	<p>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.</p> <p>All students will complete an induction inventory which will include a</p>

² For full text of the *Vision of the Graduate* please refer to Appendix F

comprehensive norm referenced academic test, reading level and reading fluency exams and writing sample. These assessments will serve as baseline measures and will be used as one part of the Individual Learning Plan. Goals and benchmarks will be set. Pre- and post-tests will be administered annually to track student academic achievement.

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

Students enrolled in Ledyard Charter Academy will be required to demonstrate academic and social competencies prior to recommendation for graduation. Students will be required to have a grade-point average of no less than 3.0; will have met the requirements of the Senior Capstone Project, and will demonstrate evidence of accomplishing the *Vision of the Graduate*. See below for *Vision* items and possible evidence of accomplishments. Since the educational program for each student will be tailored to the unique needs and interests of each student, evidence of achieving the *Vision* will vary.

Graduation requirements and possible evidence	
1. Students will take responsibility for personal actions	
Will make healthy choices for themselves	At-risk behaviors are minimal; student participates in school programs that support wellness and healthy choices. Possible evidence: participant in walking, running, hiking events, active member of sports teams, youth counselor at local human services agency, participant in nutritional wellness fair.
Will respect others	The student's social behavior is free from expressions and acts of prejudice and bias. The physical environment is maintained with care by the student. The student refrains from public displays of physical affection.

		Possible evidence: Student government leadership with focus on respect and accountability, organized recycling program, founder of senior citizen partnership between school and local senior groups.
	Will take the lead in planning their transitions to adulthood	All students have an approved transition plan on file in their electronic portfolios. Possible evidence: proof of voter registration, five and ten year financial plans, completed income tax filings, completed no fewer than three college applications.
2. Students will think critically and thoughtfully		
	Will gather, organize and use information to gain new information and understanding	Students independently research topics and create new learning for themselves. Students are producers rather than recipients. Students are self-directed and highly productive. Possible evidence: self-directed studies within area of interest, produce white papers, videos, documentaries.
	Will support inferences	Students can easily cull through data, infer meanings and create cogent summaries. Possible evidence: writing samples, thesis summaries.
	Will justify conclusions	Students are able to justify conclusions with analysis and synthesis. Possible evidence: students will support conclusions with facts or rationale through research and/or argument.
	Will reserve or suspend judgment	Students expect to suspend judgment. They consider all sides and appreciate simultaneous truths. Possible evidence: students will present multiple perspectives to real problems.
	Will doubt when others unthinkingly	Students' habits of mind include casting doubt towards conventional acceptances. Possible evidence: students will challenge conventional wisdom, perceived bias,

accept	acknowledge assumptions.
Will doubt when others unthinkingly reject	Students' habits of mind include the examination of mental models when others unthinkingly reject. Possible evidence: students will work to remain open to influence as demonstrated in written or oral arguments.
Will publicly change one's mind	Students will demonstrate adaptability and openness when presented with compelling information and situations. Students clearly state detailed opinions that are different from previously held ones. Possible evidence: written or oral arguments and/or presentations.
3. Students will solve problems	
Will use multiple strategies to solve a variety of problems	All students will use multiple generative reasoning strategies such as using creativity over logic, intuitive analysis, conceiving and formulating to solve a variety of novel problems presented to them. Possible evidence: students will participate in open-ended problem solving competitions such as robotics, <i>Destination Imagination</i> , etc.
4. Students will communicate effectively	
With clarity, purpose and an understanding of the audience	Students artfully communicate with main ideas, organized details, with specific knowledge of needs of the audience, and with clear purpose. Possible evidence: students will speak publicly, will submit work for publication, will make public presentations. Expectations for the quality of student communication are high.
5. Students will act as responsible community members	
Within the school, the local community, the	Students understand a variety of cultural attributes and values, understand how cultural world views contribute to personal, local, national, and global perspectives.

<p>state and nation, and the global community</p>	<p>Possible evidence: students will volunteer for potential or elected officials, will advocate for underserved individuals or groups, students will serve and/or work to support the efforts of local, regional, national, or global initiatives.</p>
<p>6. Students will understand and appreciate the diversity and interdependence of all people</p>	
<p>Will deal with disagreement and conflict caused by a diversity of opinions and beliefs</p>	<p>All students can define and identify prejudice and tolerance. Possible evidence: students will publicly weigh-in on issues of local, regional and national significance via mass media: blogs, letters to the editor, guest lectures. Students will be trained in conflict resolution strategies.</p>
<p>7. Students will become accomplished and independent learners</p>	
<p>Will make a commitment to creating quality work</p>	<p>Student output and products are consistently of the highest quality. Possible evidence: student work is rated exemplary by panel of educators and local experts. Mediocrity or failure is not an option for LCA students.</p>
<p>Will understand that learning takes discipline, commitment, and perseverance</p>	<p>Personal mastery is expected and continuously strived for. Students perform at their optimal level. Possible evidence: students will engage in long-term projects and investigations, changing the course or path of study as needed. Students will meet deadlines. Students will oversee their own progress towards graduation: maintain portfolio of actions, accomplishments, academic results.</p>
<p>Will use a variety of learning strategies and personal and time-management skills</p>	<p>Use of time is maximized independently by students. Students apply a variety of learning tools to help themselves learn. They expect to continuously revise and improve work. Possible evidence: Students create and present timelines for independent projects that match their learning styles and interest inventories.</p>

	<p>Will build on what they know and can do to enhance learning</p>	<p>Students independently push beyond basic expectations to build on prior learning; they easily make connections and expand the scope of their learning. Possible evidence: projects include unusual degree of depth and detail as judged by local experts and educators.</p>
	<p>Will take considered risks in their learning</p>	<p>Creativity and innovation drive the day in the life of the student. Possible evidence: students will seize new opportunities to learn, will exhibit tendencies to defend choices, students will carve their own path to completion of rigorous projects.</p>
	<p>Will develop a passion for life-long learning</p>	<p>All students will demonstrate passion for life-long learning in a well-executed independent project of their own choosing and design. Possible evidence: Student's five and ten year plans will include exploration of passions and continuation of current skills and interests.</p>
<p>(j)</p>	<p>Staffing overview, including qualifications sought for professionals and paraprofessionals.</p> <p>The founding staff will include four teachers and a director. Staff qualifications will determined by the state of NH. The disciplines of English, Social Studies, Math and Science will be represented, although the teachers hired will serve as generalists first, specialists second.</p>	
<p>(k)</p>	<p>Personnel compensation plan, including provisions for leaves and other benefits, if any.</p> <p>The instructional staff at Ledyard Charter Academy will be compensated in accordance with the compensation plans and packages currently in place within the district.</p>	

<p>(l)</p>	<p>Pupil transportation plan, including reasonable provision from the charter school's own resources for transportation of pupils residing outside the district in which the charter school is physically located.</p> <p>Transportation to and from school will be offered to Ledyard Charter Academy students with the same conditions and exceptions as the current transportation policies of the Lebanon School District. LCA will explore additional transportation options for students who may need or benefit from school-provided transportation to internships and classes which may extend beyond the district's school day schedule.</p>
<p>(m)</p>	<p>Statement of assurances related to nondiscrimination according to relevant state and federal laws.</p> <p>LCA will comply with all local, state and federal laws as they pertain to the operation of New Hampshire public schools and New Hampshire public charter schools.</p>
<p>(n)</p>	<p>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.</p> <p>LCA will appoint a liaison to maintain contact with the school and the LEA of our students. The liaison will serve as case manager of students with existing Individual Education Plans to ensure that services, and strategies written into IEP's are administered correctly. This may be a contracted service with the school district.</p>
<p>(o)</p>	<p>Admission procedures.</p> <p>Ledyard Charter Academy is a publicly funded charter school, open to all eligible students on a space-available basis and will not discriminate in the admission of students on the basis of race, gender, intellectual ability or performance, handicap, or English Proficiency.</p> <p>In the school's first year, the school will make available 50 open slots and</p>

	<p>students will be assigned those slots as a result of an annual lottery if needed. If the number of applicants is more than the number of available slots, students will be assigned slots on a first come, first serve basis. Enrolled students will be guaranteed admission the next year, providing parents and students indicate a desire to remain at the school. Applicants with siblings already in the school will be placed directly into the school, avoiding the lottery assuming that the number of siblings does not exceed the number of openings. To be eligible for entrance into the lottery or the school the parents and students must provide: 1) Proof of residency in the state and 2) proof of completion of the prior grade. Application forms must be submitted to the school prior to the announced lottery date for admission to the lottery. Applications received after the lottery will be considered on a first come, first serve, space available basis. The school will maintain a waiting list if demand exceeds available spots. Applicants will be placed on a waiting list based on date of submitted application. The school will open 20 slots per year after the opening year.</p>
<p>(p)</p>	<p>Philosophy of pupil governance and discipline, and age-appropriate due process procedures to be used for disciplinary matters including suspension and expulsion.</p> <p>Expectations for Student Behavior</p> <ol style="list-style-type: none"> 1. Respect ourselves and others 2. Respect the property of the school and the property of others 3. Accept responsibility for our actions as individuals 4. Respect the learning climate of the school 5. Abide by all local, state, or federal policies and/or laws <p>Philosophy of Pupil Governance & Discipline</p> <p>Reason & persuasion; fewer stipulations and rules; have students help create community of respect.</p>

	<p>Any student or parent may submit a complaint to the Director.</p> <p>The Director will meet with all parties involved and will render a decision and inform all parties.</p> <p>This decision will stand unless appealed to the Board of Trustees. Decision of the Trustees may be appealed to the Department of Education.</p>
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<p>(q)</p>	<p>Method of administering fiscal accounts and reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant.</p> <p>In accordance with all public nonprofit accounting guidelines and practices, the Board of Trustees will monitor, protect, and control its financial and physical assets. The Lebanon School District will serve as the school’s fiscal agent. The Superintendent of Schools for the Lebanon School District,, in conjunction with the LCA Treasurer/Secretary will over see the financial record keeping and management of the school. LCA will follow the same exacting financial standards currently employed by the Lebanon School District and will comply with all reporting requirements specified in RSA 194-B:101-V including: annual reports, annual independent audits, program audits, and monthly financial reports to the Board of Trustees. LCA will establish its own independent financial accounts completely separate from the Lebanon School District.</p> <p>Members of the current business department of the school district will handle all day-to-day business matters for the school which will include competitive bids, purchasing, accounts payable, accounts receivable, payroll and benefits.</p>
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(r) Annual budget, including all sources of funding.				
Year	Revenue Sources	Enrollment	Per Pupil Rate	Totals
2007-08	Per Pupil Aid (state)	50	\$3,600.00	\$180,000.00
	Charter Grant (state)			\$250,000.00
	Grants (other)			\$50,000.00
	Gifts-in-Kind			\$50,000.00
	Total Revenue			\$530,000.00
	Total Expenses			\$530,000.00
			Balance	\$0.00
2008-09	Per Pupil Aid (state)	70	\$3,600.00	\$252,000.00
	Charter Grant (state)			\$200,000.00
	Previous Surplus			\$70,000.00
	Grants (other)			\$75,000.00
	Gifts-in-Kind			\$50,000.00
	Total Revenue			\$647,000.00
2009-10	Per Pupil Aid (state)	90	\$3,600.00	\$324,000.00
	Charter Grant (state)			\$150,000.00
	Grants (other)			\$75,000.00
	Gifts-in-Kind			\$30,000.00
	Previous Surplus			\$70,000.00
	Total Revenue			\$649,000.00

Line Item	Category/Description	Cost Estimate	SAU 88
	Staff		
	Full-time	\$255,400.00	1-Teacher
	Part-Time	\$20,000.00	
	Facility	\$35,000.00	
	Furniture	\$5,000.00	
	Signage	\$250.00	
	Transportation		
	Bus Routes		✓
	Van-Lease (donation)	\$15,000.00	
	Insurance		✓
	Mileage	\$4,000.00	
	Technology		
	Computer labs (2)	\$0.00	Lebanon College
	Internet Access	\$300.00	
	Staff Computers (5 laptops)	\$7,500.00	
	Software	\$2,000.00	
	Microsoft Office	\$0.00	✓
	SchoolCenter	\$0.00	✓
	PowerSchool	\$0.00	✓
	Rosetta Stone	\$5,000.00	
	Copier-Fax	\$1,700.00	
	NH Virtual High School	\$2,000.00	
	FirstClass	\$20,000.00	
	Phone System	\$800.00	

Line Item	Category/Description	Cost Estimate	SAU 88
	Professional Associations		
	ASCD UBDEExchange	\$500.00	
	Dues & Fees	\$1,000.00	
	Program		
	Textbooks	\$6,550.00	
	Contracted Services	\$4,000.00	✓
	Postage	\$400.00	
	Printing	\$1,200.00	
	Supplies	\$5,900.00	
	Equipment	\$9,000.00	
	Field Trips	\$5,000.00	
	Marketing	\$2,500.00	
	Professional Development		
	Summer Curriculum Work	\$20,000.00	
	Teacher Workshops	\$2,500.00	
	Travel-Professional	\$2,500.00	
	Contingency Fund	\$25,000.00	
	Planned Surplus	\$70,000.00	
	Total	\$530,000.00	

The Ledyard Charter Academy (LCA) Development Plan

The founders realize that LCA may need to seek outside funds to support its program, especially in the first five years. It is our hope that after graduating its first students, the school will have a proven track record of academic success and can make a convincing case to the city taxpayers to fund each student fully.

LCA will pursue both grants and gifts-in-kind. We will target local charitable trusts, such as The Byrne Foundation, which currently supports the high school's efforts around curriculum review and professional development for staff, and also funds an additional English teacher at the 9th grade level that allows it to keep those section sizes small. Mascoma Savings Bank is a generous donor to local educational institutions. The Upper Valley Charitable Foundation, part of NHCF, is another regional donor that has supported educational innovation in this area.

On a more national scale, the founders have contacts with the Gates Foundation's Small School Initiative, the Jessie B. Cox Charitable Trust in Boston, and the Geraldine R. Dodge Foundation (NJ) – all of whom target educational reform initiatives. We are heartened by the recent emphasis in both the national press and philanthropic circles to direct monies towards innovative programs targeting high school restructuring.

We feel confident that many of the local businesses will support us with either modest monetary gifts or gifts-in-kind. Capital needs for computer technology, a van to transport students to internships, science lab equipment, and other specialized equipment, such as GPS units, will be targeted for donation by these businesses. We will also recruit instructors with special talents to augment the core academic program staffed by LCA faculty, such as fine arts instruction, native speakers of the world languages being offered, and computer instruction.

	<p>The founders will begin presenting plans for the LCA to the local Chamber of Commerce and Rotaries, laying the ground work for fund raising and internships.</p> <p>The 5-year fund raising goals are:</p> <p>Year 1 - \$50,000 in grants; \$50,000 gifts-in-kind Year 2 - \$75,000 in grants; \$50,000 gifts-in-kind Year 3 - \$75,000 in grants; \$30,000 gifts-in-kind Year 4 - \$50,000 in grants; \$30,000 gifts-in-kind Year 5 - \$50,000 in grants; \$25,000 gifts-in-kind</p>
<p>(s)</p>	<p>School calendar arrangement and the number and duration of days pupils are to be served pursuant to RSA 194-B:8, III.</p> <p>The school year and days of operation will align with the school year calendar adopted each year by the Lebanon School District. Accordingly, the number of days of instruction will be at least 180 and the length of the school day will average 7.5 hours. LCA does plan on examining an extended day and year calendar to best meet the needs of its students.</p>
<p>(t)</p>	<p>Provision for providing continuing evidence of adequate insurance coverage.</p> <p>Pursuant to RSA 194-B1,III, Ledyard Charter Academy will be subject to the protections afforded any public school under RSA 507(b) which provides Limited General Liability for the charter school and its agents. The founding board will produce evidence of adequate coverage to the state as required.</p>
<p>(u)</p>	<p>Identity of consultants to be used for various services, if known.</p> <p>LCA may seek consulting services from Susan Jamback, M.Ed. She began her career as an art teacher in Lebanon, NH. She has served as principal in four</p>

	<p>public elementary and middle schools and was the founding director of Murdoch Middle Public Charter School in Chelmsford, MA. For four years she served as director of Lowell Community Charter Public School in Lowell, MA. Sue has also worked at the corporate and national levels mentoring charter and district principals, conducting comprehensive charter and district school evaluations, and as regional manager of charter schools operated by Beacon Education Management. Her school leadership work has been noted in <u>Schools That Learn</u>, by Peter Senge and she served on Governor Paul Cellucci's Transition Team Education Task Force.</p>
(v)	<p>Philosophy of parent involvement and related plans and procedures.</p> <p>It is expected that parents will play an important role in the school/home partnership. Parents will assume an active role in designing and refining their child's Personal Learning Plans, as well as providing feedback on the student's efforts towards completing the goals and objectives of the PLP. Parents will be members of exhibition juries. Parents will attend student-led parent-teacher-mentor conferences as scheduled.</p>
(w)	<p>A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school.</p> <p>Once the charter is granted, LCA will conduct public information sessions for students, families, and community members. The initial information/outreach efforts will educate the public about public school choice, charter schools, and our program design and philosophy. Marketing materials will be distributed to students, families, and social service agencies throughout the region of the Lebanon School District via local media outlets and possibly via direct mail. We will work in conjunction with the Lebanon School District to identify under-performing or disengaged students who may find success in our small school environment. We acknowledge that parents (and students) must make the ultimate decision to enroll in our school and will assist parents and their children in the decision-making process.</p>

<p>(x)</p>	<p>A global hold-harmless clause:</p> <p>Ledyard Charter Academy, 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.</p>
<p>(y)</p>	<p>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.</p> <p>Should any provisions of the charter school contact be declared to be invalid or contrary to applicable law, rule or regulation by any competent authority, including any court with jurisdiction, such provision shall not be enforceable and shall be severed. The severance of such a provision or provisions shall not affect the validity of the remaining provisions of the charter school contract.</p>
<p>(z)</p>	<p>Provision for dissolution of the charter school including disposition of its assets or amendment of its program plan.</p> <p>The Board of Trustees of Ledyard Charter Academy will, in the event that the charter is withdrawn or non-renewed, ensure that all property that the school has purchased, leased, or otherwise contracted shall be transferred to the district or returned as per contractual agreement. The Board will research best use of property and retire all debt obligations, assign existing equipment to the Lebanon School District, facility the transition of students to other appropriate educational programs.</p>

<p>(aa)</p>	<p>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.</p> <p>Ledyard Charter Academy is not a conversion school.</p>
<p>(bb)</p>	<p>A plan for the education of the school's pupils after the charter school may cease operation.</p> <p>LCA will inform students and families of the school's possible closing and will work with parents to get permission to transfer student files and academic records to receiving schools in a timely manner.</p>
<p>(cc)</p>	<p>In addition to an application, each charter school applicant, in consultation with the local school board, shall prepare a proposed contract. The contract shall include, but shall not be limited to, the following elements:</p> <p>(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.</p> <p>The Lebanon School District has agreed in principle to provide services to the Ledyard Charter Academy including, but not limited to, Business Office oversight, e.g. payroll, benefits, purchase orders, audits, etc., student transportation, extracurricular and athletic activities, technology infrastructure, SPED services. Upon the granting of the charter, LCA will enter into a contract for specific services.</p>

(dd)	<p>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.</p> <p>Ledyard Charter Academy Accountability Plan</p> <p>I. Academic Success</p> <ul style="list-style-type: none"> A. All students enrolled in Ledyard Charter Academy for two or more years will earn a 3.0 or higher in all academic subjects. B. All students will score at the proficient range or higher on juried exhibitions C. All students will score proficient on NECAP D. All students will demonstrate mastery of The Vision of the Graduate. <p>II. Organizational Viability</p> <ul style="list-style-type: none"> A. The school will have a 95% daily attendance rate B. Ledyard Charter Academy will strive for a zero drop put rate. C. The school will be fully enrolled and will maintain a waiting list D. Parent satisfaction rates will be 3.0 or higher as evidenced on annual Parent Satisfaction Survey. <p>III. Fulfillment of Mission</p> <ul style="list-style-type: none"> A. Students enrolled at LCA will demonstrate engagement and productivity as determined by annual pre and post student administered surveys, attendance, admission to college or post-secondary programs of study <p>IV. Financial Viability</p> <ul style="list-style-type: none"> A. LCA will demonstrate financial feasibility each year. <ul style="list-style-type: none"> 1. Expenses will not exceed revenue 2. Maintain a surplus 3. Acquire a line o credit 4. Meet its projected fundraising goals
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- (2) If a competency assessment is in place as provided in (i) below, by demonstrating mastery of required competencies for the course, as approved by certified school personnel.

BACKGROUND:

The intent of these demonstration assessments outlined in the *School Approval Standards* is to measure the depth of student knowledge, to foster student interest, and to cultivate the active use of knowledge. These assessments must be able to ascertain the deep content knowledge and “habits of thinking” within the context of in-depth and long-term work undertaken by individual students. Correspondingly, the Department will help support the development of this local competency-based assessment system, through a statewide network. This network will focus on the competency assessment requirement that will include, but not be limited to:

Establishing a process, selecting criteria, and presenting a workable framework with which to complete and pilot a series of classroom level competencies that may be used to assess student mastery, however the student gains that mastery (for instance, through traditional classroom methods, extended learning opportunities, or a combination of both). These classroom level competencies will serve as models or examples, not requirements, for New Hampshire high schools. Classroom level competencies, once developed, may be piloted by any number of methods, including but not limited to:

- ◆ **Exhibitions:** these assessments are often used as a summative assessment of a student’s mastery of the school’s mission goals. However, preparing students for the cognitive demands assessed during these exhibitions has instructional, curricular, and organizational implications for each grade level in the school. Consequently, schools involved with exhibitions must organize themselves to provide students with appropriate instructional opportunities and the supports needed to develop the skills and knowledge that a student must demonstrate during his or her exhibition. As noted above, while the Department recognizes that capstone projects, senior projects, and other exhibition have great value, for the purposes of this RFP exhibitions refers to the a student demonstration of the classroom level competencies of a specific course in Mathematics and/or English Language Arts.
- ◆ **Portfolios:** designed to collect evidence aligned with the course competencies. Portfolios can serve as both a formative and summative assessment of a student’s progress toward the individual course competencies. They can also include other data and evidence about the student’s academic, personal, and career goals. Schools using portfolios as a competency-based method of assessment must clearly identify the expectations for student learning that will guide the selection of entries for the portfolio. Correspondingly, the school must provide each student with appropriate opportunities to learn and with the appropriate supports that s/he will need to develop the skills and knowledge demonstrated in the portfolio.
- ◆ **Common Tasks** are intended to ensure that students have multiple and varied opportunities to learn and to be assessed using the individual classroom level course competencies. When collaboratively scored, these tasks can also be an effective way to

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